



**Karolinska
Institutet**

Course syllabus for

Basic training in psychotherapeutic method, 60 credits

Basutbildning i psykoterapeutisk metod, 60 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Please note that the course syllabus is available in the following versions:

Autumn2010 , [Autumn2011](#) , [Autumn2014](#) , [Autumn2015](#) , [Autumn2017](#) , [Spring2020](#)

Course code	1QA067
Course name	Basic training in psychotherapeutic method
Credits	60 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychotherapy
Level	First cycle, has less than 60 credits in first-cycle course/s as entry requirements
Grading scale	Pass, Fail
Department	Department of Clinical Neuroscience
Decided by	Programnämnd 8
Decision date	2010-05-21
Course syllabus valid from	Autumn 2010

Specific entry requirements

Education in and practical experience of human care profession. Vocational education must have included at least 150 hours of teaching in subjects such as psychology, sociology, education and/or psychiatry, or additional university education in a behavioural science subject or in psychiatry worth 30 higher education credits.

Objectives

On completion of the course, the student should be able to: Knowledge and understanding Show basic knowledge of the scientific basis of the field and basic knowledge of the connection between science and proven experience. Show extensive knowledge of psychological functions. Show basic knowledge of different mental illnesses and familiarity with psychiatric diagnostics. Show extensive knowledge of psychological/neuropsychological explanatory models for psychopathology. Be able to account at a basic level for similarities and differences between psychodynamic therapy and cognitive behavioural therapy. Be able to compare both cognitive behavioural therapy theory and psychodynamic theory with psychological science at a basic level. Be able to describe how their own work contributions can be

evaluated on a scientific basis. Skills and ability Be able to apply theoretical knowledge in clinical work. Be able to participate in assessing diagnoses, psychotherapy indications and treatment planning. Be able to demonstrate a constructive working relationship with a patient. With supervision and on a scientific basis, be able to plan, carry out and document treatment work. Assessment ability and attitudes Be able to take an inquisitive and critical approach to different therapeutic theories and to the state of the art. Be able to review their own work on the basis of science and proven experience. Be able to adopt a critical attitude towards their own work on the basis of legal and ethical aspects. With supervision, be able to determine whether a patient should be referred to another colleague or for a different therapeutic treatment. Be able to reflect on their need for further knowledge and to continuously develop their competence.

Content

Basic psychology - - - - - Module 1 Basic psychology 1, 2 credits (Basic psychology 1) Module 2 Basic psychology 2, 4 credits (Basic psychology 2) The Basic psychology section covers the fields of emotional, memory, cognitive, learning and developmental psychology. Module 1 is given during term 1, and module 2 during term 4. Psychological models of psychopathology and psychiatric diagnostics - - - - - Module 3 Psychological models for explanation of psychopathology and psychiatric diagnostics 1, 1 credit (Psychological models for explanation of psychopathology and psychiatric diagnostics 1) Module 4 Psychological models for explanation of psychopathology and psychiatric diagnostics 2, 2 credits (Psychological models for explanation of psychopathology and psychiatric diagnostics 2) The Psychological models of psychopathology and psychiatric diagnostics section includes explanatory models relating to some of the most common psychiatric diagnoses, including anxiety, depression and personality disorders, as well as an introduction to the procedure of diagnostics in accordance with DSM-IV. Other diagnostic instruments are introduced. Students own performance may be recorded in audio or video formats. Module 3 is given during term 1, and module 4 during term 2. The psychotherapeutic interview - - - - - Module 5 The psychotherapeutic interview 1, 2 credits (The psychotherapeutic interview 1) The Psychotherapeutic interview section includes theory and practical rehearsal of interview techniques based on psychotherapy research, information and communication theory and an introduction to the Motivational Interviewing (MI) method. Students own performance is recorded in audio or video formats as part of the examination. This module is given during term 1. Cognitive behavioural therapy methods - - - - - Module 6 Cognitive behavioural therapy methods 1, 6 credits (Cognitive behavioural therapy methods 1) Module 7 Cognitive behavioural therapy methods 2, 7 credits (Cognitive behavioural therapy methods 2), The Cognitive behavioural therapy methods section includes basic theory and concepts for problem analysis and treatment. The module mainly includes treating anxiety and depression syndromes. In addition, an introduction is provided to treating e.g. addiction and dependence, eating disorders, behavioural medicine and relationship problems. This module is examined during terms 1 and 2. Supervised cognitive behavioural therapy - - - - - Module 8 Kognitiv beteendeterapi under handledning 1, 4 higher education credits (Supervised cognitive behavioural therapy 1) Module 9 Kognitiv beteendeterapi under handledning 2, 6 higher education credits (Supervised cognitive behavioural therapy 2) The Supervised cognitive behavioural therapy section includes both problem analysis and psychotherapeutic treatment work under supervision. The sessions recorded in audio or video formats, and written session reports and concluding treatment reports are produced for every client. Supervision takes place in groups of four students. These modules are examined during terms 1 and 2. Research and clinical evaluation - - - - - Module 10 Research and clinical evaluation 1, 2.5 credits (Research and clinical evaluation 1) The Research and clinical evaluation section includes an introduction to the concept of evidence, a review of the very latest research within the field, and an introduction to quality assurance methods. There is also an introduction to relevant databases and search methods so that students can continue to keep themselves up-to-date. This section given during term 3. Law and ethics - - - - - Module 11 Law and ethics, 0.5 credits (Law and ethics) This module covers legislation that governs psychotherapeutic work and basic ethical principles. The module is given during term 4. Psychodynamic method - - - - - Module 12 Psychodynamic method 1, 7, 5 credits (Psychodynamic

