



## Study Plan

**School:** School of Social Sciences

**Degree:** Master

**Course:** Psychology (cód. 507)

### Specialization Psychology of Education

#### 1st Year - 1st Semester

#### Specialization Psychology of Education

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11128M	Research and Data analysis in Psychology	Psychology	6	Semester	156
PSI11140M	Psychological Evaluation in Education and Training	Psychology	6	Semester	156
PSI11141M	Dynamics on Teaching-Learning Processes	Psychology	6	Semester	156
PSI11142M	Construction of Knowledge and Learning	Psychology	6	Semester	156



1st Year - 1st Semester  
Specialization Psychology of Education

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
<b>Group of Options</b>					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11162M	Occupational Health Psychology	Psychology	6	Semester	156
PSI11161M	Language, Reading and Writing Psychology	Psychology	6	Semester	156
PSI11160M	Psychology of People Management	Psychology	6	Semester	156
PSI11159M	Clinical Neuropsychology	Psychology	6	Semester	156
PSI11158M	Introduction to Coaching	Psychology	6	Semester	156
PSI11157M	Psychological Intervention in Health Contexts	Psychology	6	Semester	156
PSI11155M	Crisis Intervention	Psychology	6	Semester	156
PSI11154M	Intelligence, Creativity and Innovation	Psychology	6	Semester	156
PSI11153M	Career Management and Counseling	Psychology	6	Semester	156
GES11167M	Project management	Management	6	Semester	156
PSI11152M	Diversity(eis) and Psychological Intervention	Psychology	6	Semester	156
PSI11151M	Group Dynamics	Psychology	6	Semester	156
PSI11150M	Knowledge and Transversal Skills	Psychology	6	Semester	156
PSI11149M	Conflicts and Aggressive Practices in School Context	Psychology	6	Semester	156
PSI11148M	Learning and Self-regulation	Psychology	6	Semester	156
PSI11166M	Family Therapy	Psychology	6	Semester	156
PSI11168M	Expressive Therapies	Psychology	6	Semester	156
PSI11165M	Theory and Practice of the Rorschach test	Psychology	6	Semester	156
PSI11164M	Psychology, Education and Multiculturalism	Psychology	6	Semester	156
PSI11163M	Psychology and Community Intervention	Psychology	6	Semester	156
PSI11156M	Psychological Intervention with Elderly	Psychology	6	Semester	156
<b>Optativas (Obrigatórias da área de Clínica)</b>					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11129M	Child and Adolescent Psychopathology	Psychology	6	Semester	156
PSI11130M	Dynamic Psychotherapy with Adults	Psychology	6	Semester	156
PSI11131M	Behavioural and Cognitive Psychotherapies with Children and Adolescents	Psychology	6	Semester	156
PSI11133M	Dynamic Psychotherapy with Children and Adolescents	Psychology	6	Semester	156
PSI11134M	Behavioural and Cognitive Psychotherapies with Adults	Psychology	6	Semester	156
PSI11135M	Psychological Assessment in Clinical Contexts	Psychology	6	Semester	156



**1st Year - 1st Semester**  
**Specialization Psychology of Education**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours

**1st Year - 2nd Semester**  
**Specialization Psychology of Education**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11137M	Quantitative Data Analysis in Psychology	Psychology	3	Semester	78
PSI11136M	Qualitative Data Analysis in Psychology	Psychology	3	Semester	78
PSI11146M	Development and Psychological Counselling in Educational Contexts	Psychology	6	Semester	156
PSI11145M	Psychological Intervention in Educational Contexts	Psychology	6	Semester	156
PSI11144M	Special Needs of Education	Psychology	6	Semester	156
PSI11143M	Vocational Psychology	Psychology	6	Semester	156

**2nd Year - 3rd Semester**  
**Specialization Psychology of Education**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11147M	Internship in Educational Psychology	Psychology	24	Year	624



