



PSYCHOLOGY – 1st cycle

Courses offered during Winter semester (academic year 2026-27)

Research Methods in Psychology I (1st year, 6 ECTS)

Syllabus:

1. Science and Knowledge
 - 1.1 Forms of Knowledge: Common Sense vs.
 - 1.2 Scientific Knowledge
 - 1.3 Evolution and method
 - 1.4 Contributions by Kuhn and Popper
 - 1.5 Definition and distinction of Methodology, Method, Technique and Instrument
 - 1.6 Standards/Rules for editing scientific works
 - 1.7 Phases of scientific research
2. Psychosocial Survey Method
 - 2.1 Information Search: The Psychosocial Inquiry
 - 2.2 Literature review
 - 2.3 Document analysis
 - 2.4 Inquiry Techniques
 - 2.5 Interview
 - 2.6 Questionnaire
 - 2.7 Observation
 - 2.8 Writing the scientific report, and the research protocol

Teaching methodology and assessment:

Teaching-learning methods will include, integrated and complementary, the following:

- Generally, the classes, of a theoretical-practice nature, will follow an expository line, although alternated with analysis of situations proposed for study.
- Study of situations proposed for study – in which students will seek to apply what is presented, through exposure of a more theoretical nature, to research situations, seeking, step by step, to discern the method to be designed for each case.
- Classroom debates on situations proposed by the teacher will involve dynamics that will consolidate all the knowledge acquired and open up space to generate different possibilities for applying that knowledge.

Assessment: 2 tests (40% + 40%), comprehensive exam (20%)

Bibliography:

- [1] Almeida, L. & Freire, T. (2003). Metodologia da investigação em Psicologia e Educação. Psiquilíbrios.
- [2] Coutinho, C. (2015). Metodologia de investigação em ciências sociais e humanas : teoria e prática. Almedina, 2015.
- [3] Coviello, N. (2018). Integrating qualitative and quantitative techniques in network analysis. Qualitative Market Research 8(1), 39-60.

[4] Jervis, M. G., & Drake, M. (2014). The use of qualitative research methods in quantitative science: A review. *Journal of Sensory Studies*, 29(4), 234-247.

[5] Maia, R., et al. (2016). *Dicionário Crime, justiça e sociedade*. Edições Sílabo.

[6] Krauss, A. (2024). Redefining the scientific method: as the use of sophisticated scientific methods that extend our mind. *PNAS Nexus*, 3, <https://doi.org/10.1093/pnasnexus/pgae112>

[7] Pestana, M. & Gageiro, J.N. (2014). *Análise de Dados para Ciências Sociais*. Edições Sílabo.

Psychology of Motivation and Emotions (2nd year, 6 ECTS)

Syllabus:

PART I

Motivation

1. Concept of motivation:
 - 1.1 The motivational cycle;
2. Physiological Aspects;
3. Types of motivation:
 - 3.1 Innate / physiological reasons;
 - 3.2 Motivations learned / social;
 - 3.3 Motivations combined;
4. Frustration;
5. Conflict:
 - 5.1 Types of conflict;
6. Theories of motivation:
 - 6.1 Maslow's theory;
 - 6.2 Freud's theory.

PART II

Emotions

I - Understanding the emotional experiences

1. Concept of emotion:
 - 1.1 Theories of emotion;
 - 1.2 Contemporary perspectives of emotions;
2. Aspects ethological, physiological and neuropsychological emotions;
3. Psychological Aspects of emotions:
 - 3.1 The emotional experience;
 - 3.2 The expression of emotions and relational behavior;
 - 3.3 Individual and social functions of emotions;
 - 3.4 Emotions in social interaction.

II - Emotions and Communication

1. nonverbal behavior and the expression of emotions
 - 1.1 Decipher the emotions;
 - 1.2 Facial feedback hypothesis;
 - 1.3 Facial Action Coding System (FACS);
 - 1.4 Smile Perception Scale

Teaching methodology and assessment:

Theoretical-practical classes:

- presentations using projections, explanations on the board, exemplifications, practical cases on video;
- summary and discussion of scientific papers

- Development of small exercises to be solved in the classroom, solving problems and doubts
- Assessment: individual work (50%), group work (50%)

Bibliography:

- [1] Feldman, R. (2020, 14th ed.). Motivation and emotion. In Understanding Psychology (pp.296-306). McGraw Hill: New York.
- [2] Barrett, L.(2017). How emotions are made: The secret life of the brain. New York: Houghton Mifflin Harcourt.
- [3] Freitas-Magalhães, A. (2019). Facial expression of emotion. Encyclopedia of Human Behavior and Neuroscience and Biobehavioral Psychology. Oxford: Elsevier.
- [4] Freitas-Magalhães, A. (2020, 50ª ed.). A psicologia das emoções: o fascínio da face humana. Porto: FEELab Science Books.
- [5] Freitas-Magalhães, A. (2021). Facial Action Coding System 4.0:manual de codificação científica da face humana. Porto: FEELab Science Books.
- [6] Freitas-Magalhães, A. (2021). A neurociência da emoção: o cérebro e a face. Porto: FEELab Science Books.

