



## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

<b>Name</b> Models of Psychotherapy
<b>Teaching staff</b> Ana Gomes Ana Sofia Medina Carla Crespo (Professor in charge) Marta A. Gonçalves-Montera
<b>ECTS</b> 6
<b>Functioning</b> Theoretical and practical classes 2h Theoretical weekly class + 1h Practical weekly class
<b>Learning goals</b>  .To know how the concepts of psychological intervention and psychotherapy have evolved and to be cognizant of the ethical dimension of psychological intervention;  .To know the main psychotherapeutic models and their historical context, as well as to identify their epistemological underpinnings and conceptualization of psychopathology:  .To identify the different concepts of psychological change and their implications to the meta-methodological frameworks and therapist-client relationship;  .To analyze and compare the different psychotherapeutic models and their contexts of application in a



reflexive way.

### Skills to be developed

- . Theoretical knowledge on psychological intervention according to the main psychotherapeutic models;
- . Ethical and critical reflexivity on intervention guided by the different models;
- . Ability to reflexively analyze and compare the different models.

### Prerequisites (precedences) \*

None

### Contents

1. Introduction to Psychotherapy.; Evolution of the concept of therapeutic change; The ethical dimension in psychotherapy.
2. Psychotherapeutic models: Epistemological underpinnings, psychopathology concept, goals of psychotherapeutic intervention, theory and processes of change, therapist-client relationship; process and outcomes' assessment. Recent methodological frameworks.
  - 2.1. Psychodynamic therapies
  - 2.2. Humanistic therapies
  - 2.3. Cognitive-behavioral therapies
  - 2.4. Systemic therapies
3. Integrative perspective and common factors.

### 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

Theoretical classes will encompass theoretical exposition, supported by videos and other materials that promote students' active learning.

In practical classes students will engage in applied work on core texts and videos, as well as in role-plays and debates and other individual and group exercises.

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

- A. General
- B. Alternative (for students under special regimens)

### Evaluation Elements

#### A. General

There are two compulsory elements:

1. Group report (analysis of a clinical case in light of the different psychotherapeutic models)  
40%  
Date and guidelines: to be announced in the beginning of the semester
2. Exam  
60%

#### B. Alternative (for students under special regimens)

Final exam (100%)

### Rules for grade improvement

Only the exam can be required to be improved



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

NA

**Requirements on attendance and punctuality**

Attendance is required and registered.

**Rules for special students**

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

General Law

**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