



Course syllabus for

# **Psychological Treatment, Including Psychotherapy, 30 credits**

Psykologiska behandlingsmetoder inklusive psykoterapi, 30 hp

This course syllabus is valid from autumn 2015.

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

[Autumn2014](#) , [Autumn2015](#) , [Autumn2017](#) , [Autumn2019](#) , [Autumn2020](#) , [Autumn2021](#) , [Autumn2022](#) , [Autumn2023](#)

Course code	2PS032
Course name	Psychological Treatment, Including Psychotherapy
Credits	30 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	Programme Committee 8
Decision date	2014-05-07
Revised by	Programme Committee 8
Last revision	2015-05-07
Course syllabus valid from	Autumn 2015

## **Specific entry requirements**

Passed results from semester 1-7 of the psychology programme consisting of 210 credits and at least 15 credits from semester 8.

Students who fail a clinical placement (or equivalent) as a result of demonstrating such a serious lack of knowledge, skills or attitude that patient safety or the patients' confidence in medical care is at risk, will only be qualified for a new clinical placement once the individual action plan has been carried out.

## **Objectives**

*Module 1, Client work under supervision, part 1, 6 credits*

On completion of the course, the student should be able to:

- under supervision carry out behavioural analysis/case conceptualisation, assessment, treatment planning, treatment and treatment evaluation with clients (children and/or adults) who have commonly occurring problems (e.g. anxiety/mood disorder, health or stress-related problems)

- plan for and scientifically evaluate the psychological treatments that the student carries out within the scope of the course
- write a treatment report, journal notes, and reflect on the experiences of the treatment for at least one client

*Module 2, Evidence-based treatment models and clinical skills, 13.5 credits*

On completion of this course module, the student should be able to:

- describe research methodology and relevant concepts in psychotherapy research, including using time series analyses and "single-subject" design
- describe what is included in a scientific clinical evaluation and be able to plan one
- in an integrated way describe, critically review and discuss evidence-based principles, research discoveries and treatment models and methods in commonly occurring problems such as for example anxiety, mood disorder, eating disorders, abuse, personality disorders, psychoses, trauma/sorrow/crisis, sexual problems, couple problems, and other difficulties such as low self-esteem, perfectionism, and emotional avoidance
- illustrate and model the application of central evidence-based principles/technologies
- describe different pitfalls in treatment and how one decreases the risk of succumbing to these
- have knowledge of how one adapts assessment, psychological treatment and clinical evaluation in specific contexts (e.g. in conversations that take place via interpreter, group treatment, couple therapy, family therapy, cultural differences, gender perspective)

*Module 3, Psychological treatment methods, modes of action and implementation, 4.5 credits*

On completion of this part of the course, the student should be able to:

- reflect critically on different theoretical perspectives on treatment for example by an analysis of similarities and differences between these perspectives, their strengths and potential limitations
- discuss and reflect on central non-specific therapeutic factors (e.g. therapeutic alliance and general therapist skills)
- describe and discuss potential active mechanisms in psychological treatment and be able to use research-related concepts as mediators and moderators
- describe current empirical evidence of the importance of general and specific factors with regard to outcome of psychological treatment including psychotherapy
- reflect on implementation factors such as treatment fidelity, quality of execution of the treatment and organisational conditions for treatment

*Module 4, Client work under supervision, part 2, 6 credits*

On completion of this part of the course, the student should be able to:

- under supervision independently carry out behavioural analysis/case conceptualisation, assessment, treatment planning, treatment and treatment evaluation with clients (children and/or adults), that have commonly occurring problems (e.g. anxiety/mood disorders, health or stress-related problems) plan for and scientifically evaluate (measure, critically review, analyse and discuss) the psychological treatments that the student carries out within the scope of the course
- write treatment report, journal notes and reflect on experiences of treatment for at least one client
- describe and critically reflect, illustrate to others and discuss how one applies and adjust therapeutic principles and technologies
- integrate scientific, social and ethical aspects in assessment, treatment and evaluation
- reflect critically on how to create an approach that is characterised by sustainable development in ones professional role and work (e.g. preventing burn-out, continued skill development, etc.)

## Content

The student is expected from previous courses to have basic knowledge of assessment and testing methodology, the DSM system, interview techniques, and various psychological schools of thought/theories within the therapeutic field from the past to the present (psychodynamic, cognitive and behavioral therapies, learning theory / behaviour analysis). In this course, the knowledge is complemented with knowledge of integrative trends within the field of psychotherapy, combination

therapy (pharmaceuticals and psychological treatment), and knowledge about specific client and context-related issues. The students are to a large extent expected to be active and independently gather knowledge through literature, role play, preparation before supervision and client work, as well as seminars.