2nd Year - 3rd Semester  
Specialization Psychology of Education

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
<b>Group of Options</b>					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11163M	Psychology and Community Intervention	Psychology	6	Semester	156
PSI11164M	Psychology, Education and Multiculturalism	Psychology	6	Semester	156
PSI11165M	Theory and Practice of the Rorschach test	Psychology	6	Semester	156
PSI11168M	Expressive Therapies	Psychology	6	Semester	156
PSI11166M	Family Therapy	Psychology	6	Semester	156
PSI11148M	Learning and Self-regulation	Psychology	6	Semester	156
PSI11149M	Conflicts and Aggressive Practices in School Context	Psychology	6	Semester	156
PSI11150M	Knowledge and Transversal Skills	Psychology	6	Semester	156
PSI11151M	Group Dynamics	Psychology	6	Semester	156
PSI11152M	Diversity(eis) and Psychological Intervention	Psychology	6	Semester	156
GES11167M	Project management	Management	6	Semester	156
PSI11153M	Career Management and Counseling	Psychology	6	Semester	156
PSI11154M	Intelligence, Creativity and Innovation	Psychology	6	Semester	156
PSI11155M	Crisis Intervention	Psychology	6	Semester	156
PSI11156M	Psychological Intervention with Elderly	Psychology	6	Semester	156
PSI11157M	Psychological Intervention in Health Contexts	Psychology	6	Semester	156
PSI11158M	Introduction to Coaching	Psychology	6	Semester	156
PSI11159M	Clinical Neuropsychology	Psychology	6	Semester	156
PSI11160M	Psychology of People Management	Psychology	6	Semester	156
PSI11161M	Language, Reading and Writing Psychology	Psychology	6	Semester	156
PSI11162M	Occupational Health Psychology	Psychology	6	Semester	156
<b>Optativas (Obrigatórias da área de Clínica)</b>					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11129M	Child and Adolescent Psychopathology	Psychology	6	Semester	156
PSI11130M	Dynamic Psychotherapy with Adults	Psychology	6	Semester	156
PSI11131M	Behavioural and Cognitive Psychotherapies with Children and Adolescents	Psychology	6	Semester	156
PSI11133M	Dynamic Psychotherapy with Children and Adolescents	Psychology	6	Semester	156
PSI11134M	Behavioural and Cognitive Psychotherapies with Adults	Psychology	6	Semester	156
PSI11135M	Psychological Assessment in Clinical Contexts	Psychology	6	Semester	156



**2nd Year - 3rd Semester  
Specialization Psychology of Education**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
	Dissertation				

**2nd Year - 4th Semester  
Specialization Psychology of Education**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
	Dissertation				

**Conditions for obtaining the Degree:**

\*\*\* TRANSLATE ME: Para a aprovação na componente curricular nesta área de especialização é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares: {\ }newline  
 {\ }newline  
 1º Semestre: {\ }newline  
 4 UC Obrigatórias num total de 24 Ects {\ }newline  
 1 UC Optativa do quadro do Grupo de Unidades Curriculares do Optativas ou UC obrigatória da outra Área de Especialização em um total de 6 ECTS {\ }newline  
 {\ }newline  
 2º Semestre: {\ }newline  
 6 UC Obrigatórias num total de 30 Ects {\ }newline  
 {\ }newline  
 3º e 4º Semestre {\ }newline  
 1 UC Obrigatória (Estágio em Psicologia da Educação) num total de 24 Ects  
 1 UC Optativan no 3º Semestre (impar) do quadro do Grupo de Unidades Curriculares do Optativas ou UC obrigatória da outra Área de Especialização em um total de 6 ECTS {\ }newline  
 {\ }newline  
 Para obtenção do grau, é necessário também a aprovação em Dissertação no total de 30 ECTS, no 3.º e 4.º Semestre. \*\*\*

**Specialization Clinical Psychology**

**1st Year - 1st Semester  
Specialization Clinical Psychology**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11128M	Research and Data analysis in Psychology	Psychology	6	Semester	156
PSI11129M	Child and Adolescent Psychopathology	Psychology	6	Semester	156
PSI11130M	Dynamic Psychotherapy with Adults	Psychology	6	Semester	156
PSI11131M	Behavioural and Cognitive Psychotherapies with Children and Adolescents	Psychology	6	Semester	156



1st Year - 1st Semester  
Specialization Clinical Psychology

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
<b>Group of Options</b>					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11156M	Psychological Intervention with Elderly	Psychology	6	Semester	156
PSI11163M	Psychology and Community Intervention	Psychology	6	Semester	156
PSI11164M	Psychology, Education and Multiculturalism	Psychology	6	Semester	156
PSI11165M	Theory and Practice of the Rorschach test	Psychology	6	Semester	156
PSI11168M	Expressive Therapies	Psychology	6	Semester	156
PSI11166M	Family Therapy	Psychology	6	Semester	156
PSI11148M	Learning and Self-regulation	Psychology	6	Semester	156
PSI11149M	Conflicts and Aggressive Practices in School Context	Psychology	6	Semester	156
PSI11150M	Knowledge and Transversal Skills	Psychology	6	Semester	156
PSI11151M	Group Dynamics	Psychology	6	Semester	156
PSI11152M	Diversity(eis) and Psychological Intervention	Psychology	6	Semester	156
GES11167M	Project management	Management	6	Semester	156
PSI11153M	Career Management and Counseling	Psychology	6	Semester	156
PSI11154M	Intelligence, Creativity and Innovation	Psychology	6	Semester	156
PSI11155M	Crisis Intervention	Psychology	6	Semester	156
PSI11157M	Psychological Intervention in Health Contexts	Psychology	6	Semester	156
PSI11158M	Introduction to Coaching	Psychology	6	Semester	156
PSI11159M	Clinical Neuropsychology	Psychology	6	Semester	156
PSI11160M	Psychology of People Management	Psychology	6	Semester	156
PSI11161M	Language, Reading and Writing Psychology	Psychology	6	Semester	156
PSI11162M	Occupational Health Psychology	Psychology	6	Semester	156
<b>Optativas (Obrigatórias da área de Educação - 1º Sem)</b>					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11140M	Psychological Evaluation in Education and Training	Psychology	6	Semester	156
PSI11141M	Dynamics on Teaching-Learning Processes	Psychology	6	Semester	156
PSI11142M	Construction of Knowledge and Learning	Psychology	6	Semester	156
PSI11143M	Vocational Psychology	Psychology	6	Semester	156
PSI11144M	Special Needs of Education	Psychology	6	Semester	156
PSI11145M	Psychological Intervention in Educational Contexts	Psychology	6	Semester	156
PSI11146M	Development and Psychological Counseling in Educational Contexts	Psychology	6	Semester	156



