

Applied Psychotherapy

Semester: Spring 2017

Credits: 3

Days: Mondays and Thursdays

Times: 14.50-16.10

Classroom: N7-C23

Major Disciplines: Psychology

Course Information and Purpose

1. Instructor Information

Instructor:

Terry Saftis, MSc. Psychology

Terry has a MSc. in Health Psychology (2000) and a BSc. (Hons) in Psychology (1997) both from City University UK/London. He also has a certificate in psychotherapy and counseling and is in the process of qualifying as a psychoanalyst from the Centre for Freudian Analysis and Research. Terry has co-authored a number of journal articles on post-traumatic stress disorder.

Before joining DIS Terry Saftis worked as the Clinical Director of Community Housing and Therapy, a leading UK charity running therapeutic community households for adults with mental health diagnoses. He has also managed two therapeutic community projects, one, being a project working with homeless veterans suffering from mental health difficulties and the other a project for individuals with a diagnosis of psychosis and personality disorder. He has also worked as a psychologist in the Greek Army. With DIS since 2015.

Psychology Program Director:

Carla Caetano Ph.D.

DIS Contact:

Psychology Program Assistant:

Kate Giddens

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Guest Lecturers:

Anna Adhemar, M.Sc. Psychology

Anna is an experienced eco therapist and also has trained in Acceptance and Commitment Therapy. She currently works in private practice and also runs a nature therapy center.

Date: 20th February

Topic: Acceptance and Commitment Therapy

Anna Kullman, M.Sc. Psychology

Date: 4th of May

Topic: IPT (Interpersonal Psychotherapy) Working as a psychologist at Paediatric surgery and neonatal care, Lund University Hospital

2. Course Description

Pre-requisite: A psychology course at university level.

How does one apply theoretical knowledge to real-life therapeutic contexts? This course introduces diverse theoretical approaches to counseling methods and incorporates the use of integrated therapeutic approaches with focus on pragmatic therapeutic elements . This course requires active participation in and observation of group-based and individual exercises focusing on counseling skills.

Students will be introduced to exercises in practical counseling skills and various theories of counseling and psychotherapy. We will review how theoretical knowledge can be applied to real life therapy . Major theoretical traditions regarding therapy and counseling will be discussed. Assorted counseling methods and integrated approaches are presented and compared.

The class will consist of a group based presentations by students on the topic of the day which focuses on theoretical principles, applications and research. A significant part of the class is based on class discussion, role plays and other exercises and DVD observations of experts conducting therapy.

3. Course Objectives

Students in this class will:

- Explore the theoretical framework behind different counseling and therapeutic approaches, in general and in a Danish context.
- Apply and compare methods in which professionals work with adult clients and evaluate difficulties and strengths of intervention techniques.
- Experiment with several counseling and creative techniques individually and in small group settings.

Course Components

1. Required Textbook (available at DIS Library):

- Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy 8th ed. California: Brooks/Cole

2. Required Articles and Other Media on Canvas

3. Approach to Teaching:

The class will be a mixture of lecturing, student group presentations, group discussions and role-playing. A large component in this course is based on experiential learning, so students are expected to participate actively in class exercises, reflection and discussions. Students are expected to take active responsibility towards their learning. Students are expected to follow the following rules in order to promote the best possible learning environment for all

- Any personal information revealed in this class is confidential. You may share ideas and experiences with people outside the class, but no information referring to personal identities should be revealed. Any violation of this confidentiality will be taken seriously.
- Students should be able to feel confident in presenting their differing viewpoints even if those are different to other class members. Differences should always be approached with respect and students to be able to think about these differences in a reflective manner in relation to their own life experiences and how each one digests and processes the different theoretical perspectives presented.

PowerPoints and other relevant material will be posted on Canvas. Classes will be based on lectures and group discussions. Groups to be selected by the students are as follows:

Nine group presentations (3-4 participants per group)

- Group 1— Person Centered Therapy
- Group 2— Cognitive Behavioral Therapy
- Group 3— Expressive Therapies
- Group 4— Existential Therapy
- Group 5— Positive Therapy
- Group 6— Psychodynamic Therapy
- Group 7— Group Therapy
- Group 8— Gestalt Therapy

Where readings are not assigned, it is expected that previous class readings will be used to integrate theory with practice in the class exercises, role-plays, etc.

