



Course syllabus for

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

Psykologiska behandlingsmetoder inklusive psykoterapi, 30 hp

This course syllabus is valid from autumn 2020.

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	Programnämnd 8
Decision date	2014-05-07
Revised by	Education committee CNS
Last revision	2020-04-01
Course syllabus valid from	Autumn 2020

## **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**

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

*Module 1, Patient care under supervision, part 1*

- 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 treatment report, journal notes and reflect on experiences of treatment for at least one client.

### *Module 2, Evidence-based treatment models and clinical proficiencies*

- give an account of theoretical models that form the basis for evidence-based treatment methods and reflect on these critically by analysing similarities and differences strengths and potential limitations,
- 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 account for, critically review and discuss evidence-based principles, findings from research and psychological treatment models/methods and combination therapy at commonly occurring problems and difficulties,
- 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, and
- have knowledge of how one adapts assessment, psychological treatment and clinical evaluation in specific contexts (e.g. based on a group, a couple, a family, cultural differences and gender perspective).

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

- 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, and
- reflect on implementation of psychological treatment methods in clinical placement based on a both local and national and global perspective.

### *Component 4, Patient care under supervision, part 2*

- 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 and reflect critically over how one create an attitude that is characterised by sustainable development in his professional role and in his work (e.g. prevent burn-out continued continuing professional 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.

The course is divided into four (4) modules, as follows:

### **Supervised patient work, 1, 6.0 hp**

Grading scale: GU

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**

Grading scale: GU

The module intends to integrate advanced theoretical knowledge with the clinical proficiencies that the students acquires during the supervised patient care. Based on knowledge and proficiencies from earlier clinical courses in the programme, the students learn more about theoretical models and evidence-based methods central at psychological treatment. The module provides broad knowledge of diagnostic specific and transdiagnostic treatment interventions at the psychiatric conditions that are most commonly occurring in the health care. In addition to theoretical components the teaching also contains occasions for the students to practice on practical clinical proficiencies.

### **Psychological treatments and mechanisms of change, 4.5 hp**

Grading scale: GU

With the takeoff from previous modules it is examined how evidence-based psychological treatment methods are active. Within the scope of this module, current research is discussed around both general and method specific modes of action. In this module, teaching is included of the research methods that are used to examine active processes in psychological treatment. In this module, teaching of challenges and possibilities for implementation of psychological treatment is also included, based on local as well as national and global perspective.

### **Supervised patient work, 2, 6.0 hp**

Grading scale: GU

For information, see the module Patient care under supervision 1

## **Teaching methods**

The teaching is given as lectures, seminars, group assignments, home assignments and literature studies. The emphasis lies more on student activity in the form of seminars than on traditional lectures and the course contains modules with elements of student-activating educational models, so-called "Interteaching".

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, reflection assignments and practice sessions are compulsory.

## Examination

The course is examined in the following way:

### *Module 1, Patient care under supervision, part 1*

- 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

All examination assignments are given the grade Fail or Pass.

On the module, one of the grades Fail or Pass is given. For the grade Pass on the module, Pass on all examination assignments is required.

### *Module 2, Evidence-based treatment models and clinical proficiencies*

- 1) written assignment and reflection
- 2) two written examinations
- 3) role plays of therapeutic proficiencies
- 4) review of video-recorded role play

All examination assignments are given the grade Fail or Pass.

On the module, one of the grades Fail or Pass is given. For the grade Pass on the module, Pass on all examination assignments is required.

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

- 1) an individually performed assessment work
- 2) lecture about the individual assessment work
- 3) written, reflecting assignment
- 4) at least 80% attendance with active participation in the lectures and seminars of the module

All examination assignments are given the grade Fail or Pass.

On the module, one of the grades Fail or Pass is given. For the grade Pass on the module, Pass on all examination assignments is required.

### *Module 4, Patient care under supervision, part 2*

- 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
- 4) role-playing exercises
- 5) an individually performed assessment work
- 6) discussion seminar

All examination assignments are given the grade Fail or Pass.

On the module, one of the grades Fail or Pass is given. For the grade Pass on the module, Pass on all examination assignments is required.

### *Course grade*

On the entire course, one of the grades Fail or Pass is given.

For the grade Pass on the entire course, Pass on module 1, 2, 3 and 4 is required.