**1st Year - 1st Semester**  
**Specialization Clinical Psychology**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours

**1st Year - 2nd Semester**  
**Specialization Clinical Psychology**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11132M	Psychological Consultation	Psychology	6	Semester	156
PSI11133M	Dynamic Psychotherapy with Children and Adolescents	Psychology	6	Semester	156
PSI11134M	Behavioural and Cognitive Psychotherapies with Adults	Psychology	6	Semester	156
PSI11135M	Psychological Assessment in Clinical Contexts	Psychology	6	Semester	156
PSI11136M	Qualitative Data Analysis in Psychology	Psychology	3	Semester	78
PSI11137M	Quantitative Data Analysis in Psychology	Psychology	3	Semester	78

**2nd Year - 3rd Semester**  
**Specialization Clinical Psychology**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11138M	Intership in Clinical Psychology	Psychology	24	Year	624



2nd Year - 3rd Semester  
Specialization Clinical Psychology

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
<b>Group of Options</b>					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11162M	Occupational Health Psychology	Psychology	6	Semester	156
PSI11161M	Language, Reading and Writing Psychology	Psychology	6	Semester	156
PSI11160M	Psychology of People Management	Psychology	6	Semester	156
PSI11159M	Clinical Neuropsychology	Psychology	6	Semester	156
PSI11158M	Introduction to Coaching	Psychology	6	Semester	156
PSI11157M	Psychological Intervention in Health Contexts	Psychology	6	Semester	156
PSI11156M	Psychological Intervention with Elderly	Psychology	6	Semester	156
PSI11155M	Crisis Intervention	Psychology	6	Semester	156
PSI11154M	Intelligence, Creativity and Innovation	Psychology	6	Semester	156
PSI11153M	Career Management and Counseling	Psychology	6	Semester	156
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PSI11166M	Family Therapy	Psychology	6	Semester	156
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PSI11163M	Psychology and Community Intervention	Psychology	6	Semester	156
<b>Optativas (Obrigatórias da área de Educação - 1º Sem)</b>					
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PSI11140M	Psychological Evaluation in Education and Training	Psychology	6	Semester	156
PSI11141M	Dynamics on Teaching-Learning Processes	Psychology	6	Semester	156
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PSI11146M	Development and Psychological Counseling in Educational Contexts	Psychology	6	Semester	156





**2nd Year - 3rd Semester  
Specialization Clinical Psychology**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
	Dissertation				

**2nd Year - 4th Semester  
Specialization Clinical Psychology**

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
	Dissertation				

**Conditions for obtaining the Degree:**

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## Conditions for obtaining the Degree:

\*\*\* TRANSLATE ME: ESPECIALIZAÇÃO EM PSICOLOGIA DA EDUCAÇÃO: {\ }newline

{\ }newline

Para a aprovação na componente curricular nesta área de especialização é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares: {\ }newline

{\ }newline

1º Semestre: {\ }newline

4 UC Obrigatórias num total de 24 Ects {\ }newline

UC do Grupo de Optativas do quadro 9º ou uma UC obrigatória da outra área de especialização num total de 6 ECTS {\ }newline

{\ }newline

2º Semestre: {\ }newline

6 UC Obrigatórias num total de 30 Ects {\ }newline

{\ }newline

{\ }newline

3º e 4º Semestre: {\ }newline

1 UC Obrigatória (Estágio em Psicologia da Educação) num total de 24 Ects

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{\ }newline

Para obtenção do grau, é necessário também a aprovação em Dissertação no total de 30 ECTS, no 3.º e 4.º Semestre. {\ }newline

{\ }newline

ESPECIALIZAÇÃO EM PSICOLOGIA CLÍNICA: {\ }newline

{\ }newline

Para a aprovação na componente curricular nesta área de especialização é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares:

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2º Semestre: {\ }newline

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Para obtenção do grau, é necessário também a aprovação em Dissertação no total de 30 ECTS, no 3.º e 4.º Semestre. \*\*\*

## Program Contents



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### **Research and Data analysis in Psychology (PSI11128M)**

1. Formulation of research problems.
  - 1.1. Paradigms, scientific theories and models that represent them.
  - 1.2. Literature review, delimitation of the research domain, and methodological options: quantitative, qualitative, and mixed designs.
2. Internal and external validity of quantitative research designs: correlational, clinical-experimental, and experimental.
  - 2.1. Theory of data and construct validity.
  - 2.2. Theory of sampling and sample types.
  - 2.3. Theory of data and hypotheses testing.
  - 2.4. Cross-validation vs. validity generalization.
3. Internal and external validity of qualitative research designs based on content analysis.
  - 3.1. Research questions, data generation, and corpus establishment.
  - 3.2. Corpus coding and validity.
  - 3.3. Codifiers and reliability.
4. Communication of research problems, methods, techniques and results.
5. Interdependency of ethical and technical issues in data generation and analysis, and in the communication of results.