Students will participate in practical exercises, active role-plays and observations of counseling techniques.

4. Field Studies

Field studies serve to complement your course work by placing you in other contexts than class in order to compare, extend and rethink what has been (or will be) read and discussed in class.

Karina Kehlet Lins

Date: Wednesday, 1st February

Time: 13.00 – 15.30

About: Karina is an experienced clinical psychologist working in Copenhagen and works with a variety of clients. She has particular experience working with families and couples experiencing difficulties and also with rainbow families. She also has a keen interest working with Lesbian, Gay, Bisexual, Transgender, Queer and Intersex communities.

Objective: To participate in a clinical based workshop. Students will increase their understanding of how psychologists apply their clinical practice by exploring real life case studies. Students will also be given the opportunity to hear the story of a mental health service user, which has had considerable experience engaging with mental health services and psychologists.

Freud's Agora School of Psychoanalysis

Date: Wednesday, April 5th

Time: 9.00 – 12.00

About: An organization specializing in the training of psychoanalysts and also offering a comprehensive psychoanalytic treatment service for the general public.

Objective:

- To explore the practical application of psychoanalytic treatments
- To explore how psychoanalysis fits in the modern world of psychological treatments
- The practical application
- The future of psychoanalysis.

5. Expectations of the Students:

- No laptops allowed in the classroom
- Attend all classes having read the materials prior to class

- Participate actively in discussions in class and in group exercises
- Discuss readings and prepare presentations with an assigned study group outside of class time
- Develop and exercise critical thinking throughout the course
- Classroom etiquette includes being respectful of one another's opinions; listening to others and entering into dialogue in a constructive manner

6. Class Representatives:

Each semester DIS looks for class representatives to become an official spokesperson for their class group, addressing any concerns that may arise (in academic or related matters), suggesting improvements and coming up with new ideas. Class Representatives will be elected in class at the beginning of the semester.

Class representatives are a great way for DIS faculty to ensure better and timelier feedback on their courses, assessments and teaching styles, and as such perform an invaluable role in connecting student needs with faculty instruction during term time.

Assignments and Evaluation

Methods of Evaluation	How evaluated	Due date	Percentage of grade
Class Attendance and Participation Includes participation and comments on Canvas in relation to each approach (10) and the 2 Field Studies	Individual	Ongoing	30%
Group Presentation with Critical Analysis Paper More details will be available on Canvas e.g., instructions and grading rubrics.	Presentation: 20% (group) Paper: 20% (individual)	Paper due 2 weeks after the group presentation in class. The specific date depending on which group presentation will be arranged with the instructor.	Total 40%
Final Paper	Individual	5 th May	30%
Total			100%

Class Attendance and Participation (30%):

Attendance in class is mandatory. Students are expected to participate in class and enter into dialogue with fellow students and instructors and take part in discussions and presentations (12%). As part of participation each student is expected to post a short note on Canvas in discussions, regarding "something I learned today in class that was interesting and why" (18%). The Class Attendance and Participation grade includes participation in the 2 field studies and comments on Canvas.

Group Presentation (20%) with Critical Analysis Paper (20%):

- **Class presentation of central themes + covering application of today's topic and research (20 minutes) (20%)**
 - Group presentation and paper requirements will be reviewed in class and more information will be posted on Canvas.
- **Critical Analysis Paper (based on group presentation) (20%)**
 - Individual paper, max. 5 pages, **excluding title page and references**, based on class readings and a minimum of 5 additional readings. Refer to Canvas for specific instructions
 - **Paper due no later than 2 weeks after presentation date.** Later papers will result in grade deduction, see Canvas for further information.

Final Paper (30%):**Due: May 5th**

Students are required to write a final paper of (7-9 pages, excluding references and title page, 11-point font. It is expected that a minimum of 10 research papers be used. Each research paper should be derived from primary journals in the field of counseling/psychotherapy.

Topic of Paper: The development of a *psychotherapy* service in a community based service.

Aim: Based on the following information you will be required to write your paper referring to the key areas described below:

You have been appointed as a consultant psychotherapist to develop a psychotherapy service in a homeless hostel. It is your responsibility to develop a comprehensive program in order to present it to a commissioning body. It is important to keep in mind when developing psychotherapy-based programs you need to include a variety of variables in your paper. These can range from clinical applications to the cost effectiveness of the service (**More information will be provided on Canvas**).