### *Absence from or unfulfillment of compulsory course elements*

The examiner decides whether, and if so how, absence from or unfulfillment of compulsory course elements can be made up for. Study results cannot be reported until the student has participated in or fulfilled compulsory course elements, or compensated for any absence/ failure to fulfill in accordance with instructions from the examiner. Absence from or unfulfillment of a compulsory course element may imply that the student can not retake the element until the next time the course is offered.

*Limitation of the number of theoretical examinations*

Students who do not pass a regular examination are entitled to re-sit the examination on five more occasions. 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 blank exam is counted as an examination trial. An electronic examination that has been opened via the learning management system counts as an examination trial, even if the examination is not submitted. In case a student is registered for an examination but does not attend, this is not regarded as an examination. In order for an examination assignment to be relevant for assessment, it must have been submitted by the appointed time, otherwise the student is referred to the re-examination opportunity.

*Limitation of placement/clinical modules*

A student who has not passed on regular placement/ clinical module (module 1 and 4) has the right to participate (and thereby be examined) at one (1) additional 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 on the module should be established by the supervisor and the student, together with the module coordinator/ examiner. This takes place so that the student is given the opportunity to improve his knowledge.

The examiner can with immediate impact interrupt a student's VIL/VFU placement if the student shows such serious deficiencies in knowledge, skills or attitudes that the patient security or the patients' trust for the 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 this course.

*Possibility of exception from the course syllabus' regulations on examination*

If there are special grounds, or a need for adaptation for a student with a functional 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 attitudes 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**

### **Mandatory literature**

#### **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](#)

*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

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*McKay, Dean*

**Treatments for Psychological Problems and Syndromes**

2017

LIBRIS-ID:20531459

**KBT inom barn- och ungdomspsykiatri**

*Öst, Lars-Göran*

Stockholm : Natur & kultur, 2010 - 261 s.  
ISBN:978-91-27-11509-5 (inb.) LIBRIS-ID:11171366

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*Öst, Lars-Göran*

**Att utvärdera psykoterapi och kritiskt granska psykoterapistudier**

1. utg. : Stockholm : Natur & kultur, 2016 - 191 s.  
ISBN:9789127146495 LIBRIS-ID:19088152

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Various scientific papers and compendium.

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**

*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](#)

*Öst, Lars-Göran*

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

[7., rev. uppl.] : [Stockholm : Lars-Göran Öst], 2013 - 108 s.  
LIBRIS-ID:14985056

*Leahy, Robert L.*

**Cognitive therapy techniques : a practitioner's guide**

2. ed. : New York : Guilford Press, 2017 - 517 s.  
ISBN:9781462528226 LIBRIS-ID:20213540

[Library search](#)

*Rosengren, Anna*

**KBT ur ett barnperspektiv : förhållningsätt och anpassningar i psykiatriskt arbete**

Första utgåvan : [Stockholm] : Natur & kultur, [2019] - 325 sidor  
ISBN:9789127823242 LIBRIS-ID:x73m8949vlkckdnd

[Library search](#)

*Nyberg, Ullakarin*

**Suicidprevention i praktiken**

Första utgåvan : [Stockholm] : Natur & kultur, [2018] - 215 sidor  
ISBN:9789127141728 LIBRIS-ID:19088258

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*Dennhag, Inga*

**Makt och psykoterapi**

Första utgåvan : [Stockholm] : Natur & Kultur, [2017] - 233 sidor  
ISBN:9789127147058 LIBRIS-ID:20820912

[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](#)

*Shouri, Soroush*

**Interkulturell medvetenhet : med kunskap, självkänedom, acceptans, nyfikenhet och välvilja**

Stockholm : Natur & Kultur, 2019  
ISBN:9789127823655 LIBRIS-ID:t37hqrpvr346p2mt

[Library search](#)

*Argus-Zivaljic, Viola*

**Dynamiska korttidsterapier : en introduktion**

Upplaga 1 : Lund : Studentlitteratur AB, [2018] - 150 sidor  
ISBN:9789144121161 LIBRIS-ID:22303144

[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

[Library search](#)

*Farmer, Richard F.; Chapman, Alexander L.*

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

Second edition. : Washington, D.C. : American Psychological Association, [2016] - vi, 430 p.  
ISBN:9781433820359 LIBRIS-ID:18240553

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