

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

Name CLINICAL CASE STUDIES IN PSYCHOTHERAPY WITH CHILDREN AND ADOLESCENTS
Teaching staff (Also indicate the Professor in charge) Luisa Maria Gomes Bizarro (Professor in Charge) Maria Isabel Sá
ECTS 6
Functioning Theoretical and Practical classes
Learning goals - Acquire knowledge on conceptualization models for clinical problems of children and adolescents - Organize, analyze, and integrate complaints' components into several models of conceptualization to develop clinical hypotheses - Acquire knowledge about clinical intervention models and to articulate with specific clinical disorders
Skills to be developed - Develop decision making skills in using assessment procedures and case formulation along the clinical process - Promote reflections on ethical issues of assessment and its relation to the intervention process - Analyze components and characteristics of children and adolescents clinical disorders - Apply therapeutic interventions for specific problems of children, adolescents and their educational agents - Develop skills to evaluate the efficacy of therapeutic procedures according to ethical principles

Prerequisites (precedences) *

Contents

- 1 - Nature, goals and stages of the clinical process with children and adolescents
 - 1.1. Assessment procedures and types of problems
 - 1.2. Conceptual models of assessment and case analysis
- 2 - Case formulation for specific disorders in children and adolescents
 - 2.1. Behavioral disorders
 - 2.2. Mood disorders
 - 2.3. Anxiety disorders
- 3 - Ethical issues of case formulation and efficacy evaluation of therapeutic procedures

Bibliography

- Carr, A. (2014). *Manual de Psicologia Clínica da Criança e do Adolescente*. Psiquilíbrios Edições
- Drinkwater, J. (2004). *Cognitive-behavior Therapy for Children and Adolescents*. Cambridge: Cambridge University Press.
- Ellis, A. & Bernard, M. E. (2006). *Rational Emotive Behavioral Approaches to Childhood Disorders*. New York: Springer Publications
- Friedberg, R. D. & McClure, J. M. (2006). *Clinical Practice of Cognitive Therapy with Children and Adolescents*. New York: The Guilford Press.
- Kendall, P.C. (2012). *Child and Adolescent Therapy* (4th.ed.)New York: The Guilford Press.

Teaching methods

Lectures with components of:

- expositive presentation of most relevant information on behavioral-cognitive methods and the main conceptual models of clinical case formulation
- skills training through the analysis of children and adolescents clinical cases for clinical decision making about the use of different assessment procedures and to develop clinical hypotheses
- expositive presentation of most relevant information on characteristics of children and adolescents clinical disorders

- skills training through the analysis of children and adolescents clinical cases for planning clinical interventions

Evaluation Regimes (General and/or Alternative)

- One individual paper (at the end of the semester) analyzing clinical cases which main goal is developing a case formulation and intervention plan for children and adolescents disorders based on initial assessment data (70% of final grade)
- Group organization and presentation of a clinical case conceptualization and intervention plan, in practical classes (30% of final grade)

Evaluation Elements

(Dates due, weights, minimum required grades)

Students must have a minimum grade of 10 in the individual paper, to pass the course

Rules for grade improvement

Grade improvement is only possible by repeating the individual paper

Rules for students having previously failed the course unit *

Students who fail the course unit have a second opportunity at the 2nd phase of exams

Requirements on attendance and punctuality

The students are obliged to be present at all theoretical and practical classes. Punctuality is also obliged

Rules for special students

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

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