



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Case Studies in Psychotherapy with Adults
Teaching staff (Also indicate the Professor in charge) Telmo Mourinho Baptista
ECTS 6
Functioning Theoretical-practical class, 4 hours per week
Learning goals The general objective of the course “Case Study in Adult Psychotherapy” is to promote the acquisition of knowledge, skills and attitudes about psychotherapeutic intervention with adults with various types of disorders, based on cognitive behavioral intervention models, and to promote a clinical reflection on specific cases. Also to promote a differentiation of processes or mechanisms for maintaining disorders that may be more specific to the disorder or more transverse, i.e. transdiagnostic. On the other hand, it is also sought to promote a differentiation of therapeutic processes or operations that may be more specific to cognitive behavioral orientation or that are more likely to translate into a more transversal, strategic language. (transtheoretical)
Skills to be developed Acquire knowledge about cognitive-behavioral intervention in different types of disorders. Common aspects.



Develop observation and clinical discussion skills

Develop clinical reflection skills on change processes

Develop intervention skills on specific clinical cases

Develop different communication skills taking into account different target audiences

Develop group and online collaborative work skills

Prerequisites (precedences) *

Contents

Cognitive and Behavioral Therapy: Specific Interventions Serving Strategies or General Transtheoretical and Transdiagnostic Principles.

Intervention in Depression and Bipolar Disorder.

Intervention in Social or Generalized Anxiety.

Intervention in Specific Phobias, Panic Disorder or Agoraphobia.

Intervention on Obsessions or Compulsions

Intervention in Post Traumatic Stress.

Intervention in Self-mutilating or Suicidal Behavior.

Intervention in Sexual and Sleep Difficulties.

Intervention in Marital or Relational Difficulties.

Intervention in Eating Behavior Disorders.

Intervention on Excessive Consumption.

Intervention in Physical Health Problems

Bibliography

Barlow . D.H. (ed) (2014), Clinical Handbook of Psychological Disorders (5ed), New York: Guilford

Barlow, D.H., Farchione, T.J., Fairholme, C.P., Ellard, K.K., Boisseau, C.L. Allen, L.B. & Ehrenreich-May, J. (2011). *The unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide*. New York, NY: Oxford University Press.



Craske, M. G. (2009). *Cognitive-Behavioral Therapy (Theories of Psychotherapy)*. Washington, DC US: American Psychological Association.

Harvey, A. G., Watkins, E. R., Mansell, W., & Shafran, R. (2004). *Cognitive behavioural processes across psychological disorders: A transdiagnostic approach to research and treatment*. Oxford: Oxford University Press.

Kazantzis, N., Reinecke, M. A., & Freeman, A. (2010). *Cognitive and behavioral theories in clinical practice*. New York, NY US: Guilford Press.

Teaching methods

Theoretical and practical presentation in various formats, aimed at different audiences.

Collaborative learning through platform.

Role play

Class discussion (in different formats)

Evaluation Regimes (General and/or Alternative)

Evaluation of theoretical group presentations, (Evaluation method in case of state of emergency: presentations made online)

Group role-play evaluation (Evaluation mode in the event of a state of emergency: presentations made online)

Evaluation of individual participation in a collaborative platform

Evaluation Elements

(Dates due, weights, minimum required grades)

Theoretical group presentation - 25% of the final grade

Presentation of group role-play - 25% of the final grade

Individual participation in a collaborative platform - 50% of the final grade

**Rules for grade improvement**

Elaboration of a literature review including clinical implications, with a theme chosen by the professor

Rules for students having previously failed the course unit *

The evaluation modules are considered to have been carried out in which it obtained a positive mark (any of the three types of evaluations), with only the repetition of the modules that were not subject to evaluation or that obtained a negative mark.

Requirements on attendance and punctuality

75% attendance in class. Language of instruction

Portuguese. English comprehension (written and spoken) and English expression for foreign students

Rules for special students

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

Language of instruction

Portuguese. English comprehension (written and spoken) and English expression for foreign students

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