

## European Clinical Psychology A

Spring 2017

Copenhagen

Credits: 3

Core Class

Study Tour: Vienna

Major Disciplines: Human Development, Pre-Medicine/Health Science, Psychology

Days: Tuesdays and Fridays

Time: 8.30 – 9.50

Classroom: V10-A12

### Course Information

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#### 1. Instructor:

##### **Line Kamstrup Frederiksen:**

DcounPsy in Counselling Psychology (Professional Doctorate in Counselling Psychology, University of Regent's College, London 2011) with Ph.D. in Counselling Psychology (Dissertation: Exploring the Influence of Mindfulness Meditation Training on Therapeutic Practice: The Experiences of Counselling Psychologists, University of Regent's College London 2011). Chartered Counselling Psychologist (2012). Clinical Psychologist, Psychiatry, Psychiatric Clinic within the National Health Services, Denmark, 2011. Specialized in Mindfulness-Based Therapies, Existential Psychotherapy and Cognitive-Behavioural Therapy. With DIS since 2012.

##### **Psychology Program Director:**

***Carla Caetano, Ph.D.***

##### **DIS Contact:**

##### **Psychology Program Assistant:**

***Kate Giddens***

Email: [kg@dis.dk](mailto:kg@dis.dk)

Phone: +45 33 76 57 64

##### **Guest Lecturers:**

**Karina Lins, LGBTQI Friendly Therapist**

**Date: Thursday, February 9<sup>th</sup>**

**Topic: LGBTQI Friendly Therapy in Denmark**

**Carla Caetano, Ph.D., PSY Program Director of DIS**

**Date: Friday, February 10<sup>th</sup>**

**Topic: Brain Injury and Psychotherapy**

**Jens Frederiksen: Former drug consultant and CBT Therapist**

**Date: Friday March 10**

**Topics that will be covered:**

- What is the key focus of the cognitive behavioral approaches?

- How does this approach differ from psychodynamic and the existential approaches?
- According to psychologists based in this approach, what makes clients' symptoms exacerbate?

## 2. Course Description:

In this course we will concentrate on clinical psychology within a European context. Throughout the course, we will discuss controversial issues in the field. One goal of the course is to make these theoretical discussions concrete and applicable to real-life scenarios as experienced on field trips and study tours and via case studies.

We will learn about European clinical psychology by analyzing and discussing different therapeutic approaches. We will explore different psychotherapeutic schools and discuss their view on the etiology of psychological problems and learn about the European classification system. The foundation for each class will be case material to analyze and discuss by using the provided readings. Namely articles, textbook chapters or specific chapters from the European classification system, ICD-10. Each case will be inspired from my experiences as a clinical psychologist in Denmark.

The European Countries, with their long experience and vast resources, have a special responsibility to the rest of the world as front-runners in exploring new avenues to solve health problems and reduce inequalities. Following the adoption in 1977 of "Health for All" as the main social target of governments and the WHO (World Health Organization), The European region WHO has taken important steps towards that goal with the formulation of a common health policy in 1980 and the adoption in 1984 of regional targets in support of the European regional strategy for health for all. The targets and their respective strategies propose possible health improvements, possible ways of achieving these, and the means for measuring progress and evaluating efficiency and efficacy.

Over the past twenty years, there has been a massive increase in the resources allocated to health services in Europe as a whole, and technological developments in medicine have been unprecedented. As a result, the quality of life for many patients with specific physical conditions and mental illnesses has improved significantly. Despite these real achievements, however, the health of people in Europe has not progressed as rapidly as might have been expected. We are presently faced with the dilemma of what to do in an increasingly complex situation characterized by the emergence of new health problems and challenges, changing expectations, developing capabilities both within and outside the health sector. The importance of sectors other than health such mental health sectors, has been stressed throughout, and again targeting of the movement gives additional emphasis to their importance and somewhat new responsibilities.

European Clinical Psychology is an increasingly expansive field and there seem to be no shortage of healthy debates within this field. The term *Clinical Psychology* was first used by Lightner Witmer in 1907 and he was also the first to operate a psychological clinic. Since Witmer's time, the field has witnessed a significant growth in a wide variety of directions. The field of Clinical Psychology integrates science, theory and practices to understand, predict and alleviate disability and discomfort as well as to promote human adjustment and development.

## 3. Topics to be Covered

You will learn to reflect critically on theory, application and research within the field of clinical psychology. You will be asked to evaluate different perspectives, concepts and practices throughout the semester and learn how to criticize different approaches. This course is designed to help you begin thinking about specific approaches to treating a variety of clients.

During our field studies and study trips you will also see how clinical psychology is applied in real world settings, where you will be able to analyze, compare and contrast different perspectives in selected European clinical contexts.