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### **Psychological Evaluation in Education and Training (PSI11140M)**

1. Conceptualization and uses of Psychological assessment in contexts of Education and formation
  - 1.1 Models of psychological assessment
  - 1.2 Validity of psychological assessment processes
  - 1.3 Psychological assessment as a process based in multiple evidences versus assessment as testing
2. Thourough and critical study of methods and techniques of psychological assessment
  - 2.1 The architecture of psychological assessment instruments
  - 2.2 Observation checklists and protocols in Education and formation
3. Assessment of relevant areas in education and formation
  - 3.1 Assessment of intelligence
  - 3.2 Personality assessment
  - 3.3 Assessment of self-esteem, self-concept and school motivation
4. Elaboration of psychological assessment reports

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### **Dynamics on Teaching-Learning Processes (PSI11141M)**

1. Structure and organization of the school
2. Education
  - 2.1. Psychology in teacher education
  - 2.2. The professional development of teachers
  - 2.3. Prospects of psychological intervention in the teaching
3. Dynamics of teaching and learning:
  - 3.1. Relational dynamics in the teaching-learning
  - 3.4. Classroom Management
- 3.3. Prospects of psychological intervention in the dynamics of teaching and learning.

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### **Construction of Knowledge and Learning (PSI11142M)**

1. Knowledge and learning - concepts.
2. Epistemological development in the life cycle
3. Concept development and construction of knowledge
4. Metacognition. affect and learning



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### **Occupational Health Psychology (PSI11162M)**

1. Theoretical and historical foundations of Occupational Health Psychology
2. Limitations to well being due to the social relations of the workplace
  - 2.1. Work stress
  - 2.2. Burnout
  - 2.3. Psychological violence and harassment in the workplace
  - 2.4. Sexual harassment
3. Limitations to well being due to employment instability
  - 3.1. unemployment
  - 3.2. temporary work
  - 3.3. pre-retirement and retirement
4. Limitations to well being due to work and family relationship
  - 4.1. Work-family and family-work interference
5. Work as a source of well-being
  - 5.1. work engagement
  - 5.2. Flow / other positive approaches

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### **Language, Reading and Writing Psychology (PSI11161M)**

- I - Introduction to the study of language
  - Language
  - Chomsky's revolution
  - Approaches, methods and techniques
  - Themes and controversies
  - Biological foundations
- II - Language development
  - Language acquisition and development
  - The driving forces of language development
  - Phonological development
  - Semantic development
  - Early syntactic development
- III - Speech
  - Speech
  - Speech perception
  - Recognizing words
  - Speech production
  - Understanding speech
- IV - Written language
  - Reading and writing
  - Systems of writing and orthography
  - Reading: The processes of normal reading
  - Specific reading and writing disorders



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### **Psychology of People Management (PSI11160M)**

1. People attraction systems
  - 1.1. People and Organizations
  - 1.2. People Strategic Management and decent work
  - 1.3. Needs analysis, Recruitment, Selection and psychological assessment
  - 1.4. Hiring, integrating and socializing people in organizations
2. People development and maintenance systems
  - 2.1. Structured actions of intentional development
  - 2.2. Strategic work analysis
  - 2.3. Performance management
  - 2.4. Compensation systems
3. Disconnecting people from organizations
  - 3.1 Firing people
  - 3.2 Retirement
  - 3.3. Succession planning and intergenerational cooperation

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### **Clinical Neuropsychology (PSI11159M)**

1. The clinical history of people with brain injury or dysfunction
  
2. The evaluation and diagnosis of cognitive deficits
  - 1. Attention and executive function disorders ,
  - 2. Visual agnosia, prosopagnosia and hemispatial neglect
  - 3. Amnesic syndromes
  - 4. Aphasia and Dyslexia
  - 5. Apraxia
  
3. The evaluation and diagnosis of dementia
  
4. Screening instruments and neuropsychological assessment tests
  
5. Structure of a neuropsychological assessment battery

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### **Introduction to Coaching (PSI11158M)**

Concepts of coaching and other intentional developmental practices  
Types of coaching  
Theoretical perspectives of coaching  
Models and approaches in coaching  
Coaching processes: its structure and functioning  
Training of coaching professionals  
Psychological coaching  
The qualification and legitimation of coaching  
Competences relevant to the practice of coaching  
Ethics in coaching practice



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### **Psychological Intervention in Health Contexts (PSI11157M)**

#### 1. Introduction:

- 1.1 Clinical Health Psychology and Social and Community Health Psychology
- 1.2 Clinical practice in a health context: framework

#### 2. General context:

- 2.1 The World Health Organization
- 2.1 The Portuguese National Healthcare System: Basic Healthcare, Secondary Healthcare Tertiary Healthcare and how they are integrated.

