



**Karolinska  
Institutet**

Course syllabus for

# **Good Psychiatric Management; Train the Trainers, 4.5 credits**

Good Psychiatric Management; utbildning av utbildare, 4.5 hp  
This course syllabus is valid from autumn 2021.

Course code	9K8106
Course name	Good Psychiatric Management; Train the Trainers
Credits	4.5 credits
Form of Education	Contract education (credits)
Main field of study	Psychotherapy
Level	G2 - First cycle 2
Grading scale	Pass, Fail
Department	Department of Clinical Neuroscience
Decided by	Education committee CNS
Decision date	2021-05-19
Course syllabus valid from	Autumn 2021

## **Specific entry requirements**

A professional degree of at least 180 credits in health or social care or medicine, presently working within psychiatric or primary health care, and having passed the basic 8 hour online Good Psychiatric Management (GPM) training course.

## **Objectives**

The aim of the course is to give further competence in delivery of GPM, insight into adaptation of GPM to different organizational settings and for patients suffering from other personality disorders than Borderline Personality Disorder. In addition, the course aim at developing competence in teaching GPM to professionals with limited earlier knowledge of the method.

### *Knowledge and understanding*

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

- account for the standard competencies in GPM
- explain adaptations of GPM in relation to 1) primary care providers and consultation-liaison psychiatrist, and 2) social workers, case managers and rehabilitation services
- account for adaptations of GPM to other personality disorders than Borderline Personality Disorder
- account for adaptations of GPM to application with adolescents

- summarize principles on how GPM should be integrated with other treatments in stepped care.

### *Skills and abilities*

On completion of the course, the participant should demonstrate the ability to

- deliver GPM with good competence and adherence to the manual
- make adequate adjustments of GPM in accordance with the requisites of the present organizational setting
- present GPM, principles and standard competences, in an efficient manner
- support learners practicing GPM to become adherent to the method.

### *Values and attitudes*

On completion of the course, the participant should demonstrate the ability to

- review and reflect on ethical implications of the concept "equal health care" for patients suffering from any personality disorder
- reflect on the significance of psychotherapy research for clinical work and society.

## **Content**

The course comprises teaching on GPM in different settings and with different patient populations as well as an orientation on clinical consultation and supervision methods.

## **Teaching methods**

Teaching activities consists of lectures, seminars, practical exercises, and case supervision. Seminars, exercises and case supervision assumes active participation and is compulsory (see heading "Examination").

## **Examination**

*The course is examined through:*

- 1) active participation in case supervision, seminars and practical exercises
- 2) multiple choice test on the learning platform
- 3) a PM on completion of the course

The grade Pass on the entire course requires Pass on the tasks in examination assignment 1 - 3, and completion of compulsory course elements.

*Absence from compulsory course elements*

The examiner decides whether, and if so how, absence from compulsory course elements can be made up for. 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 examiner. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

*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 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**

In the event of the course being discontinued or undergoing major revision, information will be given here.

## Other directives

Course evaluation takes place according to guidelines established for education at Karolinska Institutet. The course is offered in English.

## Literature and other teaching aids

### *Mandatory literature*

*Gunderson, John G.; Links, Paul S.*

#### **Handbook of good psychiatric management for borderline personality disorder**

First edition : Washington, DC : American Psychiatric Publishing, [2014] - xii, 168 p.  
ISBN:978-1-58562-460-7 LIBRIS-ID:19507983

[Library search](#)

#### **Applications of good psychiatric management for borderline personality disorder : a practical guide**

*Choi-Kain, Lois W.; Gunderson, John G.*

Washington, D.C. : American Psychiatric Association Publishing, [2019] - xxiii, 386 pages  
ISBN:9781615372256 LIBRIS-ID:p28t81fdmx807rv6

[Library search](#)

*Bambling, M.; King, R.*

#### **Supervisor social skill and supervision outcome**

2014 Ingår i:

#### **Counselling and psychotherapy research**

Rugby, UK : British Association for Counselling and Psychotherapy, 2001-  
ISSN:1746-1405 LIBRIS-ID:11247471  
14 (2014) s. 256-262

*Beidas, R.S.; Cross, W.; Dorsey, S.*

#### **Show me, dont tell me : Behavioral Rehearsal as a training and analogue fidelity tool**

2014 Ingår i:

#### **Cognitive and behavioral practice.**

New York, N.Y. : Association for Advancement of Behavior Therapy,  
ISSN:1077-7229 LIBRIS-ID:4089513  
21 (2014) s. 1-11

*Skovholt, T.M.; Ronnestad, M.R.*

#### **Struggles of the novice counselor and therapist.**

2003 Ingår i:

#### **Journal of career development.**

Columbia, Mo. : College of Education, 1984-  
ISSN:0894-8453 LIBRIS-ID:3927494  
30 (2003) s. 45-58

Additional literature and articles may be added.