More specifically, you will:

- Become familiar with important concepts and issues surrounding the field of clinical psychology in Europe.
- Learn about the European classification system
- Become familiar with some of the most prevalent treatment approaches and understand the link between these different approaches and their potential impact on clients
- Become more knowledgeable about the controversial issues in clinical psychology
- Describe, understand, and begin to use the major foundational ideas in psychotherapy
- Role Play – psychologist/client exercises in couples to get a hands on feeling about the different approaches
- Define, understand and use the terminology of the major psychotherapeutic schools
- Case material to discuss by using provided readings
- Think divergently about a single phenomenon
- Be able to reflect on what we learn during lectures and during study tours and synthesize these two experiences

#### **4. Academic Excellence Award:**

Each semester we recognize one outstanding student from the Psychology Program (Positive Psychology, European Clinical Psychology, Cognitive Neuroscience of Consciousness, or Cross-Cultural Psychology) with an Award of Academic Excellence. It is reserved for a student who has distinguished him- or herself through diligence, commitment, academic performance, and ideally a student who contributes to a good, collaborative learning environment in class.

#### **5. 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 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. Two Class Representatives will be elected in class at the beginning of the semester.

## **Course Components**

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### **1. Required Readings Materials:**

Textbook:

- Pomerantz, A.M. (2013). *Clinical psychology. Science, practice, and culture*. Thousand Oaks, CA: Sage.

### **2. Required Articles and Other Media on Canvas:**

- Journal articles and book chapters are on Canvas for each class. The references are available at the bottom of the syllabus and in the course schedule.

In the course we will use textbooks, additional readings as well as in and out of class exercises, group work and creative experiments/exercises. The classes will consist of lectures and discussion of cases and exercises. Your active participation and consistent preparation for our classes are essential for you to attain the course objectives.

In combination with the textbook a range of articles will be used. The purpose of the articles serve the purpose of showing the width and depth of what research that have been carried out within the field of Positive Psychology. Whilst you read the articles, pay most attention to review the findings and discussion part. The method part will only be touched upon in brief.

### **3. Approach to Teaching:**

The teaching style on this course is based on experiential learning, so I will expect you to participate actively in the class exercises, reflections and the discussions. The expectation goes both ways: I will aim to make classes engage in an open learning environment, and where I will expect students to reflect on their own learning objectives and align these with those of the course. Classes will mainly be based on brief lectures and extensive discussions and sharing of research insights.

The learning of this course is dependent on your engagement. Being an affective participant involves that you follow certain rules of exercises, written assignments and discussions:

- Any personal information that is being revealed in the class is confidential. You may share ideas and experiences with people outside of the classroom, however no information referring to personal identities should be revealed. This rule of confidentiality is to foresee a safe a secure learning environment.
- There are no wrong questions and answers and in discussions it is expected that you respect others opinions and experiences. It can be appropriate to acknowledge differences, however with the understanding, that there is no right or wrong experience or opinion. We are here to learn and can learn many things from how other people see and experience things differently from ourselves.

### **4. Field Studies:**

Field studies serve to complement your course work by placing you in the professional field. Students will be asked to compare, extend and rethink what we read about and discuss in class.

#### **Workshop on Psychodynamic approaches**

**Date: Wednesday, January 25**

**Time 13.00-17.00**

#### **Topics to be covered and questions for class preparation:**

- What is the key focus of the psychodynamic approaches?
- According to psychologists based in this approach, what makes clients' symptoms exacerbate?

#### **Treatment Center Snoezelhuset: Group guided tour and discussion**

**Date: Wednesday, March 29<sup>th</sup>**

**Time: 08.30-12.30**

#### **Meeting point: Outside DIS Front Desk (V7)**

- A special house that creates rooms with various multisensory experiences for children with sensory challenges. Occupational therapists at Snoezelhuset help clients with developmental disabilities, mental disorders, stress, concentration problems, dementia, brain injury, or Down's Syndrome by placing them in a soothing and stimulating environment with an aide or therapist. Is

this approach respected by the Danish welfare system? Does it help? What challenges do they face at Snoezelhuust?

### 5. Core Course Week and Study Tours:

Core Course week and study tours are an integral part of the core course as we take the classroom on the road and see how theory presented in the classroom is translated to practice in the field. You will travel with your classmates and DIS faculty/staff on two study tours; a short study tour during Core Course Week and a long study tour to a relevant European destination.

Expectations for study tours

- Participate in all activities
- Engage in discussions, ask questions, and contribute to achieving the learning Topics to be covered
- Respect the destination, the speakers, DIS staff, and your fellow classmates
- Represent yourself, your home university and DIS in a positive light

While on a program study tour DIS will provide hostel/hotel accommodation, transportation to/from the destination(s), approx. 2 meals per day and entrances, guides, and visits relevant to your area of study or the destination. You will receive a more detailed itinerary prior to departure.

