



Course syllabus for

Psychological Treatment, Including Psychotherapy, 30 credits

Psykologiska behandlingsmetoder inklusive psykoterapi, 30 hp

This course syllabus is valid from autumn 2021.

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	2021-03-22
Course syllabus valid from	Autumn 2021

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 patients (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 patient.

Module 2, Evidence-based treatment models and clinical proficiencies

- 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 for 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 getting into these,
- 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), and
- reflect about how to implement psychological treatment methods in clinical practice from a local as well as a national and global perspective.

Module 3, Mechanisms of change in psychological treatment methods

- critically reflect about different theoretical perspectives on treatment, for instance through analyses 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 such 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 patients (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 patient,
- 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 can create an attitude that is characterised by sustainable development in one's professional role and work (e.g. prevent burn-out, continued professional development, etc),
- reflect about a selected number of later developed therapeutic methods.

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 patient- 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 patient care, as well as seminars.

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

Patient care under supervision, 1, 6.0 hp

Grading scale: GU

The student is allowed, under the supervision of a licensed psychologist, to carry out at least one treatment of a patient with commonly occurring problem areas. The supervisor is also a licensed psychotherapist or a clinical specialist (psychologist) with relevant expertise. 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. Patient care is divided into two course modules, supervision and patient care 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. The supervisor and student have a brief meeting (in the middle of the semester) about the supervision and the student's development during the semester, as well as an additional evaluation towards the end of each semester.

Evidence-based psychological treatments and clinical proficiencies, 13.5 hp

Grading scale: GU

The module intends to integrate advanced theoretical knowledge with the clinical proficiencies that the students acquire during the supervised patient care. Based on knowledge and proficiencies from earlier clinical courses in the programme, the students learn more about evidence-based methods central in psychological treatment. The module provides broad knowledge of diagnosis specific and transdiagnostic treatment interventions for the psychiatric conditions that are most common in the health care. The students also receive knowledge about how to handle common difficulties, traps and barriers in clinical treatments (i.e, lack of treatment compliance). In addition to theoretical components the teaching also contains occasions for the students to practice on practical clinical proficiencies through role plays, video-recordings of role-plays, discussions and reflections. In this module, teaching of challenges and possibilities for implementation of psychological treatment is also included, based on a local as well as national and global perspective.

Mechanisms of change in psychological treatment methods, 4.5 hp

Grading scale: GU

Based on previous modules this module examines how evidence-based psychological treatment methods work. Within the scope of this module, current research is discussed about both general and method specific modes of action. In this module, teaching about the research methods that are used to examine active processes in psychological treatment is included.

Patient care under supervision, 2, 6.0 hp

Grading scale: GU

Teaching methods

The teaching is given as lectures, seminars, group assignments, role play and literature studies. The students are expected to take an active responsibility for reading of the course literature before each lecture. The course also includes student-activating pedagogical models in conjunction with seminars and group work.

Within the scope of modules 1 and 4, specific supervision is given by a registered psychologist/registered psychotherapist specialized in cognitive behaviour therapy or in other appropriate therapeutic orientations suitable for the patient work the student will carry out.

Certain lectures, 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) at least 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.

The module is graded Fail or Pass. The grade Pass requires Pass on all examination assignments.

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
- 5) at least 80% attendance with active participation in the lectures and seminars of the module
- 6) compulsory seminars/tasks according to instructions in the schedule

All examination assignments 1-5 are given the grade Fail or Pass.

The module is graded Fail or Pass. The grade Pass requires Pass on all examination assignments 1-5, as well as fulfilment of compulsory course elements.

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.

The module is graded Fail or Pass. The grade Pass requires Pass on all examination assignments.

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 for example at the mid-way assessment meeting 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

If the course is cancelled or goes through substantial changes, information about interim regulations will be stated here.

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

[Library search](#)

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

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

ISBN:1462518893 LIBRIS-ID:17851919

[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](#)

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](#)

Nyberg, Ullakarin

Suicidprevention i praktiken

Första utgåvan : [Stockholm] : Natur & kultur, [2018] - 215 sidor

ISBN:9789127141728 LIBRIS-ID:19088258

[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](#)

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](#)

Öst, Lars-Göran

Tillämpad avslappning : manual till en beteendeterapeutisk coping-teknik

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

LIBRIS-ID:14985056

Available for purchase during the course.

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

[Library search](#)