Social Psychology (2nd year, 6 ECTS)

Syllabus:

It's important to develop the skills and knowledge about the same thematic of social psychology like social influence (normalization, conformity, innovation, obedience to authority, attitude changes) and social cognition (attitudes, causal attribution, beliefs, prejudice and stereotypes, social representations).

Teaching methodology and assessment:

The theoretical and expositive classes will be the more important moments to get the main goals of social psychological knowledge.

Assessment: 2 tests (50% + 50%)

Bibliography:

- [1] Fiske S. & Taylor, S. (2001) Social Cognition. N.Y. McGraw-Hill
- [2] Bar-Tal, D., Grauman, C.F., Kruglansky, A, & Stroebe, W. (Eds) (2010) Stereotyping and Prejudice. Springer Verlag.
- [3] Diaz, M.C. (2016) Métodos y Técnicas de Investigación en Psicología Social. Madrid: Eudema.
- [4] Hewstone, M. Stroebe, W., Stephson, M. (2015). Introducing Social Psychology. London: Blackwell
- [5] Hogg, M., Vaugham, G., (2016) Social Psychology: An Introduction, Ny: Prentice Hall
- [6] Leyens, J. PH. (2016) Psicología Social. Lisboa: Ed 70
- [7] Morales, J.F. (2008) Psicología Social, Madrid: McGraw-Hill
- [8] Moscovici, S. (1994) Psychologie Sociale. Paris: Puf.
- [9] Turner, J.C. (2000) Social Influence. Milton Keynes: Open University Press
- [10] Vala, J. & Monteiro, M.B: (2018) Psicologia Social. Lisboa: Gulbenkian.

Models and Methods in Psychological Intervention I (3rd year, 6 ECTS)

Syllabus:

1. The psychoanalytical model proposed by Freud;
2. Time limited dynamic psychotherapy;
3. Carl Rogers' client centered therapy;

4. Fritz Perls' gestalt model;
5. Emotion-focused therapy and family models.

Teaching methodology and assessment:

Teaching methodology will include theoretical lecturing, research, reading and discussion of specific references, as well as thematic debating and critical reflection.

Assessment: 1 test (70%), theoretical-practical essay (30%, role-play), with oral presentation and work discussion, students' punctuality and attendance

Bibliography:

- [1] Corsini, R. & Wedding, D. (2019, 11th edition). Current Psychotherapies. Victoria:Thomson.
- [2] Rogers, C. (2004). Terapia Centrada no Cliente. Lisboa: Moraes Ed.
- [3] Sampaio, D. & Gameiro, J. (2002). Terapia Familiar. Porto: Afrontamento.
- [4] Greenberg, L. (2014). Terapia focada nas emoções. Lisboa: Coisas de Ler
- [5] Luyten, P. (2015). Unholy Questions About Five Central Tenets of Psychoanalysis That Need to be Empirically Verified. *Psychoanalytic Inquiry*, 35, 5-23.
- [6] Moore-Wagner, L. (2004). Gestalt therapy: past, present, theory, and research. *Psychotherapy: Theory, Research, Practice, Training*, 41 (2), 180–189. doi 10.1037/0033-3204.41.2.180
- [7] Abbass, A. et al. (2012). Intensive Short-Term Dynamic Psychotherapy: A Systematic Review and Meta-analysis of Outcome Research. *Harv Rev Psychiatry*, 20 (2). doi: 10.3109/10673229.2012.677347
- [8] Breunlin, D. & Jacobsen, E. (2014). Putting the “Family” Back into Family Therapy. *Family Process*, 53, 462–475. doi: 10.1111/famp.12083



Courses offered during Spring semester (academic year 2026-27)

Research Methods in Psychology II (1st year, 6 ECTS)
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Syllabus:

1. Quantitative Research Methods
 - 1.1 Laboratory Studies
 - 1.2 Cross-sectional and Correlational Studies
 - 1.3 Longitudinal Studies
 - 1.4 Complex Experimental Designs
 - 1.5 Advanced Literature Review: Systematic Literature Review and Meta-analysis
2. Applied Quantitative Research Methods
 - 2.1 Single-case Designs and Small-n Research
 - 2.2 Quasi-experimental Studies
 - 2.3 Evaluation Programs
 - 2.4 Analysis and Reporting of Results
3. Methods of Qualitative Data Collection
 - 3.1 Planning and data collection
 - 3.2 Organisation and coding of data
 - 3.3 Ethical considerations
4. Qualitative Data Analysis and Interpretation
 - 4.1 Content analysis: categorisation and identification of patterns
 - 4.2 Thematic analysis: development of themes and sub-themes

