



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name

INTEGRATIVE AND ECLECTIC PERSPECTIVES IN PSYCHOTHERAPY

Teaching staff

(Also indicate the Professor in charge)

António Branco Vasco

ECTS

6

Functioning

Theoretical/Practical (4 hours weekly)

Learning goals

General goal of this course is the presentation of the psychotherapeutic reality in several dimensions: social, anthropological, historical, philosophical, empirical and clinical. These different, but connected dimensions, come together when perspectivating psychotherapy as a multidimensional phenomenon, understood in an integrative way.

Students will be introduced to this multidimensional therapeutic reality, understood in a more comprehensive way than when talking about single schools.



Skills to be developed

1. To develop relevant knowledge aimed at critical reflection on clinical matters (both conceptual and intervention), to promote integrative understanding and practice.
2. To develop substantive knowledge and attitudes needed in order to practice critical reflection on clinical matters.
3. To develop reflective skills regarding common factors in psychotherapy, as well as other manners of healing.
4. To develop reflective skills regarding different integrative models.
5. To promote students ethical-intellectual progression vis-avis different psychotherapy schools (to know, to know how to think, to know how to feel, to know how to do, to know how to be).
6. To develop team work skills.
7. To learn therapeutic communication skills.

Prerequisites (precedences) *

NA

Contents

- 1 - Introduction
- 2 - Contextualization
- 3 – Generic model of psychotherapy
- 4 - Historical roots of psychotherapy
- 5 - Anthropological contextualization
- 6 - Philosophical contextualization
- 7 – History and evolution of psychotherapy integration
- 8 – Research relevant to integration
- 9 - Psychotherapist and patients
- 10 – Relevance of the concept of the therapeutic alliance



- 11 - Common factor models
- 12 - Eclectic models
- 13 – Theoretical integration models
- 14 - Future directions and conclusions

References

Frank, J.D., & Frank, J.B. (1991). *Persuasion and healing* (3^a ed.). Baltimore: Johns Hopkins University Press.

Goldfried, M.R. (Ed.) (1982). *Converging themes in psychotherapy*. New York: Springer.

Hubble, B. L. Duncan, & S. D. Miller (Eds.) (1999), *The heart and soul of change*. Washington, DC: APA.

Norcross, J.C., & Goldfried, M.R. (Eds.) (2005). *Handbook of psychotherapy integration* (2^a ed.). New York: Oxford.

Vasco, A.B. (1992). *Psicoterapeuta conhece-te a ti próprio: Características, crenças metateóricas, estilos terapêuticos e desenvolvimento epistemológico dos psicoterapeutas portugueses*. Dissertação de doutoramento. Faculdade de Psicologia e de Ciências da Educação da Universidade de Lisboa

Teaching methods

Theoretical/Practical

Evaluation Regimes (General and/or Alternative)

1. Class group presentation and discussion of poster.
2. Take home exam.
3. Participation on class group activities (questions about posters).

Evaluation Elements

(Dates due, weights, minimum required grades)

1. Final grading resulting from 40% for each of first two items and 20% to the last one.

**Rules for grade improvement**

Reanswering questions

Rules for students having previously failed the course unit *

The same as previously

Requirements on attendance and punctuality

Course attendance is required. Tolerance for three absences. Four absences requires to answer four of the exam questions, and five – implies answering five questions. More than five absences imply failing the course.

Rules for special students

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

NA

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