#### 3. Specific contexts of intervention:

- 3.1 Psycho-Cardiology
- 3.2 Psycho-Oncology
- 3.3 Chirurgic
- 3.4 Emergency
- 3.5 Chronic pain
- 3.6 Psychiatry
- 3.7 Continued healthcare
- 3.7 Palliative healthcare

#### 4. The role of psychologists in Health Promotion Programs

#### 5. The role of psychologists in Disease Prevention Programs

#### 6. Challenges and possibilities

- 6.1 Multi and transdisciplinary work, team work and training
- 6.2 Health project design and it´s implementation in the communities (Governmental Agencies and non-governmental organizations (NGOs)
- 6.3 Intervention evaluation
- 6.4 Ethical questioning regarding the economic and social determinants of health and psychological intervention.

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### **Crisis Intervention (PSI11155M)**

#### 1. Crisis Intervention Theory and Applications

#### 2. Crisis Intervention Models

- 2.1 Roberts' Seven-Stage Crisis Intervention Model
- 2.2 Mitchell´s Critical Incident Stress Management Intervention System

#### 3. Basic Crisis Intervention Skills

- 3.1 Stress, Trauma and Resilience
- 3.2 Personal and Context Resources (family, community)

#### 4. Crisis Cases: Handling specific cases

- 4.1 Psychological Crises (suicide, panic disorder, crisis-prone patients)
- 4.2 Child and family crisis (aggression, sexual abuse)
- 4.4 Disaster and catastrophe crisis (environmental)



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## **Intelligence, Creativity and Innovation (PSI11154M)**

### I. Introduction

#### II. Intelligence - internal phenomenon vs. intellectual act

1. Psychometric approach to intelligence - general vs. specific aptitude
2. Developmental approach to intelligence - general vs. specific structure
3. Intelligence as an act of information processing
4. Assessment of intelligence - from the individual phenomenon to the intelligent act

#### III. Intelligence and knowledge

1. Knowledge, intelligence and context - a triarchic view
2. Knowledge, intelligence and competence - a dynamic perspective
3. Social knowledge and emotional knowledge – intelligence?
4. Challenges to intelligence assessment
  - 4.1. Evaluation of intelligence based on the content
  - 4.2. The evaluation of intelligence based on the cognitive process
  - 4.3. Content and process -based assessment - the case of the Cognitive Test of Social Intelligence

#### IV. Creativity

1. Creativity - individual phenomenon vs. systemic phenomenon
2. Creativity - a personal decision that drives change
3. Creativity - a confluence of personal, field and domain factors
4. Challenges to the evaluation of creativity based on integrative contributions

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## **Career Management and Counseling (PSI11153M)**

### 1. A CONSTRUCTIVIST APPROACH TO CAREER COUNSELING

#### 1.1. Career counseling: Contexts, challenges, and concepts

##### 2.1. The career construction theory

### 2. THE PROCESS OF CAREER COUNSELING

#### 2.1. Career decision-making difficulties

#### 2.2. Phases of the process of career counseling

#### 2.3. Dilemmas of career counseling

#### 2.4. Empowering individuals with special needs



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### **Project management (GES11167M)**

Module 1 - Project Management Framework

Basic concepts

Project Management Processes

Project life cycle

Module 2 - Team Organization and Management Project

The Project Manager

Organizational Structure

Organization of the project team

Leadership in project management

Module 3 - Project Planning and Programming

Project objectives

Planning and the Work Breakdown Structure

Planning using PERT

Resource allocation, budget and project costs

Project viability

Module 4 - Monitoring, risk and project control

Earned Value Management (EVM)

Quality throughout the project

Project Management and Risk

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### **Diversity(eis) and Psychological Intervention (PSI11152M)**

1. Introduction

Human diversity(ies) and psychological intervention: perspectives and problematizations.

2. Key concepts in the study of human diversity: culture, "race" / ethnicity, gender, sexual orientation, disability, socioeconomic status, age, ...

3. Prejudice and discrimination in different contexts: racism, sexism, heterosexism, ageism, ableism, ...

4. Perspectives of Psychology on human diversity(ies).

5. Psychological interventions to reduce prejudice and discrimination in different contexts

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### **Group Dynamics (PSI11151M)**

1. Group notion - nature, classification and multifunction of groups.

2. Brief historical of the concept of group dynamics and their developments in contemporary psychology.

3. Main theoretical and methodological approaches in the study of small groups.

4. Formation and Development of Groups

5. Performance in groups

6. Group Cohesion and Identity

7. Social influence and interaction

8. Power and Leadership

9. Decision Making

10. Conflicts and conflict resolution

11. Group and change

12. Intervention programs with groups in health, education and organizations.





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### **Knowledge and Transversal Skills (PSI11150M)**

1. Society of Knowledge and learning
2. Soft Skills — concept in psychology
3. Soft skills in educational settings
4. Soft skills and career

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### **Conflicts and Aggressive Practices in School Context (PSI11149M)**