#### Travel policies:

**You are required to travel with your group to the destination. If you have to deviate from the group travel plans, you need approval from the program director and the study tours office.**

#### 1. Core Course Week with Short Study Tour:

***Theme: Treatment and service in the welfare state – experiences and perspectives from the daily life of clients and practitioners***

- **Purpose:** This study tour provides you with the opportunity to explore the field of clinical psychology and various practices in Denmark. Academic visits will include meeting with psychological consultants and visiting healthcare institutions. In addition to the academic activities on study tour, the study tour program is supplemented with cultural visits and events.
- **Objective:** Hands on experience on the different approaches to the psychological clinical elements of the welfare state. You will see and reflect critically on theory and praxis in the various areas that represent Denmark as a welfare state.
- **Timing:** Core Course Week February 6 – February 10 ; Short Study Tour February 6 – February 8
- **Orientation:** The study tour activities will be presented to you in the week before departure and you will be handed the booklet on the bus on departure day.

#### 2. Long Study Tour – Vienna:

***Theme: The Roots of Clinical European Psychology and Therapeutic Interventions***

- **Purpose:** On the tour to Vienna, you will be able to explore the roots of clinical psychology, ranging from Freudian to present-day techniques. The tour will also allow you to dig deeper into the culture of the city by attending performances, visiting museum exhibitions, and exploring how the past influences today's European clinical psychologists.
- **Objective:** is to see and explore the roots of Clinical Psychology in Europe and critically think and evaluate how it is unfolded to day in modern European Clinical Psychology.
- **Timing:** February 26 – March 3

- **Orientation:** The study tour activities will be presented to you in the week before departure and you will be handed the booklet at the airport on departure day.

## Assignments, Evaluation and Grading

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Assignments	How Evaluated	Due Date	Percentage of Grade
Attendance and Participation	Individual	Ongoing	15%
Short Study Tour Reflection Paper	Individual	Tuesday February 21	20%
Long Study Tour Paper	Individual	Friday March 17	20%
Group Presentations	Individual and group	Friday April 7	20%
Final Paper	Individual	Tuesday April 11	25 %
<b>Total</b>			<b>100%</b>

### Attendance and Participation- including Study Tours (15%):

**Due:** Ongoing

*Attendance:*

There is a difference between attendance and participation. Participating means to participate in group work and contributing to the class by raising and answering questions in class and when on field studies and study tours. You can also choose to participate on canvas by answering and reflecting on the topics from syllabus for the specific class.

Attendance is mandatory and you must attend every class. Excused absence includes serious illness and participation in religious holidays. All other absences are unexcused. If you must miss a class, please contact me as soon as possible. After two unexplained absences, the DIS Teaching and Learning office will be notified.

If you miss two classes, your participation grade will be reduced by half a letter grade. If you miss three classes, your participation grade will be reduced by a whole letter grade. If you often (more than twice) are late more than 10 minutes, your participation grade will be reduced by a half letter grade.

*Group Presentation during Short Study Tour and Long Study Tour*

*Due: During Short and Long Study Tour*

The goal of this presentation is to give you as a student hands on exercises in oral presentations within an academic analytical tradition. In addition, the goal is to make *you* as a student in charge of element of our study tour.

In the beginning of the course, you will be divided into group of four persons. The groups will be in charge of specific presentations during the long study tour. The presentations must be fully prepared before the tour and must be presented at specific cultural places in Vienna.

Giving a presentation includes:

- Presenting information about a specific cultural places in Vienna
- Provide analytical information about the place within a historical context
- Link the specific cultural place to the clinical roots of European Psychology

- Engage your fellow students in the presentation

Thus, it is important that you can make the presentation vivid, analytical and that you can engage your fellow students and work together as a group.

**Short Study Tour Reflection Paper (20%)** (6 pages, excluding title page and references).

**Due: Tuesday February 21**

*(The problem formulations including questions to answer will be uploaded on Canvas and given in class Friday before Short Study Tour)*

The goal of the paper is to integrate the short study tour with the provided readings. You have to show that you can identify, analyze and discuss information about our visits and that you are able to use the theory from class.

The problem formulation for the short study tour paper will include questions related to:

- Our visits during the study tour
- Theory about related readings
- Definitions, discussions and wrap ups about tours visits
- Case material to analyze and discuss

Important information about the paper:

- The paper must include at least three references (text book references not included)
- The maximum is 6 pages (APA- style, double-spaced on standard-sized paper with 1" margins on all sides. You should use 12 pt. Times New Roman font).
- The paper should be submitted to me in class
- Please write your student ID number and *not your name*
- Please write number of signs on the front page
- Besides from providing me with a hard copy of your paper, please also email it to me at [linekamstrupdis@gmail.com](mailto:linekamstrupdis@gmail.com)

**Long Study Tour Paper (20%)**(6 pages, excluding title page and references).

**Due: Friday March 17**

*(The problem formulations including questions to answer will be uploaded on Canvas and given in class Friday before Long Study Tour)*

The goal of the paper is to integrate the long study tour with the provided readings. You have to show that you can identify, analyze and discuss information about our visits and that you are able to use the theory from class.