method 1) Module 13 Psychodynamic method 2, 5.5 credits (Psychodynamic method 2) The Psychodynamic method section includes the areas of basic psychodynamic theory, basic psychodynamic techniques, and psychodynamic investigation and interview techniques. This module is examined during terms 3 and 4. Psychodynamic psychotherapy under supervision - -

----- Module 14 Supervised psychodynamic psychotherapy 1, 5 credits (Supervised psychodynamic psychotherapy 1) Module 15 Supervised psychodynamic psychotherapy 2, 5 credits (Supervised psychodynamic psychotherapy 2) The Supervised psychodynamic psychotherapy modules 14 and 15 include psychotherapeutic treatment work under supervision. Session reports and concluding psychotherapy summaries are written and submitted as working materials and for assessment. Supervision takes place in groups of four students. These modules are examined during terms 3 and 4.

Basic psychology 1, 2.0 hp

Grading scale: GU

Basic psychology 2, 4.0 hp

Grading scale: GU

Psychological models fo psychopathology and psychiatric..1, 1.0 hp

Grading scale: GU

Psychological models fo psychopathology and psychiatric..2, 2.0 hp

Grading scale: GU

The psychotherapeutic interview 1, 2.0 hp

Grading scale: GU

Cognitive behavioral therapy methods 1, 6.0 hp

Grading scale: GU

Cognitive behavioral therapy methods 2, 7.0 hp

Grading scale: GU

Supervised cognitive behavioral therapy 1, 4.0 hp

Grading scale: GU

Supervised cognitive behavioral therapy 2, 6.0 hp

Grading scale: GU

Research and clinical evaluation 1, 2.5 hp

Grading scale: GU

Law and ethics, 0.5 hp

Grading scale: GU

Psychodynamic method 1, 7.5 hp

Grading scale: GU

Psychodynamic method 2, 5.5 hp

Grading scale: GU

Supervised psychodynamic psychotherapy 1, 5.0 hp

Grading scale: GU

Supervised psychodynamic psychotherapy 2, 5.0 hp

Grading scale: GU

Teaching methods

The theoretical teaching takes place through lectures, seminars and group exercises. Supervision in the clinical modules takes place in groups of four students.

Examination

Examination takes place in the form of both written examinations and active participation in seminars and group exercises, for attendance is mandatory at all teaching sessions. The Basic psychology, Psychological models of psychopathology and psychiatric diagnostics Research and clinical evaluation and Psychotherapeutic interviews modules are examined on one or two occasions during those terms when the modules are given, in the form of a combined written and oral examination. Psychotherapeutic interviews are also examined using audio or video recordings. The Law and ethics module is included in this examination during term 4. If a student fails any part of the examination, only this section will be repeated. The Cognitive behavioural therapy methods module is examined during terms 1 and 2, while the Psychodynamic method module is examined during terms 3 and 4. Role play, video recording and oral examinations take place during terms 1 and 2. A minimum of 80% attendance is required for the theoretical modules in order to be eligible to take the examination. During the Supervised psychodynamic psychotherapy and Supervised cognitive behavioural therapy modules, students must attend at least 80% of the sessions each term, work actively with their own patients and contribute to the work of others under supervision. For the Supervised cognitive behavioural therapy modules, students must also submit session reports and recordings to the supervisor and the other course participants in the group before each treatment session, carry out 1-2 treatments and write a treatment report (including behavioural analysis) in accordance with instructions. For the Supervised psychodynamic psychotherapy modules, students must also submit session reports and recordings to the supervisor and the other course participants in the group before each treatment session, carry out 1-2 treatments and write a treatment report (including behavioural analysis) in accordance with instructions. Limited number of examinations or practical training sessions - - - - - Students who have not participated in part of the module can be given additional tasks by the relevant member of teaching staff to compensate for their absence. Students who miss or fail an examination for a theoretical module are entitled to carry out a new examination a maximum of six times. Students who fail the Supervised psychodynamic psychotherapy and Supervised cognitive behavioural therapy modules can be examined in these modules on a maximum of one additional occasion. A student's work-based education or equivalent may be ended immediately by an examiner if the student demonstrates such a serious lack of knowledge, skills or attitude that patient safety or patients confidence in medical care is jeopardised. When work-based education is interrupted like this, the student fails the current module and one instance of work-based education has been used. In such cases, an individual action plan will be drawn up detailing which activities and knowledge checks are required before the student will be given the

opportunity to carry out a new instance of work-based education on this course. Students who fail work-based education or equivalent as a result of demonstrating such a serious lack of knowledge, skills or attitude that patient safety or patients confidence in medical care is jeopardised will only be authorised to carry out a new instance of work-based education once the individual action plan has been carried out.

