

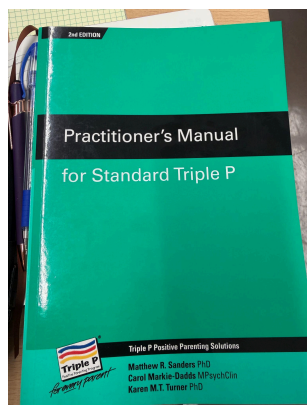
Erasmus + Field report about the internship at the Universidade do Porto in Porto, Portugal

(01.03.2026 - 30.04.2026)



I , Gamze Tascilar, did an internship at the Porto University, during the lecture-free period between the 4th and 5th semesters of education. The University of Porto, one of Portugal's most prestigious and long-established universities, stands out for its academic excellence, international environment and innovative approach to education. In particular, the Faculty of Psychology and Educational Sciences attracts attention for its strong academic structure, which focuses on human behaviour, learning processes and social development. Studying in Porto, one of Europe's most beautiful and culturally rich cities, offers students an inspiring experience both academically and personally.

About Triple P



Before describing my internship experience, it is important to briefly introduce Triple P, the programme that formed the basis of the research project I was accepted into. Triple P is a multi-level family education programme, or intervention system, developed in Australia in 1979 by Matthew Sanders and his colleagues. It is based on social learning principles and follows a public health approach (Ülker & Bozkuş Genç, 2021). The main aim of the programme is to reduce the prevalence of behavioural and emotional problems in children by strengthening parents' knowledge, self-confidence and self-regulation skills.

There are two important handbooks for this programme: one for families and one for practitioners. The study conducted at FPCEUP is funded by the Calouste Gulbenkian

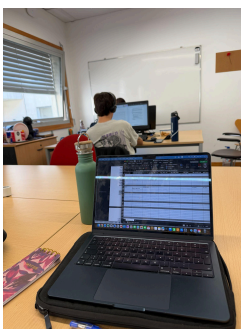
Foundation in Lisbon. This funding is especially important because the training and materials for practitioners can be costly. It also supports the seminars organised to inform professionals about the structure and progress of the programme.

The parenting training provided to families consists of ten sessions. The first two sessions focus on assessment and include areas such as parenting style, using tools such as PPQ and PS; child behaviour, using instruments such as CBCL and SDQ; and parental well-being, assessed through tools such as CES-D, GLSQ, and ADAS. Each of these assessment sessions lasts around 60 minutes. The following two sessions are theoretical sessions designed to develop positive parenting skills, and each lasts 60 minutes. These are followed by three practical sessions of 40 minutes each. The practical sessions include modelling, rehearsal, feedback, and homework tasks. After that, there are two sessions focused on planned activities, each lasting 60 minutes. The programme ends with a closure session.

The study I joined at FPCEUP focuses on Level 4 of Triple P and works with families who have children between the ages of 2 and 12. Families also have their own handbook, weekly readings, and homework assignments. Through these materials and sessions, parents are encouraged to apply what they learn in daily life and to gradually strengthen their positive parenting skills.

During the first week of my internship, at the request of my supervisor, Prof. Orlanda Cruz, I prepared a short literature review on how Triple P is implemented in Portugal and the differences in the implementation of Triple P in Germany, Portugal, and Türkiye.

About My Internship Experience

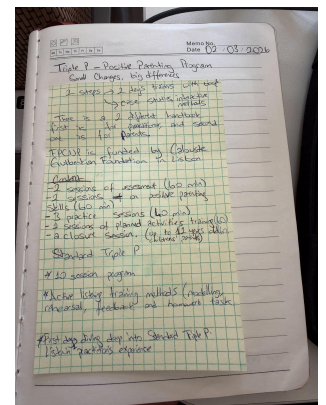


During these two months, I worked six hours a day on weekdays, mainly in our office at the Faculty of Psychology and Education Sciences. Sometimes I worked in the library in the same building, and sometimes in the library of the Batalha building, an affordable cinema and cultural venue in the city with a beautiful view. My first weeks were mainly dedicated to literature review and participation in meetings. I was asked to research how Triple P is implemented in my home country, in the country where I am currently doing my master's degree, and in Portugal, and to prepare synthesis texts based on this

research. Writing these texts was very important for me, as it helped me become familiar with the programme and understand its structure more clearly.

