



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Study Programme: Master in Child and Adolescent Developmental Psychopathology - Prevention

Name: Internship
Teaching staff Luisa Barros (Professor in Charge) Ana Isabel Pereira Ana Isabel Gomes Margarida Custódio dos Santos Manuela Calheiros Cláudia Camilo
ECTS 30
Functioning Field work in a Health Institution (420h); individual supervision (60h)
Learning goals The internship aims to promote the direct contact of students with training areas with children and adolescents, families, and other relevant adults, in the field of Child and Adolescent Clinical and Health Psychology and the acquisition of the skills necessary for professional integration. Specifically, the internship is aimed at increasing the knowledge acquired in the other C.U. and their articulation with professional health services environments as well as the acquisition of specific skills in assessment, diagnosis, and intervention in different contexts of clinical and health psychology. The student's personal development and the acquisition of appropriate attitudes to different levels of interpersonal, group, and organizational relations are also objectives.. The internship report should include a synthesis of activities as well as a personal reflection on the implications of these activities for professional and personal development (max. 100 pages).
Skills to be developed The internship adopts a model of learning through direct experience, implying that it must be accompanied



by readings and discussions in the individual supervision, throughout the different phases and tasks that the student will develop during the internship.

The internship takes place in a health institution: Primary Care Health Centers, Hospitals, Private Clinics, and other community institutions and implies that the student has contact with different functions and forms of integration of psychologists in this institution.

Prerequisites (precedences) *

Non-applicable

Contents

The contents already worked in previous C.U. related to the different functions of assessment and intervention are revisited in perspective of the discussion of its application and its capabilities and limitations, namely:

- Specific assessment, diagnostic, case conceptualization and psychological intervention in health contexts;
- Personal, ethics and deontological, and interpersonal competencies adequate to the health institutions.

Bibliography

Kendall, P.C. (Ed.) (2012). *Child and Adolescent Therapy: Cognitive-Behavioral procedures* (4th.ed.). New York: The Guilford Press.

Reinecke, M. A., Dattilio, F.M., & Freeman, A. (Eds.) (2006). *Cognitive Therapy with Children and Adolescents. A casebook for clinical practice*. N.Y.: The Guilford Press.

Students are encouraged to review the fundamental discussed in previous curricular units and to autonomously search relevant and recent articles. Further references are indicated according to the specific institutions, ongoing projects and identified needs.

Teaching methods

The Internship follows a methodology of learning by observation and insertion in professional practice that begins with observation and develops through a progressively more autonomous practice. The student begins by observing the work of psychologists and the institutional dynamics, participates in team meetings and orientation sessions with the supervisor of the institution and will progressively see the different functions of psychologists of the institution and then assume more autonomous tasks and functions, always with the supervision of the teaching faculty that allows to prepare and anticipate the difficulties inherent in this performance, and then discuss its implementation and results, in conjunction with the supervisor of the institution.

Evaluation Regimes (General and/or Alternative)

Continuous Evaluation during the year.

Evaluation Elements



(Dates due, weights, minimum required grades)

The evaluation is based on the integration and student performance throughout the year and in the report, and on the information of the institutional adviser about attendance, punctuality, compliance with the rules of the institution, autonomy, and progress. The final report is due in June (1st phase) or October (2nd phase).

Rules for grade improvement

Non-applicable

Rules for students having previously failed the course unit *

Non-applicable

Requirements on attendance and punctuality

Regular attendance and punctuality are a key element to complete the internship.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Non-applicable

Language of instruction

Portuguese, but English language is fundamental to access relevant bibliography.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;



- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable