



**Karolinska
Institutet**

Course syllabus for

Self directed experience/Therapeutic Skills Cognitive Behavioral Therapy - cognitive behavioural therapy, 3 credits

Egen psykoterapi/utbildningsterapi - kognitiv beteendeterapi, 3 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:

Spring2011 , Spring2012

Course code	2PT065
Course name	Self directed experience/Therapeutic Skills Cognitive Behavioral Therapy - cognitive behavioural therapy
Credits	3 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychotherapy
Level	AV - Second cycle
Grading scale	Pass, Fail
Department	Department of Clinical Neuroscience
Decided by	Programnämnd 8
Decision date	2010-11-03
Revised by	Education committee CNS
Last revision	2018-02-21
Course syllabus valid from	Spring 2012

Specific entry requirements

Passing the “Psykoterapi under handledning samt arbetsplatsförlagd praktik 3 – KBT” (“Psychotherapy under supervision and applied practice 3 – CBT”) course.

Objectives

On completion of the course, the student is expected to:

Knowledge and understanding

Be able to account in detail for the significance of theories and therapist variables in the therapy situation. Be able to account in detail for methods for continuously noting and describing the quality of their own therapist behaviour and professional role in relation to effects on the patient in the therapy situation. Be able to critically review and reflect on research and theories about the relevance of

understanding the patient's experiences and perspective within the psychotherapeutic process. Be able to critically review and reflect on research and theories about the professional development of therapists and the profession-specific risks and problems they face.

Skills and abilities

Demonstrate an ability to review their own therapeutic behaviour, compare this with what research and theories state is desirable, and take actions to meet an identified development need. Show ability to reflect over the own experience of the application of psychotherapeutic interventions from both psychotherapist - and patient role.

Values and attitudes

Be able to review and reflect on their own values that may affect their own professional practice, including formulating in behavioural terms what it means not to discriminate against people on the grounds of their gender, ethnic origin, religion or other declaration of faith, sexual orientation or disability.

Content

The course consists of two (2) parts.

Introduction/Focus, 2.0 hp

Grading scale: GU

Working through/Termination, 1.0 hp

Grading scale: GU

Part 2 is a continuation of previous term.

Teaching methods

Teaching takes place in the form of lectures, group exercises, seminars and individual discussions.

Examination

All attendance is mandatory. Students will not pass in the event of more than 20% absence. In the event of absence of no more than 20%, students will be given substitute tasks for those instances of teaching that they have missed. Students who fail are entitled to repeat the course on one occasion. The following are required in order to pass the course:

- 1) 1) Active participation in the various parts of the course and meeting the attendance requirement of at least 80%.
- 2) 2) Passing a written examination in theories and research findings of relevance to the course.
- 3) 3) Students formulating, evaluating and revising their own written development plans together with their mentors.
- 4) 4) Students coding at least two session extracts and passing at least one session extract in relation to therapist variables (capacity for empathy, being able to support the patient's autonomy, being able to promote cooperation with the patient, steering the therapy session and being able to coax out the patient's perspective and strengthen the patient's expression of the desire to change), coded by independent coders.

Transitional provisions

The course has been cancelled

Other directives

Course evaluation will be carried out in accordance with the guidelines established by the Board of Education.

Each student must submit confirmation from his or her employer demonstrating that the student has been employed on a part-time basis with psychotherapeutic work tasks in psychiatric care or equivalent duties during the term in question.

Literature and other teaching aids

Laireiter, A R; Willutzki, U

Self-reflection and self-practice in training of cognitive behaviour therapy: An overview.

Clinical Psychology and Psychotherapy, 10, 19-30, 2003

Moyers, T., Martin, T., Manuel, J., Miller, W. & E; Svensk översättning: Forsberg, L., Forsberg, L., V

Revised global scales: The motivational interviewing treatment integrity code 3.0 (MITI 3.0)

Institutionen för klinisk neurovetenskap, 2007

Forsberg, L., Berman, A., Källmén, H., Hermansson,

A test of the validity of the motivational interviewing treatment integrity code (MITI).

Cognitive Behaviour Therapy, 37, nr 3, 2008

Geller, J.D., Norcross, J.C. & Orlinsky, D.E. (Eds

The Psychotherapists Own Psychotherapy. Patient and Clinical Perspectives

York: Oxford Univ. Press, Inc, 2005

Hamreby, M

Bortkastad tid? Empirisk forskning om psykoterapeuters egenterapi.

Matrix, 23, 4-30., 2006

Miller, W

Motivational interviewing with problem drinkers.

MINT-bulletin 14.2 (Part 1), 2008

URL: [Länk](#)

Miller, W

A randomized trial of methods to help clinicians learn motivational interviewing.

Journal of Consulting and Clinical Psychology, 72, 1050-1062, 2004

Moyers, T., Miller, W. & Hendrickson, S.

How does motivational interviewing work? Therapist interpersonal skill predicts client involvement within motivational interviewing sessions.

Journal of Consulting and Clinical Psychology, 73, 590-598, 2005

Norcross, J. C.

Psychotherapy relationships that work: therapist contributions and responsiveness to patients.

Oxford: Oxford University Press, 2002

Orlinsky, D.E. & Rønnestad, M.H. et al

How psychotherapists develop. A study of therapeutic work and professional growth

Washington DC: American Psychological Association., 2005

Skovholt, T.M. & Rønnestad, M.H.

The Evolving Professional Self

Chichester, UK: John Wiley & Sons., 1992