



Course syllabus for

Self awareness and clinical skills, 4.5 credits

Självkännedom och kliniska färdigheter, 4.5 hp

This course syllabus is valid from autumn 2019.

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

[Autumn2010](#) , [Autumn2012](#) , [Autumn2013](#) , [Autumn2014](#) , [Autumn2015](#) , [Autumn2016](#) , [Autumn2018](#) ,
[Autumn2019](#) , [Autumn2020](#) , [Autumn2022](#) , [Autumn2023](#) , [Autumn2024](#)

Course code	2PS017
Course name	Self awareness and clinical skills
Credits	4.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychology
Level	AV - Second cycle
Grading scale	Pass, Fail
Department	Department of Clinical Neuroscience
Decided by	Programnämnd 8
Decision date	2010-05-21
Revised by	Education committee CNS
Last revision	2019-04-10
Course syllabus valid from	Autumn 2019

Specific entry requirements

Passed semester 1-5 of the Study Programme in Psychology (150 credits) and at least 7.5 credits from the mandatory course on semester 6.

Objectives

On completion of the course, the student is expected to be able to

Regarding competence and skills

- Show awareness about the importance of and skills in both non-verbal as well as verbal behaviours when communicating with others
- Show acceptance, concern and respect for a client and his/her experiences
- Empathetically work with the client according to his/her aims and values
- Show advanced clinical, practical skills (eg., how to welcome a client and begin a first meeting, how to set up an agenda, Socratic questioning technique, make agreements about home assignments, introduce to exposure and behavioural experiments, assessments of suicidal thoughts)

- and behaviours)
- Have knowledge about and experience in applying mindfulness

Regarding judgement and approach

- Reflect upon clinical situations both from a therapist and client perspective
- Show awareness about and reflect upon ethical and legal aspects in clinical situations
- Apply a professional approach by being aware of and reflect on own values and assumptions and how these may affect therapeutic work.
- Reflect on gender equality and diversity aspects of relevance for psychotherapeutic work

To summarize, the course aims at helping the student to show the ability to develop self-knowledge and empathy continuously.

Content

Theme 1: Experience of behavioural change within an area in daily life

The student will together with the group-leader formulate an area in which the student during the course may apply change techniques based on learning theory/behaviour analysis, and cognitive processes and techniques. This implies that the student identifies a well-defined and limited area in his or her life to change in a way that is in line with one of specified aims of the course. Examples of such areas may be to enhance his/her ability to speak in front of a group, to provide constructive feedback, to study more efficiently, to increase the frequency of healthy behaviours (for example physical activity) or to decrease the time spent on social media. Within the scope of this theme, the student will have the possibility to employ concrete cognitive/behavioural methods to work with for example goal formulation, self-monitoring, behavioural experiments, exposure, cognitive restructuring and relapse prevention in order to achieve behavioural change in the self-chosen area. In the context of this work, the student is expected to actively work with home assignments related to the techniques that are relevant for achieving change. The student is expected to take an active and engaged role in the other group members' work, which leads to an increased understanding of behaviour change in a group context where the same technique can be applied to different areas of life. This contributes to an in-depth knowledge of how cognitive/behavioural therapeutic methods can be practised in group-format.

Theme 2: Skills training and clinical application of therapeutic technologies and, mindfulness.

As part of this theme, the student will have the possibility to do practical clinical exercises regarding skills related to work with clients (for example how to introduce a client to the first session, provide validation and to respond to clients in different situations, plan for home-work and follow up on home-work, introduce to exposure and behavioural experiments, assess suicidality) in combination with creating a therapeutic alliance with a client. The student will also reflect about how to use a professional approach according to legal and ethical aspects and from an equality and diversity perspective.

Theme 3: Mindfulness as tool in the daily clinical work- for both client and therapist

Mindfulness is introduced and used as a basis for the work in above-mentioned areas. The student will work with the ability to be mindful, and in an accepting way receive what is communicated by the client, while at the same time being aware of her/his own assumptions and reactions. This may help the student to develop a professional approach toward the assumed client and himself/herself, in the future professional role. The course also aims to give the student tools to handle the small and big events of the everyday life- both in the future professional role and in the private everyday life.

Teaching methods

The course includes an initial individual meeting between the group-leader and the student followed by 12 meetings in small groups consisting of about six to eight students per group that meet continuously for an extended period of time (across a semester). The extent corresponds to approximately 50 hours (à 45 minutes). Teaching and supervision take place by teachers that are registered psychologists. The

content connects to and deepens the knowledge and skills within the course Clinical Psychology 2, which will run simultaneously. Lectures may occur (for example at the course introduction). All the lectures/meetings are compulsory.

Theme 1: Students work actively with home assignments related to relevant techniques within the self-chosen work-field.

Theme 2: The students will through for example role-plays and discussions be given the opportunity to practice their skills (please see the aims) during the sessions, but also through home assignments. Furthermore, students will receive feedback from the group-leader and the group members to learn more about their strengths and weaknesses with respect to the clinical exercises. In addition to these scheduled assignments, home assignments will also be given. Students might also need to read some literature according to instructions from the group-leader.

Theme 3: Practical exercises at group skills training sessions and as part of home assignments. Mindfulness during the course. Exercises and home assignments are decided on and are followed up by the group-leader.

The course leader decides whether and if so how absence from compulsory sessions can be compensated. Final grades (Passed versus Failed) cannot be submitted before the student has participated in the compulsory sessions, and compensated for potential absence from compulsory sessions in accordance with the instructions from the course leader. Absence from a compulsory session can imply that the student cannot compensate for the occasion until next time the course is given.

Examination

The course is assessed continuously through written assignments and oral reflections as well as active attendance and participation at 90% of the lectures/group meetings (as assessed by the group-leader). Furthermore, an examination in the form of a role-play at session 11 is arranged.

Grades are given with either Passed or Failed.

Students who have not passed the examination will be provided an occasion to be re-examined in consultation with the course leader. Students who have not passed after regular examination session have the right to participate at further five re-examination sessions. Students who fail at six examinations, will not be offered any additional examination opportunities. An examination occasion is valid as an occasion if the student has gone through the exam. Submission of a blank exam is regarded as an examination occasion. Cases in which a student is registered for an examination but does not attend, will not be viewed as an examination occasion.

If there are special grounds, or a need for adaptation for a student with a disability, the examiner may decide to deviate from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected knowledge, skills, and approach may not be changed, removed or reduced.

Transitional provisions

The transition rules follow KI's local guidelines for examination.

Other directives

Course evaluation takes place in accordance with KI's local guidelines. Results and possible actions are communicated to the students on the course web page.

Literature and other teaching aids

Experiencing CBT from the inside out : a self practice/self-reflection

Bennett-Levy, James.; Thwaites, Richard; Haarhoff, Beverly; Perry, Helen

New York : Guilford, 2015. - xvi, 278 pages

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