

Contents

Contact & Personal Data	2
Values, Skills & Competencies	2
Goal	2
Professional Performance	3
Instituto de Psicologia e Controle do <i>Stress</i> - IPCS	3
Since 2013 Clinical Psychologist	3
Centro Corsini	3
2014 - 2015 Clinical and Psychoanalytic Intervention Institution	3
Instituto de Psicologia e Controle do <i>Stress</i> - IPCS	3
2012 - 2012 Scientific Initiation - CNPq Scholarship	3
Universidade Paulista - UNIP	4
2012 - 2012 Academic Supervised Internship: Clinical Psychology; Groups, Communities & Institutions; Psychological duty	4
Education/Titration	7
2013 - 2015 Specialization in progress on the Training Course on Phenomenological-Existential Psychotherapy	7
2013 - 2014 Specialization in Cognitive-Behavioral Therapy.	7
2008 - 2013 Undergraduate Psychology	7
1996 - 1998 Secondary (2nd degree).	7
Complementary Training	8
2014 - 2014 .Couples and Family Therapy Course in Rational-Emotive & Cognitive-Behavioral Theory and Techniques	8
2014 - 2014 Reading Group Lacan and Foucault: A Question of Enunciation.	8
2012 – 2012 University Extension Course in Cognitive Behavioral Therapy	8
2011 - 2011 V Update Course in Psychopathology to Crew Mental Health	8
Research projects	9
2013-2014 Training in social skills applied in controlling stress.	9
2012-2012 Identification and reduction of risk factors in cardiovascular disease in women: contributions of clinical psychology.	9
2010-2012 Distress of caregivers: Limits and Possibilities in the performance of a team in CAPS Campinas.	10
Events	11
Participation in Events, Conferences, Exhibitions & Fairs	11

Contact & Personal Data

Full Name: Rogério Henrique Cogo de Oliveira

CRP 06/116170

email: rogerio.cogo@gmail.com

Linkedin: <https://br.linkedin.com/in/rogeriocogo>

Lattes: <http://lattes.cnpq.br/0633814747365245>

Telephone: 55 (19) 3212-1656 / 55 (19) 9.9238-0064

Address: Rua da Cunha Barbosa. # 7 - Jd. Guanabara

CEP: 13073-320

Age: 33 years

Marital Status: Single

Values, Skills & Competencies

I value activities in which I exercise my skills and clinical skills and allow my personal and professional development.

I am skilled to interact socially and have ease in expressing what I observe and think of spoken and written forms, articulating, when necessary, the situation experienced with theoretical knowledge. My listening skills and questioning relevant to working practice go together to the sensitivity and empathy towards the other to seek to understand it and value it in their feelings and perspectives. While working as a psychologist often set in an isolated way, the experiences I had while working with other professionals have always been positive.

Am competent to establish good therapeutic alliances that would allow a psychotherapeutic process that embraces the emotional and psychological suffering of the person seeking to reduce your stress level and improve their quality of life. Also have jurisdiction to conduct clinical care of immediate psychological and emerging customer demand.

Goal

My goal is to work with psychology in its clinical aspect and this improve myself through supervised practice and study. Likewise, I have great appreciation for academia, which I plan to devote efforts and aliyah them to clinical practice.

Professional Performance

Instituto de Psicologia e Controle do *Stress* - IPCS

Since 2013 Clinical Psychologist

Description: As a clinical psychologist in IPCS realize psychological evaluations, especially with regard to stress, and individual and family psychotherapy.

Allied to host the emotional suffering of patients, seek to promote the context that allows the aperture to the reflection of their way of thinking and perceiving the events and relationships in their lives and how, from this we can be actively involved in establishing and maintenance of situations that afflict them. Concomitantly, treatment goals are the reduction of stress and improved quality of life for patients, as well as the development of social skills.

Maintain support for these activities in clinical supervisions carried out periodically.

Centro Corsini

2014 - 2015 Clinical and Psychoanalytic Intervention Institution

Description: Program for Professional Development in progress: Clinical and Psychoanalytic Intervention Institution Center Corsini, non-governmental national and international reference in the treatment of people living with HIV / AIDS.

My professional experience includes individual psychoanalytic clinical care and interventions based on expected, both individual and group die room. Besides these, realize consultations with children welcomed by the Child Support Unit (ISU), with recreational activities in psychoanalytic molds and maintain dialogue with other professionals where necessary.

The proposal is to improve the quality of life of patients by reducing the psychological impact they may be experiencing due to the disease and to allow the growth of your prospects beyond this reality.

