



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name
Study of the Psychotherapeutic Process
Teaching staff (Also indicate the Professor in charge)
Salomé Vieira Santos
ECTS
6 ECTS
Functioning
2 nd semester; one theoretical and two practical classes (per week)
Learning goals
• To develop knowledge on the characteristics of relational psychology intervention models in the context of brief dynamic psychotherapy. • To reflect on the implications and personal demands of the psychotherapist's/ clinical activity. To develop an attitude of further reflection to serve as the basis for personal/professional development. • To develop an attitude of respect for the ethical and deontological principles which sustain the psychotherapist' professional activity.
Skills to be developed
• Competencies of observation, assessment, discussion and comprehension of clinical cases, throughout the psychotherapeutic process, in a psychodynamic orientation



- Competencies of using the appropriate procedures for intervention in clinical cases, at different stages of the psychotherapeutic process.
- Knowledge of the conversational model of R. Hobson

Prerequisites (precedences) *

It is recommended that students have previous knowledge on Dynamic Child and Adolescent Psychopathology and Child and Adolescent Clinical Consultation.

Contents

1. Qualities expected of the clinical psychologist as someone who proposes to adopt a profession based on psychotherapeutic' skills.
2. Presentation of the Psychodynamic Interpersonal Therapy Model of Robert Hobson.
3. The phases of the psychotherapeutic process
4. Therapeutic alliance; transference and counter-transference; the therapeutic relationship as a new relationship.
5. Study of clinical cases

Bibliography

Barkham, M., Guthrie, E., Hardy, G. E., & Margison, F. (2017). *Psychodynamic Interpersonal Therapy: A conversational model*. London: Sage.

Coren, A. (2001). *Short-term psychotherapy. A psychodynamic approach*. London: Palgrave.

Gelso, J. G., & Hayes, J. A. (1998). *The psychotherapy relationship: Theory, research and practice*. New York: John Wiley and Sons.

Hobson, R. F. (1985). *Forms of feeling. The heart of psychotherapy*. London: Tavistock Publications.

Lemma, A. (2003). *Introduction to the practice of psychoanalytic psychotherapy*. Chichester: John Wiley & Sons. 690.

Teaching methods

Theory based classes supported by a variety of technical material including participation and discussion with the group of students.

Practical classes based on teacher presentation of psychotherapy cases and their discussion with students.

Note: in a situation of total lockdown, classes will be taught via zoom.



Evaluation Regimes (General and/or Alternative)

General evaluation regime:

It is required 2/3 of presences in the theoretical and in the practical lectures

General requirements for the evaluation: Active participation in the class, individual and group works and a final exam

Works:

First work

Presentation of an individual written reflection on the motivations, expectations and demands of the clinical psychologist's work.

Second work

Presentation and discussion of group work with more in-depth study of program-related topics illustrated with examples of clinical practice in the training courses. The group work should be presented in a written form and may include developments stemming from discussion at the time of the oral presentation.

Evaluation Elements

(Dates due, weights, minimum required grades)

Participation in theoretical lectures and in the discussion of the presented cases - 10%

Individual and Group work - 40%

Final exam: analysis of a psychotherapy case - 50%

10/20 is the minimum mark required

Note: in a situation of total lockdown, the final exam will be carried out via zoom

Rules for grade improvement

The mark improvement will be possible taking into account the repetition of the final exam. The previous marks for the participation and individual and group work will remain the same.



Rules for students having previously failed the course unit *

These students must be present at 2/3 of the practical lectures. In what concerns the theoretical lectures they must be present for the oral presentation of their group work.

Requirements on attendance and punctuality

Students must be present at 2/3 of the theoretical and practical lectures.

Rules for special students

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

These students must be present at 2/3 of the practical lectures. In what concerns the theoretical lectures they must be present for the oral presentation of their group work.

Language of instruction

Lectures are delivered in 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