



## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

**Study Programme: Master - Child and Adolescent Developmental Psychopathology - Prevention and Intervention**

<b>Name</b> Intervention with Children and Adolescents at Risk and Danger
<b>Teaching staff</b> Maria Manuela Calheiros Claudia Camilo
<b>ECTS</b> 6
<b>Functioning</b> TP - 45; T - 15
<b>Learning goals</b> <ol style="list-style-type: none"><li>1. Critically analyze and reflect on the socio-educational and protection services for children and adolescents at risk and danger.</li><li>2. To define research problems based on theory applied to this context.</li><li>3. To know the theoretical frameworks of assessment and intervention with parents and children and adolescents at risk and danger and understand the pragmatic and ethical implications of theoretical principles for assessment and intervention.</li><li>4. To understand the role of social, institutional and personal factors in professionals decision making about referring, evaluation and intervention.</li><li>5. To acquire knowledge about the evaluation process through different techniques, methods and instruments</li><li>6. To acquire evidence-based community intervention skills at the individual and group level and adapt them to the specificities of different contexts.</li></ol>
<b>Skills to be developed</b>



1. Demonstrate knowledge and reflect critically on the welfare, educational and protection services of children and adolescents at risk and in danger;
2. Know how to identify opportunities and define research problems based on theory applied to this context;
3. Demonstrate knowledge of the theoretical foundations of assessment with parents and children/adolescents at risk and in danger and understand the pragmatic and ethical implications of the theoretical principles in the assessment;
4. Demonstrate knowledge of the theoretical foundations of the intervention with parents, children, and adolescents at risk and in danger and understand their pragmatic and ethical implications in the intervention.
4. Know how to apply the main theories aimed at changing cognitions, emotions and behaviors used in the area of intervention with parents of children / adolescents at risk and in danger;
5. Know the social, institutional and personal factors in the decision making of psychologists and other professionals about conceptualization, referring, evaluation and intervention.
6. Know how to define the main goals, working hypotheses, the necessary resources, methods and strategies for evaluation and intervention in the conceptualization of cases;
7. Know how to use the main tools in the evaluation process taking into account a holistic approach and using different techniques, methods and instruments;
8. Know how to use the necessary skills in community intervention based on evidence at the individual and group level and know how to adapt them to the specificity of different contexts.
9. Reveal skills that allow teamwork, with other disciplines, and the communication of information, ideas, problems and solutions in the area of protection of children and adolescents at risk and in danger;
10. Develop skills that allow the application and generalization of knowledge throughout professional career in the assessment and intervention of these situations, with a high degree of autonomy.

**Prerequisites** (precedences) \*

None

**Contents**

1. Organization and procedures of socio-educational and protection services. Phases of the process and types of services: socio-educational services, family and residential care, adoption. Research challenges and trends
2. Theoretical foundations of prevention and intervention with parents and children and adolescents at risk and in danger. Risk and protection factors; mechanisms and consequences in the various development domains.
3. Ecological, developmental and perspectives focused on conceptualizing and assessment of sexual abuse, parental alienation, abuse and neglect.
4. Social and personal factors of the psychologists and others professionals (type of training, attitudes, biases, etc.) in conceptualization, referring, evaluation and intervention.
5. Risk and maltreatment assessment: explanatory factors (risk and compensatory), domains of evaluation (family, parents, child), ethical and practical considerations.



6. Assessment techniques, methods and instruments: implicit measures (e.g., parental perception of faces with affective expression of children (CAFE; LoBue & Thrasher, 2015) and explicit (e.g., Parent-child conflict scale - CTS-PC; Straus et al., 1998) for parents; interviews with parents and community professionals; self-report questionnaires (eg, Negligent Behavior Scale - MNBS; Kantor et al., 2003) and hetero-report (eg, Questionnaire for assessing the severity of abuse for professionals - MSQ; Calheiros et al., 2019); direct observation of parent-child interactions.

7. From evaluation to intervention: Conceptualization, decision making, principles, and methods of individual intervention with parents and children/adolescents.

8. Evidence-based community interventions at individual and group level in different socio-legal and educational contexts. The implementation of programs with demonstrated empirical evidence.

### **Bibliography**

Calheiros, M. (2006). *A construção social do mau trato e negligência parental: do senso comum ao conhecimento científico*. Fundação Calouste Gulbenkian & Fundação para a Ciência e a Tecnologia. Imprensa de Coimbra Lda.

Dubowitz, H., & Depanfilis, D. (2000). *Handbook for child protection practice*. Sage Publications, Inc.

Klika J. B. & Conte, J. R. (2017). *The APSAC Handbook on Child Maltreatment (4th Ed.)*. SAGE Publications, Inc.

Randell, A. (2017). *Research and Practices in Child Maltreatment Prevention (1st Ed.)* STM Learning, Inc.

Scannapieco, M., & Connell-Carrick, K. (2005). *Understanding child maltreatment: an ecological and developmental perspective*. Oxford University Press.

### **Teaching methods**

Theoretical-practical class - Presentation of theory and research on the subjects, in an expositive way, and their application through participatory, active and self-study methodologies. These methodologies presuppose the accomplishment and discussion of practical exercises in the class, the previous preparation and autonomous work of the students, through reading the specific bibliography and developing, in two stages, a group work during the semester. It is based on this preparation and autonomous work that the teacher encourages the active and collaborative participation of the students.

Tutorial - Problem solving, clarification of doubts and orientation of group work.

### **Evaluation Regimes (General and/or Alternative)**

In this course, there is only the General Evaluation Regime

### **Evaluation Elements**

(Dates due, weights, minimum required grades)



#### MANDATORY ASSESSMENT ELEMENTS

- Individual written exam (50% of the final grade)
- Group work (Oral presentation with discussions + Written report) with a weighting of 50% of the final grade

Students are approved if they reach at least 9.5 both in the exam and in the work-group.

In General Evaluation Regime students have to attend 2/3 of classes.

#### Rules for grade improvement

- Grade improvement can only be made if the students have evaluation in the 1st stage of evaluation.
- Improvement of grade of group work cannot be done.

#### Rules for students having previously failed the course unit \*

#### Requirements on attendance and punctuality

Class attendance is compulsory for General Regime students.

#### Rules for special students

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

All evaluation elements are required. Only attendance in class is not compulsory.

#### Language of instruction

Portuguese

#### 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