



## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Study Programme\_\_Undergraduate degree in Psychology

<b>Name</b> Models of Psychotherapy
<b>Teaching staff</b> Fernando Carlos Sepúlveda Afonso Fradique (Professor in charge) (ffradique@psicologia.ulisboa.pt) Carla Crespo Ana Sofia Medina Marta Gonçalves
<b>ECTS</b> 6 ECTS
<b>Functioning</b> Theoretical and Practical classes Theoretical classes - 2h/week Practical classes – 1h/week
<b>Learning goals</b> This C.U.. has as main objective to acquire the knowledge and the reflexive instruments that allow the student to analyze and compare the main psychotherapeutic models, considering in particular their theoretical and psychopathological principles and the conceptualizations on the processes of psychological change



### Skills to be developed

1. To become acquainted with the evolution of the concepts of psychological intervention, psychological help and psychotherapy and to raise awareness of the ethical dimensions of psychotherapeutic interventions
2. To know the main psychotherapeutic models, to identify their epistemological and psychopathological foundations;
3. . To identify the different concepts of psychological change and the implications of those concepts for the different meta methodological proposals, the therapist-client relationship and the evaluation of the outcomes;
4. To learn to identify the different levels of evidence in clinical processes and interventions research
5. To identify and reflect on factors common to psychotherapy and other forms of psychological intervention

### Prerequisites (precedences) \*

na

### Contents

1. Introduction to psychotherapy. Clinical Psychology and Psychotherapy. Evolution of the concept of therapeutic change. The ethical dimension in psychotherapy.
2. Psychotherapeutic models: Epistemological and psychopathological principles, psychotherapeutic intervention objectives, change theory and processes, therapist-client relationship, process/outcome evaluation. More recent methodological proposals:
  - 2.1 Psychodynamic Therapies
  - 2.2. Humanist Therapies
  - 2.3. Cognitive-Behavioral Therapies
  - 2.4. Systemic Therapies
3. The integrative Perspective and Common Factors in Psychotherapy.
4. Levels of evidence in clinical research and evidence-based practices

### Bibliography



Alarcão, M. (2000). *(Des) Equilíbrios familiares*. Quarteto Editora.

Cabaniss, D. L., Cherry, S., Douglas, C. J., Crever, R. L., & Schwartz, A. R. (2013). *Psychodynamic formulation*. John Wiley & Sons Ltd.

Norcross, J. C., & Goldfried, M. R. (Eds.) (2019). *Handbook of psychotherapy integration* (3rd edition). Oxford University Press.

Norcross, J. C., VandenBos, G. R., & Freedheim, D. K. (2016). *APA Handbook of clinical psychology* (Volume 2: *Theory and Research*). American Psychological Association.

Snyder, C. R. & Ingram, R. (2000). *Handbook of psychological change: psychotherapy processes & practices for the 21st century*. John Wiley & Sons.

### Teaching methods

In theoretical classes, the lecturer uses the expositive method, supported by videos and audiovisual materials that promote active student involvement. In the applied classes, students do exercises related to fundamental texts or video demonstrations.. At the end of each module, the students fill in a brief quiz about the fundamental concepts covered in each of the modules. The assessment includes the sum of the partial quizzes and a final exam.

### Evaluation Regimes (General and/or Alternative)

At the end of each module, the students fill in a brief quiz about the fundamental concepts covered in that module. The assessment includes the sum of the partial quizzes and a final exam.

### Evaluation Elements

Exercises in class/at home (quizzes) – 50%

Final Exam – 50%

### Rules for grade improvement

Only Final Exam can be improved



### Rules for students having previously failed the course unit \*

na

### Requirements on attendance and punctuality

Students must be punctual at the beginning of each class and can only miss 25% of classes (class is considered the sum of the two periods of a week - T + P)

### Rules for special students

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

### Language of instruction

Portuguese. English is required for reading the main texts

### 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.



**Faculdade de Psicologia**  
UNIVERSIDADE DE LISBOA

\* If applicable