Key areas to be considered:

- Offer an introduction to your service and what its main operating principles are.
- Identify the client population that you will be working for and key characteristics of the particular population. Your evidence should be research based.
- Offer an argument to commissioners why psychotherapy would be helpful for this particular client group. Why should they consider using psychotherapy in relation to other approaches?
- Chose up to two main therapeutic approaches that the service will use. Explain rational of why you preferred to choose these approaches in relation to others. Your arguments should be supported by evidence-based practice.
- Develop a service that offers treatment but also interventions to support the wellbeing of the clients. Your arguments should of implementing particular wellbeing interventions and should be evidence based.
- Developing a service that will work also with chronic unemployment.
- Offer a plan to commissioners of how you will measure outcomes of the particular service.

To be eligible for a passing grade in this class you must complete all of the assigned work.

Policies

Attendance:

You are expected to attend all DIS classes when scheduled. If you miss a class for any reason please contact the faculty no later than the day of the missed class. If you miss multiple classes the Office of Academic Support, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor's note. Students arriving late to class will have to specify their lateness to the instructor and students who are late continuously will have points deducted.

Academic Honesty, Plagiarism, and Violating the Rules of an Assignment:

DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of "F" and can result in dismissal. The students' home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

Late Papers:

Late papers will be accepted, but your grade for the paper will be reduced by half a letter point for each day that it is late.

Policy for Students Who Arrive Late to Class:

Arriving late in a regular manner will result in a lower final grade.

Use of Computers, iPhones, Cell Phones etc. in Class:

Computers and iPhones are allowed in class PURELY for note taking purposes. In case of other uses such as Facebook, emails or internet surfing, it will have a negative impact on your participation grade. Cell phones are to be shut off during class and texting/SMS'ing etc. during class will have a negative impact on your participation grade where students can be downgraded by one mark if the problem continues.

Disability and Resource Statement:

Any student who has a need for accommodation based on the impact of a disability should contact the Office of Academic Support (acadsupp@dis.dk) to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

Note: Schedule is subject to change if necessary with as much notice as possible

Course Schedule	
<p>Class 1</p> <p>Thursday, 19th January 14.50-16.10</p>	<p>Introduction Class</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Welcome - Introductions • Classroom Ethics • What is Applied Psychotherapy? • Presentation of course outline – teaching style, attendance, participation, group work/presentations and individual papers, using canvas in this course. • Readings • Building a relationship <p>Required Readings:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Corey, G. (2005). Chapter 2: The counselor: Person and Professional (pgs. 16-35)
<p>Class 2</p> <p>Monday, 23rd January 14.50-16.10</p>	<p>The Therapeutic Relationship</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Presentation on therapeutic relationship • Group discussion on the therapeutic relationship • Analysis of suggested reading <p>Required Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Clarkson, P., (1995) The Therapeutic Relationship (pg. 146-180)
<p>Class 3</p> <p>Thursday, 26th January 14.50-16.10</p>	<p>The role of the psychotherapist across cultures/institutions</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • A comparison of the psychotherapeutic profession in the USA and in Europe/Denmark • Cross cultural psychotherapy • A cultural discussion on differences <p>Required Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Bowels, Robin., (2013). Ethical Issues in Cross Cultural Psychotherapy. The CAPA Quarterly, 2013 (2), 14-15. • Wolf Abraham, Gabor Keitner & Barbara Jennings, (2008). The Psychotherapeutic Professions in the United States of America. Retrieved from http://c.ymcdn.com/sites/www.psychotherapyresearch.org/resource/resmgr/imported/events/barcelona/reports/report_usa.pdf • Claus Haugaard Jacobsen, (2008) The Psychotherapeutic Professions in Denmark. Aalborg University. Retrieved from http://c.ymcdn.com/sites/www.psychotherapyresearch.org/resource/resmgr/imported/events/barcelona/reports/report_denmark.pdf