In addition to the practice described above, I attend weekly seminars of theoretical and clinical discussion group and am supervised individually.

Instituto de Psicologia e Controle do *Stress* - IPCS

2012 - 2012 Scientific Initiation - CNPq Scholarship

Description: The research entitled "Identification and reduction of risk factors in cardiovascular disease in women: contributions of clinical psychology" was coordinated by Dr. Emmanuel Marilda Novaes Lipp. His achievement was sponsored by CNPq and contemplated the period 2009-2012, whose last semester had me as a fellow undergraduates.

He was part of the activities exercised during the search to search for employees and volunteers who fit the characteristic of the group to be searched. To do that, we need to prepare theoretically to present the research proposal and clarify any doubts. After the number of volunteers have been sufficient for the viability of the group, a part of psychological assessments prior to training Stress Control (TCS). In this step, besides the host corresponding to the psychological interview, performed applying the following tests: ISSL, BDI, Irrational Beliefs, Rathus Assertiveness, QLI and STAXI. To fulfill this purpose, it was necessary to learn the application and fix each test.

Concomitant to the stage of psychological testing, followed the participants for collection of blood for clinical examinations. Additionally, he was part of my work and the organization of the setting of the material for the sessions as well as my participation in them as an observer and support.

Subsequent to TCS, part of the psychological evaluations performed again with new fixes for the tests and monitoring of participants for collection of laboratory tests. The data from this process were tabulated and organized into spreadsheets for preparation of statistical analysis. My role was to assist in this step the power of the spreadsheet with the data collected.

In all these steps, especially in meetings for the completion of the TCS, I could get in contact with other psychologists and learn by observation and guidance, procedures inherent in the practice of psychology. Likewise, acquire knowledge about the process of developing a survey.

Finally, for the preparation of the final report, performed bibliographic research on the issues involved: stress, anger, quality of life, assertiveness, depression, cardiovascular disease, cardiovascular reactivity, hemodynamic indices, among others. This put up for more comprehensive contact with the theoretical assumptions addressed in this study, particularly with regard to stress.

Universidade Paulista - UNIP

2012 - 2012 Academic Supervised Internship: Clinical Psychology; Groups, Communities & Institutions; Psychological duty.

Description: Supervised without employment for fulfillment of academic hours in the field of existential phenomenology, Groups, Communities and Institutions & Psychological Duty for the period January to December 2012 totaled Separately each stage the workload of 132 hours.

Clinical Psychology: The attendances at clinic were conducted individually and were based on Existential-phenomenological approach. Following this practice observation, listening and understanding of psychological phenomena manifest in the psychotherapist-client relationship has been developed. Sheltered psychotherapeutic interventions understanding the other in his existential situation, to enable him to unveil new existential horizons and new possibilities of being in the world and establish their relationships with oneself and with others.

In addition to experiencing the psychotherapeutic situation, objective of this stage was to articulate this experience to the ontological and epistemological foundations of existential phenomenology. For this, every meeting was held drafted a report containing a description of the session and the theoretical understanding grounded in the relevant bibliographic approach. Moreover, this

practice / articulation theory also happened during clinical supervision, which occurred weekly.

Psychological duty: At this stage clinical care of immediate psychological demand and emerging customer were performed. Unlike psychotherapy, what happens in a process with several meetings, the characteristic of Duty Psychological its brevity is often limited to a single meeting with the person. Thus, one of the fundamental skills was developed to accommodate the person in his suffering and despair, legitimizing them in order to feel understood and accepted, feeling greater security to speak of their demand and open up new perspectives on the same .

The tasks in this stage also encompassed evaluate and decide the conduct and / or more appropriate referral by each institution in its specificity and every customer in their singularity.

The alliance between the theory and the practice was accomplished by preparing reports of attendance and the weekly supervisions.

Groups, Communities & Institutions: This stage aimed to develop skills to (1) review and critical evaluation of psychological interventions to promote health and citizenship in different contexts and (2) for the implementation of strategies for psychological intervention with individuals , groups, and communities articulating theory and technique.

Therefore, it was necessary to develop the ability to critically situate the group / community / institutional demands depending on local specificities and the social, economic and political conditions in which the stage was accomplished. Psychosocial interventions were theoretically oriented, aiming at the construction of citizenship and improving interpersonal relationships, quality of life and dignity of the person.

This work was performed at the Association of Social Work St. John Vianney, which aimed, at first, understand the institutional demand promoting reflections topics relevant phase of development of adolescents 11-14 years of age through group dynamics.