4.3 Grounded Theory: open, axial, and selective coding for theory construction

4.4 Integration and dissemination of qualitative results

Teaching methodology and assessment:

The teaching and learning methodologies were designed to ensure effective integration between theory and practice, promote essential skills for research in psychology, and align with the learning objectives and programmatic content:

- Expository and participatory lectures introduce the fundamental concepts of quantitative methods, such as formulating problems, hypotheses, identifying variables, and data collection techniques
- Problem-solving activities challenge students to apply the knowledge acquired in simulated research scenarios, practising the identification of variables, formulation of hypotheses, and defining data collection and analysis strategies
- Practical workshops are central to quantitative and qualitative methods. SPSS and Excel are used for descriptive statistics and inferential tests; NVivo and Taguette are used for coding and qualitative analyses, such as thematic analysis and Grounded Theory
- Simulations deepen qualitative methods, such as interviews, observations, and focus groups, followed by critical reflection
- Collaborative learning involves joint analysis of datasets, fostering teamwork and the exchange of perspectives

Assessment: quantitative exam (35%), qualitative exam (35%), comprehensive exam (30%)

Bibliography:

- [1] Braun, V. and Clarke, V. (2021) Thematic Analysis: A Practical Guide. Sage, London.
- [2] Clark-Carter, D. (2024). Quantitative psychological research: The complete student's companion (5th ed). Routledge
- [3] Creswell, J.W. and Creswell, J.D. (2017) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Edition, Sage, Newbury Park.
- [4] Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). SAGE Publications.
- [5] Howitt, D., & Cramer, D. (2011). Introduction to research methods in psychology (3rd Ed). Pearson Education.
- [6] MacLin, M. K. (2024). Experimental design in psychology: A case approach (10th ed). Routledge.
- [7] Martins, C. (2011). Manual de Análise de Dados Quantitativos com recurso ao IBM SPSS: Saber decidir, fazer, interpretar e redigir. Psiquilíbrios.

Psychosociology of Communication (2nd year, 6 ECTS)

Syllabus:

1. Human communication.
 - 1.1 Basic elements of the communication process.
 - 1.2 Myths and realities of the communication process.
 - 1.3 Ways of approaching communication.
 - 1.4 Barriers to communication.
 - 1.5 Categories of non-verbal communication codes.
 - 1.6 Reasons why people don't communicate competently.
 - 1.7 Listening skills.
2. Communicating in an organizational context.
 - 2.1 Benefits of active listening in organizations.
 - 2.2 The ESCUTE model.

- 2.3 Providing constructive feedback.
- 2.4 Personal communication styles.
- 2.5 How to present a proposal tailored to the interlocutor's communication style.
- 2.6 How to communicate with people with different communication styles.
- 2.7 Ways to prevent and react to rumors.
- 2.8 Specific activities to improve departmental communication.
- 3. Communicating in clinical and health contexts.
- 3.1 Communicating in difficult contexts.
- 3.2 Types of empathetic responses.
- 3.3 Communication attitudes: what to do and what to avoid.
- 3.4 Practical cases in health contexts.

Teaching methodology and assessment:

During the contact hours, expository, interrogative, demonstrative and active teaching methodologies are favored in order to provide students with an in-depth understanding of the topics examined throughout the program, as well as the challenges and opportunities inherent in human communication in different socio-professional contexts. The lectures will therefore have a theoretical and interactive dimension, fueled by the presentation, analysis and collaborative discussion of practical cases that allow for the development of scientifically informed theoretical and practical reference frameworks.

Assessment: 2 tests (40% + 40%), comprehensive exam (20%)

Bibliography:

- [1] Adler, R. B., Rodman, G., & Du Pré, A. (2020). Understanding Human Communication. Oxford University Press.
- [2] Carvalho, I.C., & Madeira, N. (Eds) (2018). Comunicação em contextos difíceis. In A. F. Macedo, A. T. Pereira, & N. Madeira (Coord.), Psicologia na Medicina (pp. 509-526). LIDEL.
- [3] Ferreira, S. R., Araújo, A. I, & Madeira, N. (Eds) (2018). Comunicação de más notícias. In A. F. Macedo, A. T. Pereira, & N. Madeira (Coord.), Psicologia na Medicina (pp. 527-537). LIDEL.
- [4] Santos, T., & Madeira, N. (Eds) (2018). Princípios de comunicação. In A. F. Macedo, A. T. Pereira, & N. Madeira (Coord.), Psicologia na Medicina (pp. 479-487). LIDEL.
- [5] Rego, A. (Eds.). (2022). Comunicação pessoal e organizacional – Teoria e prática. Sílabo.
- [6] Sequeira, C. (2021). Comunicação clínica e relação de ajuda. LIDEL.
- [7] Thompson, T. L., & Harrington, N. G. (Ed.). (2022). The Routledge Handbook of Health Communication. Routledge.