<p>Class 4</p> <p>Monday, 30th January 14.50-16.10</p> <p>Group 1 presentation</p>	<p>Person Centered Therapy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Person-Centered Therapy • Group 1 presentation • Group reflection on today presentation with group discussion <p>Required Readings:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (8th ed.). Thomson, Brooks/Cole. <i>Chapter 1: Introduction to the case of Stan (pgs. 11-15)</i> • Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (8th ed.). Thomson, Brooks/Cole. <i>Chapter 7: Person-Centered Therapy (pgs. 164-196)</i>
<p style="text-align: center;">Karina Kehlet Lins Date: Wednesday, February 1st Time: 13.00-15.30 Meeting Place: TBA</p> <p>Objective: To participate in a clinical based workshop. Students will increase their understanding of how psychologists apply their clinical practice by exploring real life case studies. Students will also be given the opportunity to hear the story of a mental health service user, which has had considerable experience engaging with mental health services and psychologists.</p>	
<p>Class 5</p> <p>Thursday, 2nd February 14.50-16.10</p>	<p>Person Centred Therapy cont.</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Practical exercises on Person Centered Therapy • Video illustration of Person Centered Therapy • Group discussion on the practice of Person Centered Therapy <p>Required Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Gibbard, I., & Hanley, T., (2008). A five-year evaluation of the effectiveness of Person-Centred Therapy in routine clinical practice in primary care. <i>Counseling and Psychotherapy Research</i>, 8 (4), 215-222. • Grant, B. (2004): The Imperative of Ethical Justification in Psychotherapy: The Special Case of Client-Centered Therapy. In: <i>Person-Centered and Experiential Psychotherapies</i>, Vol. 3 (3), 152-165.
<p style="text-align: center;">Core Course Week No Class 6th February – 11th February</p>	
<p>Class 6</p> <p>Monday, 13th February 14.50-16.10</p>	<p>Cognitive Behavioral Therapy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Group 2 presentation and group discussion • Practical exercises experiential intervention

<p>Group 2 presentation</p>	<ul style="list-style-type: none"> • Reflections on today's topic with class discussions <p>Required Readings: <u>Textbook:</u></p> <ul style="list-style-type: none"> • Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (8th ed.). Thomson, Brooks/Cole. <i>Chapter 10: Cognitive Behavioral Therapy (pgs. 272-311)</i>
<p>Class 7</p> <p>Thursday, 16th February 14.50-16.10</p>	<p>Cognitive-Behavioral Therapy (CBT) cont.</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Practical exercises on Cognitive Behavioral Therapy • Video demonstration • Group discussion on the therapeutic approach <p>Required Readings: <u>Canvas</u></p> <ul style="list-style-type: none"> • Sharpe, M., Hawton, K., Simkin, S., et al. (1996): Cognitive behavioral therapy for the chronic fatigue syndrome: A randomized controlled trial. In: British Medical Journal, vol. 312, 22-26. • Grant, A., et al. (2008) Assessment and Case Formulation in Cognitive Behavioural Therapy (1st ed.). Sage publications. <i>Chapter 4: The fundamentals of case formulation (pgs.45-61)</i>
<p>Class 8</p> <p>Monday, 20th February 14.50-16.10</p> <p>Guest Lecture</p>	<p>Acceptance and commitment therapy</p> <p>Guest Lecturer- Anna Adhemar</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Presentation on therapeutic approach • Group exercise • Group discussion <p>Required Readings: Harris, R., (2009) Act Made Simple: An Easy-to-Read Primer on Acceptance and Commitment Therapy. New Harbinger Publication. Pp. 1-32.</p>
<p>Class 9</p> <p>Thursday, 23rd February 14.50-16.10</p> <p>Group 3 presentation</p>	<p>Expressive Therapies & Art Therapy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Group 3 presentation on expressive and art therapy • Group discussions on the therapeutic approach <p>Required Readings: <u>Canvas:</u></p> <ul style="list-style-type: none"> • Johnson, D.R, (1998). On the therapeutic action of the creative arts therapies: The psychodynamic model. <i>The Arts in Psychotherapy</i>, 25 (2), 85-98. • Schaverien, J., (2008) <i>The mirror of art: Reflections on transference and the gaze of the picture. Presentation given to the art and psyche conference San Francisco, 1-20.</i> • Cathy A. M., (2005) <i>Expressive Therapies. The Guilford Press. Chapter 1, pgs. 1-15.</i>