Transitional provisions

An examination will be made available for a period of one year in the event of the course being discontinued or a new course syllabus being devised.

Other directives

Course evaluation will be carried out in accordance with the guidelines established by the Board of Education. Language of instruction: Swedish. The course substitutes 1QA016.

Literature and other teaching aids

Myers, David G.

Psychology

9th ed. : New York : W. H. Freeman ;a Basingstoke :b Palgrave [distributor], 2008 - 721, [156] s.
ISBN:978-1-4292-1597-8 (hbk.) LIBRIS-ID:11299790

[Library search](#)

Allgulander, Christer

Introduktion till klinisk psykiatri

2. uppl. : Lund : Studentlitteratur, 2008 - 318 s.
ISBN:978-91-44-04936-6 LIBRIS-ID:10674788

[Library search](#)

Herlofson, Jörgen; Landqvist, Mats

MINI-D IV. diagnostiska kriterier enligt DSM-IV-TR.

Danderyd : Pilgrim Press, 2002 - 311 s.
ISBN:91-973050-9-x

[Library search](#)

Öst, Lars-Göran

Kognitiv beteendeterapi inom psykiatrin

Stockholm : Natur och kultur, 2006 - 288 s.
ISBN:91-27-10947-X (inb.) LIBRIS-ID:9989145

[Library search](#)

Rollnick, Stephen; Miller, William R.; Butler, Christopher C.

Motiverande samtal i hälso- och sjukvård : att hjälpa människor att ändra beteende

Lund : Studentlitteratur, 2009 - 273 s.
ISBN:978-91-44-05262-5 LIBRIS-ID:11584447

[Library search](#)

Baldwin, John D.; Baldwin, Janice I.

Behavior principles in everyday life

4. ed. : Upper Saddle River, N.J. : Prentice Hall, cop. 2001 - viii, 407 p.

ISBN:0-13-087376-4 (hft.) LIBRIS-ID:8275497

[Library search](#)

D'Elia, Giacomo

Det kognitiva samtalet i vården

Stockholm : Natur och kultur, 2004 - 217, [1] s.

ISBN:91-27-09823-0 (inb.) LIBRIS-ID:9658766

[Library search](#)

Ramnerö, Jonas; Törneke, Niklas

Beteendets ABC : en introduktion till behavioristisk psykoterapi

Lund : Studentlitteratur, 2006 - 249 s.

ISBN:91-44-04374-0 LIBRIS-ID:10082183

[Library search](#)

Clinical handbook of psychological disorders : a step-by-step treatment manual

Barlow, David H.

4. ed. : New York : Guilford Press, cop. 2008 - 722 s.

ISBN:978-1-59385-572-7 LIBRIS-ID:10654616

[Library search](#)

Farmer, Richard F.; Chapman, Alexander L.q (Alexander Lawrence)

Behavioral interventions in cognitive behavior therapy : practical guidance for putting theory into action

Washington, DC : American Psychological Association, 2008 - 341 s.

ISBN:1--43380241-4 LIBRIS-ID:10664333

[Library search](#)

Sverne Arvill, Ebba

Etik och juridik för psykologer och psykoterapeuter

4 uppl : 2010

ISBN:978-91-44-06628-8 LIBRIS-ID:11790095

[Library search](#)

Research methods in clinical psychology : an introduction for students and practitioners

Barker, Chris; Pistrang, Nancy; Elliott, Robert; Barker, Chris

2nd ed. : New York : J. Wiley, 2002 - 284 s.

ISBN:0-471-49087-3 (hbk) LIBRIS-ID:8648141

[Library search](#)

Fonagy, Peter; Target, Mary.

Psychoanalytic theories : perspectives from developmental psychopathology

London : Whurr, 2003. - xv, 402 p.

ISBN:1-86156-239-X (pbk.) LIBRIS-ID:8922680

[Library search](#)

Summers, R. F.; Barber, J. P.

Psychodynamic psychotherapy : A guide to evidence-based practice

2009 - 356 s.

ISBN:978-1-60623-443-3

[Library search](#)

Bender, Suzanne L.; Messner, Edward.

Becoming a therapist : what do I say, and why?

New York : The Guilford Press, 2003 - 332 s.

ISBN:1-57230-804-4 (hardback) LIBRIS-ID:8577953

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