Subsequently the demand survey was developed and implemented a work project whose general objective, in line with the programs of Teaching Life Skills proposed by the World Health Organization (WHO), was to collaborate in the development of emotional skills, social cognitive and to enable teens were able to cope better with conflicting situations of everyday life. The specific objectives, in turn, were:

1. Promoting self;
2. Facilitating interpersonal skills and effective communication;
3. Develop the ability to put yourself in someone else's shoes (empathy);
4. Developing the capacity to find new possibilities for dealing with feelings and with stressors.;
5. Provide critical and creative thinking;
6. Enhance your decision making ability and problem solving.

Psychological intervention performed in the meetings was adequate in relation to the type of service, content covered and the methodology used to develop it.

Thus, in general, the expected objectives have been achieved, namely that adolescents increase their ability to reflect on problem solving situations, would improve their interpersonal relationships and communication, and critical and creative thinking about their situations current and future.

To assert this, plus the experiences and reflections taken over the period of the activities at the institution, the feedback adolescents themselves served as a self-evaluation of work in their statements about what they realized they acquired throughout this process. This feedback showed that they had the opportunity to talk about themselves, which includes their feelings, beliefs and attitudes, was essential to enable the acquisition of skills that empower them to face the situations that come to meet them daily.

Education/Titration

2013 - 2015 Specialization in progress on the Training Course on Phenomenological-Existential Psychotherapy.

Existential Psychotherapy Center.

The existential phenomenology provides the theoretical-philosophical foundation for understanding how the man in his set of possibilities for concrete relations in the world he inhabits, transcends itself and builds its existence and its sense of life. This foundation allows bundling of understanding and attitudes to an approximation of the existential situation of the project and to be the subject. Among the philosophers studied are: Soren Aabye Kierkegaard, Edmund Husserl, Martin Heidegger, Maurice Merleau-Ponty, Jean-Paul Sartre, and Martin Buber Friedrich Wilhelm Nietzsche.

2013 - 2014 Specialization in Cognitive-Behavioral Therapy.

(Hours: 588h).

Institute of Psychology and Stress Control Marilda Lipp.

The professional training within the theoretical framework of cognitive-behavioral Rational Emotive Theory of Albert Ellis was built based on theoretical and practical activities, promoting the necessary preparation for clinical interventions applied to cognitive and psychophysiological disorders. For this purpose, therefore, beyond the study of theoretical subjects, I conducted clinical care supervised during all the time of course, drafted reports for each service and the monograph of completion.

The assumption underlying the Rational Emotive Theory of Albert Ellis is that people are disturbed, not by the events themselves, but the way of thinking and hard extreme and mean by which interpret these events. Therefore, work is directed to the person to question about how your thinking influences the way she acts, feels, and especially actively participates to the establishment of the situation that makes her suffer.

2008 - 2013 Undergraduate Psychology.

Universidade Paulista, UNIP, Brazil.

1996 - 1998 Secondary (2nd degree).

Adventist College of Campinas.

Complementary Training

- 2014 - 2014** Couples and Family Therapy Course in Rational-Emotive & Cognitive-Behavioral Theory and Techniques
(Hours: 16 hours).
Albert Ellis Institute - New York.
- 2014 - 2014** Reading Group Lacan and Foucault: A Question of Enunciation.
(Hours: 6 hours).
School of Psychoanalysis of Campinas
- 2012 – 2012** University Extension Course in Cognitive Behavioral Therapy.
(Hours: 30am).
Institute of Psychology and Stress Control.
- 2011 - 2011** V Update Course in Psychopathology to Crew Mental Health
(Hours: 14h).
AMBULIM IPq HC USP.

Research projects

2013-2014 Training in social skills applied in controlling stress.

Status: Completed; Nature: Masters Degree in Cognitive Behavior Therapy: Monograph.

Summary: Stress is not a disease to be treated, but can be characterized as a major facilitator for the development of diseases in which there are predisposed individual. In addition, not only the person's health is affected, but also their social relationships. Because the opposite is true, ie, the poor quality of interpersonal relationships can set yourself up as an important source stressful, it is clearly important to establish good social relationships is to reduce the level of interpersonal stress. Given this, it was the objective of this study present a program of Social Skills Training for stress control, based on Cognitive Behavioral Theory. For this purpose a theoretical study based on readings and reviews of books and articles relevant to the topics stress, social skills, empathy, assertiveness, problem solving, social skills training and cognitive-behavioral assumptions underlying them was performed. As a final result, it is proposed that the program of Social Skills Training in applied Stress Control (THS-CS) is to target an adult audience, for 8-15 participants and contemplate a total of 17 sessions, held weekly with 3 hours duration each, in its content and addressing the empathic, assertive and troubleshooting skills.