Long Tour 1/Travel Break No Class February 25th – March 5th	
<p>Class 10</p> <p>Monday, 6th March 14.50-16.10</p>	<p>Expressive Therapies & Art Therapy cont.</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Video illustration of art therapy • Practical exercises • Group discussion • Reflection on the therapeutic approach <p>Required Readings: <u>Canvas:</u></p> <ul style="list-style-type: none"> • Eaton, L., Doherty, K., Widrick, dR., (2007) A review of research and methods used to establish art therapy as an effective treatment method for traumatized children. <i>The Arts in Psychotherapy</i>, 34, 256-262.
<p>Class 11</p> <p>Thursday, 9th March 14.50-16.10</p> <p>Group 4 Presentation</p>	<p>Existential Therapy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Group 4 presentation and group discussion on Existential therapy • Case study • Reflections on the therapeutic approach <p>Required Readings: <u>Canvas:</u></p> <ul style="list-style-type: none"> • Deurzen, E. Van. & Adams, M. (2010): <i>Existential Therapy – in practice</i>. Sage Publications Ltd. <i>Chapter 1: The Framework of Existential Therapy (pgs. 7-26).</i>
<p>Class 12</p> <p>Monday, 13th March 14.50-16.10</p>	<p>Existential Therapy - continued</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Practical exercises: Existential Therapy in Practice • Video demonstration with Existential Therapy in Practice • Group Discussions on the therapeutic approach <p>Required Readings: <u>Canvas:</u></p> <ul style="list-style-type: none"> • Deurzen, E. Van s (2010): <i>Existential Therapy – in practice</i>. Sage Publications Ltd. Practical exercises. <i>Chapter 3: Working Phenomenologically: The Centre of Existential Therapy (pgs. 39-56).</i>

<p>Class 13</p> <p>Thursday, 16th March 14.50-16.10</p> <p>Group 5 presentation</p>	<p>Positive Therapy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Group 5 presentation on Positive Therapy • Reflections on therapeutic approach <p>Required Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I., (2011). Positive Psychology. Theory, Research and Application. UK: McGraw Hill. Pp. 195-212. <p>For the next lecture register on the website: https://www.authentic happiness.sas.upenn.edu/home and take the Values in Action questionnaire and bring your results to class.</p>
<p>Long Tour 1/Travel Break No Class 18th March – 26th March</p>	
<p>Class 14</p> <p>27th March Monday, 14.50-16.10</p>	<p>Positive Psychotherapy (cont.)</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Practical exercises • Video demonstrations of PP • Group Discussion • Preparation for field study working therapeutically with patients suffering from brain injury and their families. <p>Required Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Susan, D., Boniwell, I., Ayers, A., (2014). The Oxford Handbook of Happiness (eds. 1). Chapter 73: Positive Psychotherapy (pgs. 978 -993) & Chapter 77: Well-being Therapy (pgs. 1037-1049). • Register and complete the long VIA survey for character strengths on the authentic happiness web page and bring your results to class.

<p>Class 15 30th March Thursday, October 27th 14.50-16.10</p>	<p>Therapeutic Community Therapy</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Community and therapy/Endings in Psychotherapy • Group discussion on therapeutic approach <p>Required Readings: <u>Canvas:</u></p> <ul style="list-style-type: none"> • Whitley, S., (2004). The evolution of the therapeutic community. <i>Psychiatric Quarterly</i>, 75 (3), 233-248. • Kennard, D., (2004). The Therapeutic Community as an adaptable treatment modality across different settings. <i>Psychiatric Quarterly</i>, 75 (3), 295 – 306.
<p>Long Tour 2/Travel Break No Class October 31 – Nov 4</p>	
<p>Class 16 Monday, 3rd April 14.50-16.10</p> <p>Group 6 Presentation</p>	<p>Psychodynamic Therapy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Group 6 presentation and group discussions on Psychodynamic Therapy • Case study analysis • Reflections on the therapeutic approach <p>Required Readings: <u>Textbook:</u></p> <ul style="list-style-type: none"> • Corey, G. (2005). <i>Theory and Practice of Counseling and Psychotherapy</i> (8th ed.). Thomson, Brooks/Cole. <p><i>Chapter 4: Psychoanalytic Therapy (pgs. 59-95)</i></p>
<p>Field Study: Freud's Agora Centre Denmark Date: Wednesday, April 5th Time: 9.00-12.00 Meeting place: Frederiksholms kanal 2</p> <p>Description: Freud's Agora is a training/ psychotherapy institution in Denmark specializing in psychoanalytic treatment.</p> <p>Objective: Student will be given the opportunity to see a working psychoanalytic organization in practice and hear from top scholars their perception of modern day psychology in relation to psychoanalysis. Students will also be given a contemporary understanding of how psychoanalysis fits in relation to modern paradigms of psychotherapy.</p>	