1. General Framework
  - 1.1 - Education, Violence and Aggressive Practices: Concepts and Conceptual Models
  - 1.2 - Education, Violence and aggressive practices, risk factors and protective factors
  - 1.3 - Human Rights, Citizenship and Aggressive Practices
2. Aggressive practices in educational settings: Research and Intervention
  - 2.1 - Pathways of research
  - 2.2 - Programs to reduce and prevent aggressive practices in contexts Education
  - 2.3 - Mediation and conflict management

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### **Learning and Self-regulation (PSI11148M)**

1. Self-Regulated Learning  
Major models: convergences and specificities  
Phases, processes and dimensions  
Self-regulation, co-regulation and socially shared regulation  
Development of self-regulatory processes
2. Psychological interventions to develop learning self-regulation  
At different developmental, educational and population levels  
In different dimensions (cognitive, metacognitive, motivational, emotional and behavioral)  
In specific domains (e.g., reading, writing, and problem solving)
3. Supports for self-regulation  
Social Influence  
Methods and methodologies of teaching and assessment  
Activities, strategies and instruments

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### **Family Therapy (PSI11166M)**

1. Systemic Paradigm
  - 1.1. Epistemological bases: General Theory of Systems and cybernetics.
  - 1.2. Perturbed Human Systems and Mental Health
2. Systemic diagnosis
3. Diagnostic support procedures
4. Indications and Contraindications of Systemic Family Therapy
5. Family Therapy Models
6. Systemic psychotherapy
7. Planning, monitoring and evaluation of the therapeutic process



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### **Expressive Therapies (PSI11168M)**

- 1- Theoretical Foundations of Expressive Therapies
- 2- Expression and Communication in Therapeutic Relationship
- 3- Principles and Practice
  - 3.1. Role of ET
  - 3.2. Theoretical Models
  - 3.3. Application Models
  - 3.4. Settings of Intervention
  - 3.5. Evaluation and Research Models
- 4 - Steps in Therapeutic Process
- 5 - Modalities
  - 5.1. Music Therapy
  - 5.2. Dance/Movement Therapy
  - 5.3. Drama Therapy
  - 5.4. Art Therapy
  - 5.5. Intermodal Expressive Arts Therapy
- 6 - Workshops

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### **Theory and Practice of the Rorschach test (PSI11165M)**

The Rorschach Method according to the John E. Exner Integrative System

- 1- Some introductory and historical aspects
- 2- A reference to the Rorschach Performance Assessment System (R-PAS)
- 3- Standardized administration procedures
- 4- The scoring
  - 4.1- Location and development quality
  - 4.2- The determinants
  - 4.3- Formal quality
  - 4.4- Popular Contents
  - 4.5- The organizational activity
  - 4.6- Special scores: critical and non-critical
  - 4.7- Scoring of a protocol
- 5- Obtaining the Structural Summary
- 6- The process of interpretation
  - 6.1- Some general guidelines
  - 6.2- The interpretive clusters
    - 6.2.1- Information Processing
    - 6.2.2- Mediation
    - 6.2.3- Ideation
    - 6.2.4- Affect
    - 6.2.5- Self Perception
    - 6.2.6- Interpersonal Relationships
    - 6.2.7- Control and Stress Tolerance
  - 6.3- Interpretation of a protocol

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### **Psychology, Education and Multiculturalism (PSI11164M)**

1. Ethnic diversity in Portugal
2. Education in multicultural contexts
3. Intervention strategies in multicultural contexts



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### **Psychology and Community Intervention (PSI11163M)**

1. Historical and theoretical framework for Community intervention
2. Psychologist and social and community intervention
3. Needs Assessment
4. Methods and techniques of intervention
5. Design and evaluation of action plans in primary, secondary and tertiary care in different settings and populations
6. Research and Ethics in community intervention

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### **Psychological Intervention with Elderly (PSI11156M)**

1. The elderly: demographic indicators and typical problematic.
2. Levels, types, targets and domains of intervention.
3. Programs of psychological intervention with the elderly and its' evaluation.
4. Interplay between ethical and technical features in psychological intervention with the elderly.

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### **Child and Adolescent Psychopathology (PSI11129M)**

1. Normality and pathology in child and adolescente development
2. Classification systems in psychopathology
3. Protective and risk factors on developmental psychopathology
4. General frameworks on developmental disorders
  - a) disorders of motor development
  - b) Sensory disorders
  - c) Cognitive disorders
  - d) Afective disorders
  - e) Comunication disorders
  - f) Autism
  - g) Psychosis
5. Psychopathology of behavior in childhood and adolescence
  - a) Attention Deficit and Hyperactivity
  - b) Sleep Disorders
  - c) Eating disorders
  - d) Dependencies and addictions

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### **Dynamic Psychotherapy with Adults (PSI11130M)**

2. Epistemological aspects of the theory of psychotherapeutic technique
3. Initial phase: the interview in clinical psychology
4. The psychotherapeutic process - theoretical aspects of interpretative technique in psychotherapy The act of interpretation and its key components, the transfer and its use in psychotherapeutic technique, countertransference and empathy in the act of interpretation, the resistance and its clinical management, the setting, the Insight, the preparation, the psychic change.
5. Psychotherapy in the context of health
6. Finals: theoretical and technical problems of the end of psychotherapy