**Supervised client work, part 1, 6 hp** The student is allowed, under the supervision of a licensed psychologist / licensed psychotherapist with the relevant expertise, to carry out at least one treatment of a client with commonly occurring problem areas. The supervision is given in groups of about 4-5 students. To optimise the supervision, the sessions are auditory recorded, and the student writes a session report for each supervision session. Client work is divided into two course modules, supervision and client work continue during the spring semester within the framework of course module 4. The supervision is given regularly, weekly about 3 hours per occasion, all in all 120 hours, distributed over the two semesters. Students will carry out their supervised treatment within the psychotherapeutic method that has shown evidence for the current patient's problems. In accordance with the current state of research, emphasis will be on cognitive behaviour therapy, CBT, but other evidence-based methods may also be considered. **Evidence-based psychological treatments and clinical skills, 13.5 hp** This course module contains in-depth knowledge of planning and treatment for children, adolescents and adults with DSM diagnoses such as anxiety, mood disorder, eating disorders, abuse, personality disorders and psychoses, and other common areas of concern. Evidence-based approach is illustrated including examples from manuals that formed the basis for research, as well as briefings and training in the use of central treatment components. The student obtains specific training in therapeutic strategies and skills to improve the quality of completed treatments and decrease the risk of drop outs. Students also obtain knowledge of how they can handle common difficulties, pitfalls and impediments in clinical treatment (e.g. insufficient compliance with treatment, work with an interpreter etc.) This course module takes place largely through modelling lectures, role-playing exercises, video recordings of role plays, discussions and reflections. **Psychological treatments and mechanisms of change, 4.5 hp** Within the framework of this module, central therapeutic factors such as therapeutic alliance and the therapist-client relationship are discussed. Furthermore, there is reflection on questions regarding different theoretical perspectives, integration of treatment forms, action mechanisms in the treatment and implementation issues. The students will also conduct a lecture. This part of the course takes place largely through problem-based learning, individual studies and reflections. **Supervised client work, part 2, 6 hp** In the spring semester, the student will continue to work with client treatment under supervision, part 2, within the same supervisory group and with the same supervisor as in part 1 of the course. The student will, under the supervision of a registered psychologist/authorised psychotherapist with relevant skills, continue to carry out a treatment of at least one client with a commonly occurring problem area. The supervision is given in groups of 4-5 students. To optimise the supervision, the sessions are auditory recorded, and the student writes a session report before each supervision session. The supervision is given regularly, weekly about 3 hours per occasion. Students will carry out their supervised treatment within the psychotherapeutic method that has shown evidence for the current patient's problems. In accordance with the current state of research, emphasis will be on cognitive behaviour therapy, CBT, but other evidence-based methods may also be considered. The student may during this course module in front of other students also use role-play in order to illustrate the foundations of therapeutic communication in order for himself/herself to become aware of which techniques/skills the student masters and uses in the client context. During this course module, the student will also make a written reflective work about his/her own therapy skills. This course module ends with an integrative case seminar where diagnostics, case conceptualisation/functional analysis and treatment planning are discussed from fictitious cases.

## Teaching methods

The teaching consists of teacher-supervised lectures, clinical demonstrations of different psychotherapeutic methods via for example films, video vignettes and modelling, group exercises with elements of practical training, discussions and role play seminars, review of the role play exercises via film recordings, group assignments and reflection exercises (partly via course web). The students are expected to take active responsibility for literature searches regarding evidence-based treatment

methods, research findings and critical review and reflection on the literature. Within the scope of modules 1 and 4, specific supervision is given by a registered psychologist/registered psychotherapist with cognitive behaviour therapy specialisation or other appropriate therapeutic specialisation for the client work that the student will carry out. Certain seminars, reflective assignments and exercise sessions are compulsory. The course coordinator assesses how absence from compulsory education elements can be caught up. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

## Examination

### *Part 1*

The student's knowledge is examined through

- 1) a minimum of one completed client work
- 2) 90% attendance at supervision sessions
- 3) submitted session reports, approved journal notes and completed approved treatment report

On this module the grades are pass/fail.