<p>Class 17 6th April Thursday, 10th November 14.50-16.10</p>	<p>Psychodynamic Therapy continued</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Practical exercises: Psychodynamic Therapy in Action • Video demonstration with Psychodynamic Therapy in Action • Group Discussions on the therapeutic approach <p>Required Readings: <u>Canvas:</u> Milrod, B. et al. (2007). A randomized controlled clinical trial of psychoanalytic psychotherapy for panic disorder. In: The American Journal of Psychiatry, 164 (2), 265-272.</p>
<p>Class 18</p> <p>Monday, 10th April 14.50-16.10</p> <p>Group 7 presentation</p>	<p>Group Therapy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Group 7 presentation on Group Therapy • The interpersonal model of group psychotherapy • Group discussion on therapeutic approach <p>Required Readings: <u>Canvas:</u></p> <ul style="list-style-type: none"> • Jeffery L, K., (2012) The Wiley Blackwell Handbook of Group Psychotherapy. Wiley-Blackwell. <i>Chapter 1: Introduction to Group Psychotherapy, pgs. 1-11.</i> • Jeffery L, K., (2012) The Wiley Blackwell Handbook of Group Psychotherapy. Wiley-Blackwell. <i>Chapter 3: The Interpersonal Model of Group Psychotherapy, pgs. 33-55.</i>
<p>Travel Break/Easter No Class 12th April – 17th April</p>	
<p>Class 19</p> <p>Thursday, 20th April 14.50-16.10</p> <p>Group 8 presentation</p>	<p>Group Therapy cont.</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Video illustration group therapy • Practical exercises • Group discussion on application of approach <p>Required Readings: <u>Canvas:</u></p> <ul style="list-style-type: none"> • Toselan, R, W., & Rivas, R, F., (2005) An introduction to group work practice. Allyn & Bacon, <i>Chapter 3: Understanding Group Dynamics, pgs. 64-90.</i>

<p>Class 20</p> <p>Monday, 24th April 14.50-16.10</p> <p>Group 8 presentation</p>	<p>Gestalt Therapy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Group 8 presentation on Gestalt Therapy • Practical application of therapeutic approach • Group discussion on therapeutic approach <p>Required Readings:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (8th ed.). Thomson, Brooks/Cole. <i>Chapter 4: Gestalt Therapy, pgs. 197-229</i>
<p>Class 21</p> <p>Thursday, 27th April 14.50-16.10</p>	<p>Gestalt Therapy cont.</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Practical exercises Gestalt Therapy • Video illustration <p>Required Readings:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Clarkson, P., (2004) Gestalt Counseling in Action (3rd ed). Sage. <i>Chapter 2: Fundamental of the Gestalt Approach to Counseling, pgs 33-49.</i>
<p>Class 22</p> <p>1st May Monday 1st December 14.50-16.10</p>	<p>Interpersonal Therapy</p> <p>Guest Lecturer – Anna Kullman, M.Sc. Psychology Paediatric surgery and neonatal care, Lund University Hospital</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • IPT in Practice • Group Discussions on approach <p>Required Readings:</p> <ul style="list-style-type: none"> • To be announced on Canvas
<p>Class 23</p> <p>4th May Thursday 14.50-16.10</p> <p>Guest Lecture</p>	<p>Topics to be covered:</p> <p>Ending in Psychotherapy</p> <ul style="list-style-type: none"> • Practical exercises on endings <p>Required Readings</p> <ul style="list-style-type: none"> • Vasquez, J, M., et al. (2008) Psychotherapy Termination: Clinical and Ethical Responsibilities. Journal of Clinical Psychology, 64(5), 653-665.
<p>Final Paper Due Friday May 5th</p>	
<p>Finals Week May 8th—May 11th No Final Exam</p>	