In the following weeks, I regularly attended meetings with both practitioners of the programme and families as an observer. In the meetings with practitioners, for example, we tried to understand which parts of the programme they found challenging during implementation. In one meeting I attended, the family assigned to the practitioner tried to discuss issues related to all of their children, which made the practitioner feel overwhelmed. This was because the programme consisted of only ten sessions and focused on one child. The family chose the child they wanted to include in the programme. Nevertheless, families with more than one child could sometimes try to bring the problems of all their children into the training sessions.

For me, the most challenging part of these meetings was that, as expected, they were held in Portuguese. I used AI tools for instant translation during the meetings, followed the discussions as much as possible, and took notes. When something was not clear to me, I marked it with a question mark and discussed it with Rita after the meeting. One of the best aspects of the team was that they patiently answered all my questions in detail. They often went beyond a simple explanation and later sent me additional references by email so that I could have more examples and a deeper understanding. Throughout the internship I took regular notes.



During my internship, I also attended these seminars upon the recommendation of Prof. Ana Catarina. The seminars were part of the CPUP Spring School 2026 and focused on topics related to children's socioemotional development, self-regulation, and socialization processes. For me, they were very valuable because I had the opportunity to learn about concrete examples of research conducted with children and to better understand the importance of our approach when working with them. The seminars also introduced me to useful academic resources and broadened my perspective on child development, emotional competence, and educational research.

Our lunch breaks were often accompanied by the classic Portuguese dessert, pastel de nata, and espresso. Sometimes the team also took me to restaurants serving traditional Portuguese

food. These lunch breaks were very valuable for me, because I learned a lot about the country, the city, the culture, and the history. I can sincerely say that they welcomed me very warmly. In return, I also shared information about my own culture.

The next stage of my internship was related to data extraction. After collecting the relevant literature for our study, we started recording the important data in an Excel file. A certain part of this task was assigned to me. This responsibility was very important, as it allowed me to understand more clearly the background work behind academic research. Whenever I had difficulties, I received support from Prof. Ana Catarina and Rita, and I continued working on this task until the last day of my internship.

On the last day of my internship, the team took me to eat Francesinha, one of Porto's traditional dishes. During this farewell lunch, they gave me two beautiful notebooks as a gift and told me that they would mention my contribution in the acknowledgements section of their study. They also encouraged me to consider doing a PhD there in the future. This made me feel very proud and appreciated. At the beginning of my internship, I had some doubts about how much I could contribute, especially because the internship was relatively short and I did not speak Portuguese. However, by attending regularly, staying committed, and doing my best in every task, I felt that I was able to become a meaningful part of the team. Their warm farewell at the end of the internship made me feel satisfied with the work I had done and confirmed that this experience had been valuable both academically and personally.



Conclusion

What I took away from this two-month journey was much more than I had expected. Academically, I learned a lot about Triple P and, most importantly, I saw very clearly how diverse the challenges can be when a theoretically well-structured programme is implemented in real life. Even in a programme that seems very effective on paper, many difficulties can arise during practice, such as the fluctuating participation of some families. I also observed

that practitioners could sometimes find themselves in a dilemma between remaining faithful



to the programme and being flexible according to the needs of the families. These observations helped me understand what needs to be considered when designing or implementing a training programme.

Beyond what I learned about Triple P, there were also many forms of learning that I will carry with me for life. Some of these could only be learned through direct experience: the colourful nature of Portuguese culture, the joy of its people, and the lively atmosphere of the streets. Coming from a country with a very unstable economy, Türkiye, I had often associated people's unhappiness mainly with economic difficulties. However, Portugal also faces economic

challenges, and local people often live with relatively low wages. Still, in Porto, not only tourists but also local people danced around street musicians, ate in small neighbourhood cafés, and spent time outside talking and laughing together. This made me think that joy and participation in life may not be only economic matters, but also deeply cultural ones.

The food I tried was also unforgettable, especially the iconic Pastel de Nata, also known as Pastel de Belém. Although I normally consume very little sugar, I found myself eating it almost every day. The colourful tiles on Portuguese buildings were another visual pleasure and filled my phone gallery very quickly. During these two months, I slept very little, but I still woke up feeling energetic. I often woke up early without an alarm and could not sleep until late at night because I had a constant desire to explore. I walked a lot, took many photos and videos, wrote in my journal, and felt deeply grateful. This experience became a unique and unforgettable chapter of my life, one that I know will stay with me forever.