#### Guidelines in case of failure

The examiner may with immediate effect interrupt a student's placement (internship) or the equivalent if the student shows such serious deficiencies in knowledge, skills or attitude that client/patient safety or clients'/employers'/patients' confidence in the services/healthcare is jeopardised. If a clinical placement is interrupted in this way the student is deemed to have failed that element and to have used up one clinical placement opportunity.

In such cases, an individual action plan should be set up stating which activities and tests are required before the student is qualified for a new clinical placement on the course.

### *Part 2*

The student's knowledge of evidence-based treatment is examined through

- 1) written assignment and reflection (Pass/Fail)
- 2) written examination (Pass/Fail)
- 3) role play of therapeutic skills (Pass/Fail)
- 4) review of film-recorded role play (Pass/Fail)
- 5) at least 80% attendance with active participation in the lectures and seminars of the module (Pass/Fail)

On this module the grades are pass/fail.

### *Module 3*

The student's knowledge of evidence-based treatment is examined through

- 1) an individually performed assessment work (Pass/Fail)
- 2) a lecture about the individually performed assessment work
- 3) a written, reflective assignment (Pass/Fail)
- 4) a minimum of 80% attendance with active participation in the lectures and seminars of the module (Pass/Fail)

On this module the grades are pass/fail.

### *Module 4*

The student's knowledge is examined through

- 1) at least one completed client work
- 2) a minimum of 90% attendance at supervision sessions
- 3) submitted session reports, approved journal notes and completed approved treatment report
- 4) role-playing exercises
- 5) an individually performed assessment work
- 6) a case discussion seminar

On this module the grades are pass/fail.

### *Guidelines in case of failure*

The examiner may with immediate effect interrupt a student's placement (internship) or the equivalent if the student shows such serious deficiencies in knowledge, skills or attitude that client/patient safety or clients'/employers'/patients' confidence in the services/healthcare is jeopardised. If a clinical placement is interrupted in this way the student is deemed to have failed that element and to have used up one clinical placement opportunity. In such cases, an individual action plan should be set up stating which activities and tests are required before the student is qualified for a new clinical placement on the course.

In order to pass the course in its entirety a pass grade is required on all examination assignments in modules 1-4. In the case of absence that can lead to insufficient goal attainment, the course coordinator will determine whether a complementary assignment is required. If this is not possible, another opportunity is given to take the course in full the next time it runs.

### *Limitation of examinations on theoretical course modules:*

Students who have not passed the regular examination are entitled to participate in five future examinations (next examination can however take place the next time the course is given). If the student has failed six examinations/tests, no additional examination is given. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

### *Limitation of placement/clinical modules:*

The student has the right according to KI's local guidelines to take the placement/clinical parts (modules 1 and 4 "Client work under supervision part 1 and Client work under supervision part 2" on this course) a maximum of two (2) times. A student who has not passed a regular placement/clinical module (modules 1 and 4 "Client work under supervision part 1 and Client work under supervision part 2") has the right to participate on one further occasion (this can however take place the next time the course is given).

If a student is at risk of failing on modules 1 or 4, Client work under supervision, the student should be informed about this orally and in writing at the mid-way assessment during the semester. Furthermore, a written plan of action for how the student will be able to achieve pass level of the part of the course should be established by the supervisor and the student together with the course module coordinator/examiner. This takes place so that the student is given the opportunity to improve his knowledge.

## **Transitional provisions**

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

## **Other directives**

The course is given at the rate of 80% during the first semester (autumn term) and 20% during the second semester (spring term). Modules 1-3 run over semester 9 and course module 4 during semester 10.

The course will not be credited in a degree together with another course the student has completed and passed which completely or partly corresponds to the contents of this course. The following courses are (partly) overlapping: 2PS023, *Psychological treatment methods including psychotherapy*, 30.0 credits, 2PS030 and *Psychological treatment methods including psychotherapy*, 30.0 credits

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. Course evaluations that are answered by less than 50% of the students are disregarded.

## **Literature and other teaching aids**

## Mandatory literature

*Holmberg, Johan; Stalby, Magnus*

### **Samtal som fungerar : [om tillämpad beteendeanalys, motivation och förändring]**

1. utg. : Stockholm : Natur & Kultur, 2012 - 168 s.

ISBN:91-27-11939-4 (inb.) LIBRIS-ID:11496423

[Library search](#)

*Linton, Steven James; Flink, Ida*

### **12 verktyg i KBT : från teori till färdighet**

1. utg. : Stockholm : Natur & kultur, 2011 - 390 s.

