

## **Psychotherapy - Introduction to CBT and relational PDT**

Psykoterapi – Introduktion till KBT och Relationell PDT  
45 credits

Single subject course

748A56

Valid from: 2024 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Psychology	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2023-10-10	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Medicine	
<b>Revision date</b>	<b>Subject group</b>	
	Psychotherapy	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2024		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Entry requirements

- 180 ECTS credits with 90 ECTS credits with a focus on a subject relating to inter-human activities including a bachelor's thesis (in-depth level) of 15 ECTS credits
- Two years professional activities with at least 50 % psycho therapeutic tasks. This must be clearly certified by the employer.
- English and Swedish corresponding to the level of English and Swedish in Swedish upper secondary education (Engelska 6 and Svenska 3)

## Intended learning outcomes

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

- apply acquired skills in information retrieval and communication via the Internet
- define the individual's psychological development from a life perspective.
- explain how mental health and illness can be referred to the individual's development, sex, gender, stress, traumas and other specific living conditions
- define how to assess the patient's level of mental function and have awareness of different systems for evaluation and diagnosis.
- account for behavioural, cognitive, and relational psychodynamic theories regarding psychotherapy.
- account for relevant aspects of equality and sustainability in cognitive, behavioural and relational psychodynamic views on psychotherapy
- account for knowledge and scientific theoretical issues with relevance to psychotherapy and psychotherapy research
- account for ethical questions concerning treatment.
- account for rules and legislation concerning treatment responsibility, medical records keeping and confidentiality
- plan and execute a treatment plan, based on one psychotherapeutic approach, and based on a fictive or an anonymized clinical case

## Course content

The course consists of five sub-courses spread over four semesters. The course introduces psychotherapy as a scientific field and contains both basic and more in-depth sub-courses in dominant psychotherapy orientations. The course ends with smaller thesis where these psychotherapy orientations are used to describe a fictitious, or de-identified, treatment proposal for a patient work.

### **Semester 1:**

#### **Introduction to Psychotherapy, 10 HE Credits**

The course entails ethical and scientific theoretical issues and questions regarding psychotherapy research and research methodology. The course also includes theories and perspectives regarding the individual's psychological and biological development. Questions about health and illness are also studied, as well as how these phenomena can be related to the individual's development and living conditions. The course includes an introduction to the existing possibilities to work via the library and via the Internet as well as to search, find, and evaluate scholarly literature.

### **Semester 2:**

#### **Cognitive Behaviour Therapy, 12 HE credits**

The course consists of the theoretical foundation of cognitive behavioural therapy. Case conceptualization and behavioural analysis as well as evaluation tools are studied. Manual-based and individual-based treatments are also studied.

### **Semester 3:**

#### **Relational Psychodynamic Psychotherapy, 12 HE credits**

The course consists of the theoretical foundation of relational psychodynamic theory. Case conceptualization, psychodynamic assessment as well as evaluation tools are studied. The importance of the treatment relation for the psychotherapy process and the treatment outcome is given particular importance. Treatment guides and individual-based treatments are also studied.

### **Semester 4:**

#### **Treatment models och principles 6 HE credits**

The course consists of further studies in Relational Psychodynamic Psychotherapy, and Cognitive Behavioural Therapy and entails lectures and workshops based on fictive clinical cases. The aim of the course is deepened knowledge concerning assessment and treatment models, legal and ethical considerations within the field of psychotherapy.

#### **Individual Thesis, 6 HE credits**

The course consists of a smaller thesis. The thesis is based on focused on a chosen psychotherapy approach, relational psychodynamic psychotherapy or cognitive behavioural and consists of treatment model, treatment planning, implementation, and evaluation (therapy evaluation and self-evaluation)

## **Teaching and working methods**

The course consists of lectures, seminars, workshops based on anonymized or fictive clinical cases. The students are expected to practice self-studies.

## **Examination**

The course is examined through:

**Introduction to Psychotherapy, 10 HE Credits**

- active participation in seminars and workshops, grade scale: UG
- individual written exam, grade scale: UV

**Cognitive Behaviour Therapy, 12 HE credits**

- active participation in seminars and workshops, grade scale: UG
- individual written exam, grade scale: UV

**Relational Psychodynamic Psychotherapy, 12 HE credits**

- active participation in seminars and workshops, grade scale: UG
- individual written exam, grade scale: UV

**Treatment models och principles 6 HE credits**

- active participation in seminars and workshops, grade scale: UG
- individual written exam, grade scale: UV

**Individual Thesis, 6 HE credits**

- Individually project, individual written exam, grade scale: UV

A passing grade on the complete course requires a pass grade on all mandatory assignments and exams. The grade pass with distinction requires the grade pass with distinction on 4 out of 5 exams.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.