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### **Behavioural and Cognitive Psychotherapies with Children and Adolescents (PSI11131M)**

1. Introduction to Psychotherapy.
  - 1.1 Outcome and process research. Common Factors and Integration
  - 1.2 Children and Adolescents intervention specificities
    - 1.2.1 Ethical and deontological aspects
    - 1.2.2 Developmental and contextual/systemic aspects
2. Cognitive-Behavior Therapy with children and adolescents
  - 2.1 Key concepts and theoretical principles
  - 2.2 The behavioral paradigms
  - 2.3 The cognitive paradigms
3. The process of cognitive-behavior assessment: initial, along therapy and final
4. The conceptualization of clinical cases in childhood and adolescence
  - 4.1 The concept of disorder in childhood and adolescence
  - 4.2 Conceptualization of clinical cases
5. Strategies and techniques, for individual and group intervention, for specific problems or disorders in children and adolescents.

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### **Dynamic Psychotherapy with Children and Adolescents (PSI11133M)**

1. Basic Principles of Psychoanalytic Psychotherapy for Children
2. The models of attendance in psychotherapy of children
3. Work with the parents
  - 3.1. Attendance
  - 3.2. Interview with parents and medical history
  - 3.3. Working with parents
4. Therapeutic setting in Child Psychotherapy
  - 4.1. Relationship between space and therapeutic relationship
  - 4.2. Characteristics of the space
  - 4.3. Materials used in therapeutic work with children
5. Assessment and Diagnosis in Child Psychotherapy
  - 5.1. Clinical interview with the child
  - 5.2. Use of tests and instruments
6. The initial phases of the therapeutic process and the establishment of the therapeutic relationship
  - 6.1. Goals of therapy
  - 6.2. Therapeutic contract
  - 6.3. Therapeutic relationship
7. Therapist Variables
  - 7.1. Transference and countertransference in the therapist's work
8. Psychotherapeutic work in different Psychopathologies



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### **Behavioural and Cognitive Psychotherapies with Adults (PSI11134M)**

- 1 Introduction to Behavioral and Cognitive Psychotherapies with Adults
  - 1.1 Behavior and Cognitive Therapies of the first and second generation: theoretical assumptions
  - 1.2 Behavior and Cognitive Therapies of the third generation: theoretical assumptions
2. The assessment in Cognitive-Behavioral Therapy
  - 2.1 Basic characteristics: Objectives and clinical assessment process
  - 2.2 Methods to collect information
  - 2.3 Clinical history
  - 2.4 Formulation of hypothesis
3. Strategies and techniques of intervention
  - 3.1 Explanatory models and therapeutic intervention: Articulating case formulation and therapeutic protocol
  - 3.2 Main strategies and therapeutic techniques
  - 3.3 Therapeutic relationship and therapist role
4. Description and comprehensive analysis of some of the most common clinical situations according to the cognitive-behavioral models (e.g. Anxiety disorders, Depressive disorders)

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### **Psychological Assessment in Clinical Contexts (PSI11135M)**

- I- Introduction: Psychological assessment in clinical contexts - general questions
- II- Assessment of different psychological dimensions and the use of different measures in different contexts and for different populations
- III- Cognitive assessment
- IV- Assessment of psychopathology
- V- Assessment of suicide risk
- VI- Personality assessment
- VII- Assessment of psychodynamic characteristics
- VIII- Case studies
- IX- Writing psychological assessment reports in clinical contexts

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### **Quantitative Data Analysis in Psychology (PSI11137M)**

1. Epistemological framework.
  - 1.1. Instrumentation of multivariate data analysis (IMDA) of first (e.g., SPSS) vs. second generation (e.g., LISREL).
  - 1.2. Advantages of second generation IMDA and SEM types.
    - 1.2.1. Uni and multifactorial SEM (oblique, orthogonal and hierarchical), comparison between alternative models, structural validity examination, and computation of factor scores.
    - 1.2.2. SEM of multiple causes and multiple indicators.
    - 1.2.3. SEM of multiple and multivariate regression with LV.
    - 1.2.4. SEM of trajectories with LV and analysis of mediation "effects".
2. Analysis of SEM with PRELIS/LISREL.
  - 2.1. Infrastructure with PRELIS: sample size and type II error, correlation vs. covariance matrices, admissibility diagnosis and estimation methods.
  - 2.2. Testing with LISREL-SIMPLIS: specification, identification, estimation, admissibility diagnosis, goodness of fit and substantive evaluation of SEM.



