



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name INTERVENTION MODELOS AND METHODS WITH ADULTS
Teaching staff (Also indicate the Professor in charge) Prof. Nuno Conceição
ECTS 6
Functioning Theoretical/Practical
Learning goals Students will be introduced to models and methods of psychotherapeutic intervention with adults, within an integrative framework. The acquisition of conceptualization, comprehension, intervention, and clinical decision-making and communication skills will be promoted.
Skills to be developed 1. To develop relevant knowledge aimed at critical reflexion on clinical matters, to promote integrative understanding and practice. 2. To exercise conceptualization and integrative intervention skills. 3. To learn therapeutic communication skills.
Prerequisites (precedences) * Not Applicable



Contents

- 1 - Introduction
- 2 - Contextualization
- 3 - Integration in Psychotherapy & Paradigmatic Complementarity
- 4 - Mind, Self, Emotion; Personality; Brain and Body in Session
- 5 – Schema and Restructuring, Memory and Reconsolidation in Session
- 6 - General Strategies and Principles of Change and the Therapeutic Alliance in Session
- 9 – Ambivalence, Tension, Conflict or Dissociation between Parts of the Self in Session
- 10 – Temporal Sequencing or Process Formulation in Session
- 11 – Case Conceptualization and Motivational, Interpersonal Intervention in Session (e.g. IRT, PA, CP)
- 12 – Case Conceptualization and Experiential Intervention in Session (e.g. EFT, AEDP, APT)
- 13 – Case Conceptualization and Cognitive Behavioral Intervention in Session (e.g. (ST; DBT))
- 14 – Integrative Decision Making, Responsivity and Paradigmatic Complementarity

Bibliography

- Vasco, A.B., Conceição, N., Silva, A.N., Ferreira, J.F., Vaz-Velho, C. (2018). O (Meta)Modelo de Complementaridade Paradigmática (MCP), In I. Leal (Ed.), *Psicoterapias* (pp. 339-361). Pactor.
- John C. Norcross, & Marvin R. Goldfried. (2019). *Handbook of Psychotherapy Integration: Vol. Third edition*. Oxford University Press.
- Castonguay, L. G. & Hill, C. E. (2007). *Insight in Psychotherapy*. American Psychological Association.
- Hill, C. E., & Castonguay, L. G. (2012). *Transformation in Psychotherapy: Corrective Experiences Across Cognitive Behavioral, Humanistic, and Psychodynamic Approaches*. American Psychological Association.
- Richard D. Lane, & Lynn Nadel. (2020). *Neuroscience of Enduring Change: Implications for Psychotherapy*. Oxford University Press.
- Ueli Kramer (2019). *Case Formulation for Personality Disorders: Tailoring Psychotherapy to the Individual Client*. Academic Press
- Greenberg, L. S., American Psychological Association, & Goldman, R. N. (2018). *Clinical Handbook of Emotion-Focused Therapy*. American Psychological Association.

Diana Fosha (2021) AEDP 2.0: Undoing aloneness and the transformation of emotional suffering into flourishing. Washington, DC: American Psychological Association.

Gross, Z. (2021) Changing Habits of Mind. A Brain-Based Theory of Psychotherapy. Routledge

Teaching methods

Theoretical/Practical; Video; Demonstrations; Role Play; Discussion; Active Questioning; Poster Presentation

Evaluation Regimes (General and/or Alternative)

1. Class and Basecamp group presentation and discussion of poster
2. Individual Participation in Class/Basecamp
3. Individual Take home exam.

Evaluation Elements

(Dates due, weights, minimum required grades)

25% + 25% Group Presentation in Class/Basecamp

15% Individual Participation in Class

35% Individual Take home essay

Rules for grade improvement

Rewriting take home part. Class Work cannot be improved.

Rules for students having previously failed the course unit *

Need to repeat every component.

Requirements on attendance and punctuality

Maximum 3 misses. Extra written assignment.

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