# Course Unit Information Sheet (Syllabus)

## 2019/2020

<table>
<thead>
<tr>
<th>Name</th>
<th>Case Studies in Psychotherapy with Adults</th>
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<tbody>
<tr>
<td><strong>Teaching staff</strong></td>
<td>Telmo Mourinho Baptista</td>
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<td><strong>ECTS</strong></td>
<td>6</td>
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<td><strong>Functioning</strong></td>
<td>Lecture &amp; Lab, 4 hours/week</td>
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<td><strong>Learning goals</strong></td>
<td>The general goal of the course is the promotion of knowledge, skills and attitudes about psychotherapeutic practice with adults with several types of disorders, mostly from Axis I., by reflecting on specific case-studies. Use specific interventions at a beginner level. Identify specific interventions, from cognitive behavioural approaches and beyond, and evaluate their differential usefulness. Differentiate client change processes or therapeutic operations that can be more distinctive of an approach, like cognitive behavioral, or more transtheoretical. Likewise, differentiate maintenance processes or mechanisms that may be more distinctive of specific disorders or more transdiagnostic.</td>
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<td><strong>Skills to be developed</strong></td>
<td>Knowledge about cognitive behavioural interventions in different disorders Develop competencies of observation and clinical discussion Clinical reflexive reasoning about change processes and mechanisms Use of Intervention skills Develop competencies of collaborative work in group and online Collaborative Work and communication skills</td>
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<td><strong>Prerequisites (precedences)</strong></td>
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<tr>
<td><strong>Contents</strong></td>
<td>Specific interventions from specific approaches (like CBT) at the service of transdiagnostic and transtheoretical general principles or strategies. Markers, maps and heuristics for clinical decision-making. Interventions with people with depressive or bipolar issues Interventions with people with specific phobias, panic and/or agoraphobia issues Interventions with people with social anxiety and/or generalized anxiety issues</td>
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<td>Interventions with people with obsessions and/or post-traumatic stress issues</td>
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<td>Interventions with people with dissociation, self mutilation and/or suicidal ideation issues</td>
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<td>Interventions with people with sexual and/or sleep issues</td>
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<td>Interventions with people with couple’s and/or relational issues</td>
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<td>Interventions with people with eating issues</td>
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<td>Interventions with people with substance use issues</td>
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<td>Interventions with people with psychological issues related to their physical health condition</td>
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**Bibliography**


**Teaching methods**

Collaborative learning, theoretical and practical presentations. Role-play. Class discussion

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

- Group lecture and discussion
- Group practical demonstration
- Individual participation in a collaborative platform

**Evaluation Elements** (Dates due, weights, minimum required grades)

- 25% Group Lecture and Discussion
- 25% Group Practical Demonstration
- 50% Individual written work in the discussion platform

**Rules for grade improvement**

Essay/Literature review as arranged with professor.

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

2/3 class attendance

**Requirements on attendance and punctuality**
**Rules for special students**

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

**Language of instruction**

Portuguese  
Required reading: English  
Individual Written participation and Essays: Portuguese, English, French, Spanish or Italian, as desired.

**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