

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2020/2021

Name Psychodynamic Psychotherapy
Teaching staff (Also indicate the Professor in charge) Joana Henriques Calado (professor in charge), Salomé Vieira Santos
ECTS 6
Functioning
Learning goals .to understand the characteristics of psychoanalysis as a therapeutic method .to understand the fundamental concepts of psychoanalytical theory and its articulation with clinical practice .to learn the characteristics of various perspectives in the field of dynamic psychotherapy .to acquire knowledge on the main technical parameters of short-term dynamic psychotherapy .to understand the specificities of psychotherapy with children .to develop the ability to apply acquired knowledge to practical situations
Skills to be developed Competencies to be developed regarding: .critical analysis of the main theoretical framework within the scope of dynamic psychotherapy .articulation between theoretical frameworks and the definition of the therapeutic setting .articulation between theoretical frameworks and the definition of therapeutic aims .articulation between theoretical frameworks and the therapeutic intervention .definition of therapeutic intervention characteristics according to stage of development

Prerequisites (precedences) *

n.a.

Contents

- . general characteristics of psychoanalytical therapy
- . distinction between psychoanalysis and dynamic psychotherapy
- . short-term psychotherapy: history, authors of reference and technical parameters
- . analysis of the therapeutic perspective of the following authors:
A. Adler, M. Klein, M. Balint, M. Mahler, C. Rogers, and H. Kohut
- . specificities of child psychotherapy
- . discussion of extracts from interviews of clinical cases

Bibliography

- Bleichmar, N. M. (1997). *El psicoanálisis después de Freud: Teoría e Clínica*. Barcelona: Paidós.
- Cabaniss, D. L., Cherry, S., Douglas, C. J., & Schwartz, A. (2011). *Psychodynamic psychotherapy: A clinical manual*. Chichester: Wiley-Blackwell.
- Laplanche, J. & Pontalis, J.B. (1990). *Vocabulário de psicanálise*. Lisboa: Presença.
- Levy, R. A., Ablon, J. S., & Kachele, H. (2012). *Psychodynamic psychotherapy research: Evidence-based practice and practice-based evidence*. New York: Springer Science-Business Media.
- Huprich, S. K. (2009). *Psychodynamic therapy: Conceptual and empirical foundations*. New York: Routledge.

Teaching methods

- . Theoretical classes (2h/week) – partially explanatory (students participation is encouraged and texts for each class are previous indicated)
- . Practical classes (2h+2h/week) – focus mainly on the presentation and discussion of student work and on the analysis of the extracts from clinical interviews, implying active student participation.

Evaluation Regimes (General and/or Alternative)

General

Alternative Plan

The final written exam can take place with bibliographic consultation, via Zoom, delivered by e-mail / moodle.

Evaluation Elements

Students have to accomplish two assignments (practical classes): oral presentation of the therapeutic perspective of an author and a written assignment on a free theme (within the scope of dynamic psychotherapy). The assessment elements are: oral presentation (16,67%), written assignment (16.67%), and written exam, which covers the program of both practical (16,67%) and theoretical (50%) classes.

Rules for grade improvement

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

Students are obliged to attend at least 2/3 of the practical classes and 2/3 of the theoretical classes.

Rules for special students *

Language of instruction

Portuguese. As an exception, oral presentations of Erasmus students in other languages (English or Spanish) can be accepted.

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