The bibliography is complemented by scientific articles in journals in the field of psychology.

Models and Methods in Psychological Intervention II (3rd year, 6 ECTS)
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Syllabus:

- 1. Behavioral models.
 - 1.1 Classical conditioning paradigm - direct exposure and gradual exposure.
 - 1.2 Operant conditioning paradigm: strategies to reduce or to increase the duration, intensity and frequency of a behavior.
 - 1.3 The social learning paradigm: modeling and behavioral practice; relapse prevention
- 2. Cognitive models.
 - 2.1 The self-control paradigm: strategies of self-control: self-observation, control of stimuli and control the consequences.
 - 2.2 The confrontation skills paradigm: stress inoculation training and training in problem solving.

2.3 Cognitive restructuring paradigm: strategies of rationally dispute, cognitive restructuring strategies.

Teaching methodology and assessment:

Teaching methodology will include theoretical lecturing, research, reading and discussion of specific references, as well as thematic debating and critical reflection.

Assessment: 1 test (40%), theoretical-practical essay (60%), students' punctuality and attendance

Bibliography:

- [1] Dobson, K. (2000). Handbook of cognitive-behavioral therapies. New York: The Guildford Press.
- [2] Neto, D. & Baptista, T. (2019). Psicoterapia Cognitivo-Comportamentais (Vol.1 Intervenções Clínicas). Lisboa: Edições Sílabo.
- [3] Gonçalves, O. (2014, 6ª edição). Terapias Cognitivas: Teorias e Práticas. Porto: Afrontamento.
- [4] Gonçalves, O. (1999). Introdução às Psicoterapias Comportamentais. Coimbra: Quarteto.
- [5] Ruggiero, G.M., Spada, M.M., Caselli, G. et al. (2018). A Historical and Theoretical Review of Cognitive Behavioral Therapies: From Structural Self-Knowledge to Functional Processes. J Rat-Emo Cognitive-Behav Ther 36: 378. <https://doi.org/10.1007/s10942-018-0292-8>
- [6] Lorenzo-Luaces, L., Keefe, J. R., & DeRubeis, R. J. (2016). Cognitive-Behavioral Therapy: Nature and Relation to Non-Cognitive Behavioral Therapy. Behavior Therapy, 47, 785–803. <https://doi.org/10.1016/j.beth.2016.02.012>

Ethics and Deontology in Psychology (3rd year, 6 ECTS)
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Syllabus:

1st Unit – Fundamental concepts:

- 1. General definitions of “ethics, “morals” and “deontology”;
- 2. The role of consciousness and freedom in ethical decisions.
- 3. The “golden rule of ethics and respect for other;
- 4. Ethics of care and humanization.

2nd Unit – Ethics and Deontology in the field of Psychology:

- 1. The four *prima facie* principles: Beneficence; Non-maleficence; Justice; Autonomie
- 2. Process of decision-making;
- 3. Code of Ethics of the Portuguese Psychologists Chamber;
- 3.1 General Principles;
- 3.2 Specific Principles;
- 4. Case studies: deontological and ethical dilemmas in Psychology.

Teaching methodology and assessment:

Teaching methodology will include theoretical lecturing, research, reading and discussion of specific references, as well as thematic debating and critical reflection.

Assessment: 1 test (50%) on the 1st Unit, written essay with oral discussion (50%) on the 2nd unit.

Bibliography:

- [1] Freitas e França. 2015. Identidade e o reconhecimento do outro no contexto dos direitos humanos. An. Sciencult. 6(1) 396-415
- [2] Taille, Y. 2016. Moral e ética no mundo contemporâneo. Revista USP. 110_ 29-42
- [3] Toldy, T. 2016. “Carol Gilligan: Cuidar numa voz diferente”, in M.L. Ferreira e F. Henriques (orgs.), Marginalidade e Alternativa: vinte e seis FILÓSOFA para o séc. XXI (133-142). Lx: Ed. Colibri

- [4] Chiattoni, H.B., Sebastiani, R.W. (2002). Ética e Bioética Psi.Saúde. Univ. Psychol. Bogotá,1(2),11-19.
- [5] Monteiro, K.C. (2007). O consentimento informado na pesquisa em psicologia hospitalar. Rev Epistemo-Somática,1(IV) 84-92
- [6] Ricou, M. (2014). A Ética e a Deontologia no exercício da Psicologia. Lisboa: OPP
- [7] Leach, Mark., M., Leong, Frederick, T.L (2010,) Intern. Dimensions Psychological Ethics. Ethics & Behavior - Vol. 20 (3/4) 175-178. DOI: 10.1080/1050842100379885