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### **Qualitative Data Analysis in Psychology (PSI11136M)**

1. Qualitative research designs
2. Qualitative research sampling techniques
3. Types of qualitative data
4. Qualitative data collection methods
5. Qualitative data reduction
6. Deductive qualitative data analysis
7. Inductive qualitative data analysis
8. Types of qualitative analysis (qualitative content analysis, narrative analysis, discourse analysis, framework analysis, grounded theory)
9. Observational analysis strategies
10. Evaluation of qualitative research
11. Software use in qualitative data analysis
12. Qualitative research reports writing

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### **Development and Psychological Counselling in Educational Contexts (PSI11146M)**

1. Framework
  - 1.1. Psychological intervention in educational contexts: theoretical models and professional practices
  - 1.2. Ethical issues in psychological intervention in educational settings
2. Human Development in Context
  - 2.1 Human development in context: conceptual framework
  - 2.2. Constructivist and socio-constructivist models
  - 2.3. Ecological and bioecological model of human development.
3. Psychological and psycho-educational counseling
  - 3.1. Models of psychological counseling
  - 3.2. Psychological counseling in educational contexts
  - 3.3. Ecology of psychological and psycho-educational counseling  
? Relationship with the school, family, and community
  - 3.4. Psychological counseling and psychological reports
4. Psychological counseling and promotion of development
  - 4.1 The developmental-ecological model of psychological intervention
  - 4.2. Perspective for a psychological intervention in context for the prevention and resolution of problems

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### **Psychological Intervention in Educational Contexts (PSI11145M)**

1. EDUCAT PSYC AND ITS INTERVENTION: CONCEPTUALIZATION PRACTICE(1. From traditional to systemic intervention.2. Areas and functions of interv in multiple contexts..3. Educa Psych, process of change, cohesion and teamwork.4. Consulting and coaching as intervention)
2. SYSTEMIC INTERV IN EDUCAT CONTEXTS AND IMPLEMENTATION(1. key Concepts2. The request and its analysis3. Definition of a contractual intervention 4. Systemic intervention in cases)3. PROGRAMS INTERV AND ITS IMPLEMENTATION (1. Fundamentals and characteristics of intervention by programs2. Programs in Cognitive,Academic, Emotional ,Motivational, Interpersonal and Behavioral domains)4. INTERV BASED ON SELF-REGULATORY MODELS ITS IMPLEM(1. Self-regulated learning2. Self-regulation, conceptions, approaches, strategies and cognitive processing3. Motivational components and self-regulation)
- INTERVE IN EXTENDED EDUCAT CONTEXTS (1. Planning and develop of intervention projects.2. Preventive intervention of risks school cont)



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### **Special Needs of Education (PSI11144M)**

- 1 - Introduction to Special Educational Needs (S.E.N.)
- 2 - Models and Practices in S.E.N.
- 3 - Person with S.E.N.
- 4 - Contexts and Methods of Interventions
- 5 - Strategies for Intervention in S.E.N.

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### **Vocational Psychology (PSI11143M)**

#### THEORETICAL MODELS OF VOCATIONAL DEVELOPMENT

- 1.1. The Origins of Vocational Psychology
- 1.2. The Life Cycle / Live Space Theory
- 1.3. Theory of Circumscription and Compromise
- 1.4. The Socio-Cognitive Career Theory
- 1.5. The emancipatory and communitarian perspective

#### PSYCHOLOGICAL EVALUATION IN SCHOOL AND PROFESSIONAL ORIENTATION

- 2.1. Interests assessment
- 2.2. Aptitudes assessment
- 2.3. Career adaptability assessment

#### INTERVENTION ALONG THE LIFE CYCLE

- 3.1. Career education in the 1st and 2nd cycle of studies
- 3.2. Career education in secondary education
- 3.3. Intervention with adults and job placement

#### SOCIAL INCLUSION AND CAREER DEVELOPMENT

- 4.1. Classism, unemployment and poverty
- 4.2. Intervention in populations with special needs education
  - 4.2.1. The elaboration of Individual Transition Plans
  - 4.2.2. Integration in the labor market: The Supported Employment approach



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### **Internship in Educational Psychology (PSI11147M)**

Considering the intervention areas of the educational psychologist, the practicum in Educational Psychology will address three major areas of intervention:

1. Individual intervention (namely, development of support activities, psychological counseling and psycho-educational support).
2. Group Intervention (development activities with small groups of actors in the context - students, teachers).
3. Intervention in the wider educational context - institutions, families, community (development activities that promote the development of the system of community relationships).

The stages include, among others, the following activities:

- A. Psychological assessment and case conceptualization.
- B. Monitoring and follow up of individual cases.
- C. Psychological counseling and psycho-educational support.
- D. Vocational counseling.
- E. Intervention activities in small groups.
- F. Collaboration in training actions in the context of the actors and / or conducting experiments and projects.

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### **Psychological Consultation (PSI11132M)**

1. Introduction to Counselling Psychology
  - 1.1. Counselling Psychology as helping relationship
  - 1.2. Counselling Psychology, Interview, and Psychotherapy
  - 1.3. Counselling Psychology and Development (A psychological intervention for personal development, psychological intervention in the development of life contexts)
2. Relational context and communicative dimensions in Counselling Psychology
  - 2.1. The counselling process as relation
  - 2.2. Being in the process of communicating and Counselling Psychology (me in relation to the other, active listening, communication therapy, values, diversity and ethical issues)
3. Counselling psychology in different age and in different clinical contexts

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### **Internship in Clinical Psychology (PSI11138M)**

Not applicable