ISBN:978-91-27-12112-6 (inb.) LIBRIS-ID:11789339

[Library search](#)

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

*Barlow, David H.*

Fifth edition. : New York : The Guilford Press, 2014. - xvi, 768 p.

ISBN:9781462513260 (hardcover) LIBRIS-ID:16260484

[Library search](#)

*O'Donohue, William T.; Fisher, Jane E.*

### **General principles and empirically supported techniques of cognitive behavior therapy**

Hoboken, N.J. : Wiley, 2009. - xxiii, 743 p.

ISBN:047022777x LIBRIS-ID:12088224

[Library search](#)

### **KBT inom barn- och ungdomspsykiatri**

*Öst, Lars-Göran*

Stockholm : Natur & kultur, 2010 - 261 s.

ISBN:978-91-27-11509-5 (inb.) LIBRIS-ID:11171366

[Library search](#)

### **The therapeutic relationship in the cognitive behavioral psychotherapies**

*Gilbert, Paul (Ed.); Leahy, Robert L. (Ed.)*

London : Routledge, 2007 - 292 s.

ISBN:978-0-415-38437-7 (hbk.) LIBRIS-ID:10411738

*Chosen chapters. Instructions will be given before the course starts.*

[Library search](#)

*Öst, Lars-Göran*

### **Tillämpad avslappning : manual till en beteendeterapeutisk coping-teknik**

[7., rev. uppl.] : [Stockholm : Lars-Göran Öst], 2013 - 108 s.

LIBRIS-ID:14985056

Various scientific papers and book chapters will be made available for students before the start of each part of the course.

In addition, students are expected to read treatment manuals that are included in the theoretical courses, and as part of the clinical training according to recommendations from their supervisor.

## Recommended literature

Course literature from other previous courses.

*Miller, William R.; Rollnick, Stephen*

**Motivational interviewing : preparing people for change**

2. ed. : New York : Guilford Press, 2002 - xx, 428 s.

ISBN:1-57230-563-0 (inb.) LIBRIS-ID:6385706

[Library search](#)

*Ramnerö, Jonas; Törneke, Niklas*

**Beteendets ABC : en introduktion till behavioristisk psykoterapi**

2., [rev.] uppl. : Lund : Studentlitteratur, 2013 - 232 s.

ISBN:978-91-44-07959-2 LIBRIS-ID:13909031

[Library search](#)

**In-depth literature**

*Bates, Sandra; Grönberg, Anna*

**Om och om och om igen : att behandla tvångsproblem med KBT - en vägledning för behandlare**

1. utg. : Stockholm : Natur & kultur, 2010 - 286 s.

ISBN:978-91-27-11835-5 (inb.) LIBRIS-ID:11320085

[Library search](#)

**Oxford guide to behavioural experiments in cognitive therapy**

*Bennett-Levy, James*

Oxford : Oxford University Press, 2004 - xxi, 461 s.

ISBN:0-19-852916-3 (hft.) LIBRIS-ID:9373318

[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](#)

*Kuyken, W.q (Willem); Padesky, Christine A.; Dudley, Robertq (Robert E. J.)*

**Collaborative case conceptualization : working effectively with clients in cognitive-behavioral therapy**

New York : Guilford Press, 2009. - 366 s.

ISBN:978-1-60623-072-5 LIBRIS-ID:11294044

[Library search](#)

*Martell, Christopher R.; Dimidjian, Sona; Herman-Dunn, Ruth*

**Behavioral activation for depression : a clinician's guide**

New York : Guilford, 2010 - 220 s.

ISBN:978-1-60623-515-7 LIBRIS-ID:11798695

[Library search](#)

*Wenzel, Amy.*

**Strategic decision making in cognitive behavioral therapy**

First edition. : - ix, 331 pages

ISBN:9781433813191 LIBRIS-ID:16093938

[Library search](#)

*Hayes, Steven C.; Strosahl, Kirk; Wilson, Kelly G.*

**Acceptance and commitment therapy : the process and practice of mindful change**

2nd ed. : New York : Guilford Press, c2012. - xiv, 402 p.

ISBN:9781609189624 (hardcover) LIBRIS-ID:12535947

[Library search](#)

*Linehan, Marsha M.; Linehan, Marsha.*

**DBT skills training manual**

Second edition. : New York : The Guilford Press, [2015]. - xxiv, 504 pages

ISBN:9781462516995 (paperback : alk. paper) LIBRIS-ID:17804753

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