2012-2012 Identification and reduction of risk factors in cardiovascular disease in women: contributions of clinical psychology.

Status: Completed; Nature: Research: Scientific Initiation

Members: Rogério de Oliveira Henrique Cogo - Member / Marilda Emmanuel Novaes Lipp - Coordinator.

Summary: According to the multifactorial cardiovascular disease, so that the treatment of women to be effective it is important that this is done integrally with the contribution of several areas. The objective of this study was to test the efficacy of psychological training mutative control stress in post menopausal women in order to reduce cardiac risk by identifying and modifying the level of emotional stress and psychological characteristics associated with cardiovascular disease. The study included 10 postmenopausal women, aged 63-72 years old, with a mean age of 67.6 years and standard deviation of 2.12 years. Participants were assessed on clinical and psychological terms before and after the stress treatment group, which lasted for 8 weeks. All participants have laboratory tests (blood glucose, triglycerides, cholesterol, and cortisol) in the same laboratory for clinical analysis, before and after training Stress Control (TCS). The pre and post workout reviews indicated significant differences for the level of stress (reduction) and trait anger scores, inside (reduction) state and out (elevation) and demonstrated improved quality of life in social quadrants , affective, and with respect to health. On blood pressure and hemodynamic indicators, with the exception of the rate of triglyceride, there was no significant difference, however, all means were within the limits considered desirable. With regard to the content of triglycerides, there was a significant reduction in the post-treatment. Based on these results it is possible to evaluate the TCS as an effective measure for the reduction of cardiovascular risk factors.

2010-2012 Distress of caregivers: Limits and Possibilities in the performance of a team in CAPS Campinas.

Status: Completed; Nature: Undergraduate Psychology: Work of completion.

Abstract: This study aimed to understand how the professionals who work in a Psychosocial Care Center (CAPS) in Campinas deal with the limitations inherent to the service and the possibilities that lie before them. The survey was conducted in two stages through semi-structured interview and had as subjects / participants six professionals who make up the multidisciplinary team in CAPS. The data was based on hermeneutical-dialectical under existential phenomenological view. The results showed that professionals in the mental health team experience distress when they are exposed to the unpredictability inherent in the context of CAPS, with different choices on how to act on this anguish, accepting his responsibility or falling into impersonality.

Events

Participation in Events, Conferences, Exhibitions & Fairs

1. 2013 -. Presidency Roundtable "Challenges and proposals for psychological interventions in disease and in the professionalization of teenagers." VI Brazilian Congress of Psychosomatics and Health Psychology: The somatization in childhood and adolescence.
2. 2013 - Chair of the Conference "Psychology in the host in a public hospital: a view from the PET HEALTH-axis continuous education.", Taught by Sandra Garcia de Oliveira at the VI Brazilian Congress of Psychosomatic and Health Psychology: The somatization in childhood and adolescence.
3. 2013 -. Presidency Conference "The absence of love and psychosomatic. A case of maternal deprivation in the first six months of life ", taught by Dr. Marina PR Bocallandro the VI Brazilian Congress of Psychosomatics and Health Psychology: The somatization in childhood and adolescence.
4. 2013 - Chair of the Conference "Parenting Practices and their somatic representation in children", taught by Dr. Lipp Marilda the VI Brazilian Congress of Psychosomatics and Health Psychology:.. Somatization in childhood and adolescence.
5. 2013 - VI Brazilian Congress of Psychosomatics and Health Psychology:.. Somatization in childhood and adolescence. (Participant).
6. 2013 - 2nd Day of Mourning Death and Laboratory Studies of Death:.. Suicide. (Participant).
7. 2012 -. Phenomenological Psychopathology Arthur Tatossian. (Participant).
8. 2012 - Day I Day of Combat Stress:.. Relationships Modern and Emotional Stress. (Participant).
9. 2011 - III Brazilian Congress of Sport Psychology:.. Psychology in the training process of the athlete. (Participant).
10. 2011 - III Brazilian Congress of Sport Psychology:.. Psychology in the training process of the athlete. (Participant).
11. 2010 - III Congresso Brasileiro Psychology:.. & Science Profession. Brief Analysis on International Essay on Urban Environment: Common Descriptive Aspects and singles. (Participation / Poster).