



**Karolinska
Institutet**

Course syllabus for

Psychiatric Diagnostics and Theory Specific Assessment 6 - Cognitive Behavioural Therapy, 2 credits

Psykiatrisk diagnostik och inriktningsspecifik bedömning 6 - kognitiv beteendeterapi, 2 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:

Autumn2011 , Spring2013

Course code	2PT073
Course name	Psychiatric Diagnostics and Theory Specific Assessment 6 - Cognitive Behavioural Therapy
Credits	2 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	2011-05-13
Course syllabus valid from	Autumn 2011

Specific entry requirements

Passing the previous terms Psykiatrisk diagnostik och inriktningsspecifik bedömning 5 (Psychiatric diagnostics and theory-specific assessment 5) course is a prerequisite for participation in this course.

Objectives

Knowledge and understanding On completion of the course, students in connection with patients who have been diagnosed with psychotic syndrome with or without affective symptoms, neuropsychiatric disorders, complex cognitive disabilities and severe personality disorders will be able to: - analyse and reflect on diagnostic systems and methods used when measuring symptoms relating to the above diagnoses - analyse and reflect on diagnostic systems and methods applicable in the event of comorbidity between the above conditions
Skills and abilities On completion of the course, students in connection with patients who have been diagnosed with psychotic syndrome with or without affective symptoms, neuropsychiatric disorders, complex cognitive disabilities and severe personality disorders

will be able to: - reflect on their own journal writing in relation to legislation and the requirements of the organisation - reflect on their own journal writing in relation to the function and structure of patient records - carry out various types of diagnostic interview so that adequate information is obtained for psychiatric assessment and symptom rating, and be able to analyse the advantages and disadvantages of various diagnostic methods - summarise and feedback information obtained and clinical conclusions to the patient in a nuanced manner, and be able to reflect on the consequences of the adjustments they make - carry out advanced behavioural analysis/conceptualisation of patients who have been diagnosed with psychotic syndrome with or without affective symptoms, neuropsychiatric disorders, complex cognitive disabilities and severe personality disorders - recommend actions during supervision based on treatment research and the care alternatives that the organisation can offer, and evaluate the consequences of this in relation to all theoretically possible options - evaluate the consequences of work involving symptom control, structuring work and the patients pre-treatment motivation on the treatment outcomes - in collaboration with other personnel be able to plan, structure, and implement long-term treatment interventions - take the course of the disease and effects of pharmacological treatment into account in making assessment - behave professionally towards clients with complex care needs and their family members - describe their own knowledge and deficiencies in knowledge within the area in question to supervisors and colleagues - establish a good supervisor relationship, including taking in information and feedback from the supervisor and assimilating this into patient work - present relevant clinical materials and issues to the supervisor in a structured manner - formulate relevant questions and constructive opinions on fellow students clinical materials Evaluations and attitudes On completion of the course, students in connection with patients who have been diagnosed with psychotic syndrome with or without affective symptoms, neuropsychiatric disorders, complex cognitive disabilities and severe personality disorders will be able to: - reflect on the consequences of legislation and organisational requirements on clinical work - analyse and reflect on the significance of scientifically researching the application of different methods and instruments - analyse and reflect on the significance of diversity aspects when making assessments - analyse ethical issues relating to providing care

Content

Students will carry out psychotherapeutic assessments with consideration to psychiatric diagnoses, in series of discussions with patients where problems with psychotic syndrome with or without affective symptoms, neuropsychiatric disorders, complex cognitive disabilities and severe personality disorders have been identified. Each student will carry out a maximum of one assessment discussion per week during timetabled course weeks. Supervision and teaching focus on psychotherapeutic assessment, psychotherapeutic alliance, behaviour analysis and case conceptualisation including psychiatric diagnostics based on psychometric aspects, as well as shorter treatment consisting of e.g. symptom checks, structure work and motivation work. Legal and institutional conditions for supervision remain in focus.

Teaching methods

Teaching takes place in the form of both clinical group supervision in groups of up to four students and seminars covering practical exercises and role play. The teaching requires students to participate actively with reflections on their own patient materials and those of other group members.

Examination

Supervision is mandatory. Students will not pass in the event of more than 20% absence. Examination takes place through the supervisors continuous assessment of the students competence, and through written reports in the form of session summaries and assessment summaries after the end of the series of discussions. Students must have met the journal-keeping requirement during the term in order to pass the module. This is a clinically applied module, and students who fail are entitled to repeat the course on one occasion. A students work-based education or equivalent may be ended immediately by an examiner if the student demonstrates such a serious lack of knowledge, skills or attitude that patient safety or

patients confidence in medical care is jeopardised. When work-based education is ended, the student fails the current module and one instance of work-based education has been used. In such cases, an individual action plan will be drawn up detailing which activities and knowledge checks are required before the student will be given the opportunity to carry out a new instance of work-based education on this course. Students who fail work-based education or equivalent as a result of demonstrating such a serious lack of knowledge, skills or attitude that patient safety or patients confidence in medical care is jeopardised will only be authorised to carry out a new instance of work-based education once the individual action plan has been carried out.

Transitional provisions

An examination will be made available for a period of one year in the event of the course being discontinued or a new course syllabus being devised.

Other directives

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

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

Barlow, David H.

4. ed. : New York : Guilford Press, cop. 2008 - 722 s.

ISBN:978-1-59385-572-7 LIBRIS-ID:10654616

[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](#)

Wright, Jesse H.

Cognitive-behavior therapy for severe mental illness : an illustrated guide

1st ed. : Washington, DC : American Psychiatric Pub., cop. 2009 - xx, 354 p.

ISBN:978-1-58562-321-1 (alk. paper) LIBRIS-ID:11579323

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