The problem formulation for the long study tour paper will include questions related to:

- Our visits during the study tour
- Theory about related readings
- Analyze and discuss case material by using the provided readings

Important information about the paper:

- The paper must include at least five references from class readings (text book references not included).

- The maximum is 6 pages (APA- style, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font)
- The paper should be submitted to me in class
- Please write your student ID in front cover and *not your name*
- Besides from providing me with a hard copy of your paper, please also email it to me

**Group Project & Presentation (20%):****Due: Friday April 7**

Culture and psychological disorders (group assignments)

1. Your first task is to choose a disorder to research
2. Select 4-5 other people in each group
3. Choose a clinical approach from the syllabus to examine
4. Provide information about the cultural, social, ecological factors related to the prevalence, symptoms, treatment, or diagnosis of the disorder within the chosen clinical approach.
5. Research the disorder within this clinical approach, including diagnostic issues (misdiagnosis, etc.) and also treatment issues
6. Identify universal or relativist feature
7. Identify the role of the clinical approach in the experience and recovery from this disorder.
8. Identify the values or considerations related to help seeking

In addition to the paper, students will be asked to do a class presentation (10 min).

*Groups will be asked to do the following:*

- Submit the disorder to research and clinical approach to the lecturer on Friday March 30.
- Present a brief coverage of relevant theory linking to the disorder and clinical approach.
- Present relevant imperial findings.
- Present considerations on the practical applications of the research.
- Present conclusion.
- References (APA style).

**Submit a written report of 3 pages from the group.** (not including references)**Final Paper (25%)**(6 pages, excluding title page and references).**Due: Friday April 11***(Problem formulation will be given in class. The problem formulation will also be uploaded on canvas at the same time)*

The goal of the paper is to integrate study tours, field studies, guest lectures and class discussion with the provided readings. You have to show that you can identify, analyze and discuss information about cases.

The problem formulation will include questions related to:

- Our guest lectures, study tours and field trips
- Theory about related readings
- Analyze and discuss case material by using the provided readings

Important information about the paper:

- The paper must include at least five references from class readings (text book references not included). Also, the paper must include one additional reference of your own finding.

- The maximum is 6 pages (APA- style, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font)
- The paper should be submitted to me in hard copy and via email: [linekamstrupdis@gmail.com](mailto:linekamstrupdis@gmail.com)
- Please write your student ID in front cover and *not your name*
- Besides from a hard copy of your paper, please also email it to me [linekamstrupdis@gmail.com](mailto:linekamstrupdis@gmail.com)

## Code of Conduct

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One of the main Topics to be covered is to become familiar with the various concepts, theories and controversial issues pertaining to the field of clinical psychology. In this context, critical thinking and reflexivity on your own part is crucial.

To establish a positive learning environment, it is important that everyone is present in body and mind, and not distracted by technology or other disruptive behaviors. Therefore, the use of laptops for other than note taking is not allowed.

## Policies

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### **Attendance:**

Attendance is mandatory and you must attend every class. Excused absence includes serious illness and participation in religious holidays. All other absences are unexcused. If you must miss a class, please contact me as soon as possible. If you miss two classes, your participation grade will be reduced by half a letter grade. If you miss three classes, your participation grade will be reduced by a whole letter grade. After two unexplained absences, the DIS Teaching and Learning office will be notified and they will follow-up with you to make sure that all is well. Absences also will jeopardize your grade and your standing at DIS.

### **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.

### **Policy on Late Papers:**

Late essays will be accepted but the grade will be highly affected by the delay. Your grade for a late paper will be reduced by half a letter grade for each day it day it is late. After the third day, the paper will be failed.

### **Policy for Students Who Arrive Late to Class:**

Please come to classes on time, as it is disturbing for the lecturer and other students when you come in late. Repeated tardiness will have a negative effect on your participation grade. If you often (more than twice) are late more than 10 minutes, your participation grade will be reduced by a half letter grade.

**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](mailto: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.

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

<b>Course Schedule</b>	
<b>Psychology Program Orientation</b> <b>Date: Wednesday, January 18</b> <b>Time: 8.15 - 11.00</b> <b>Location: Kosmopol (Fiolstræde 44, 1171 København K)</b>	
Class 1  Friday January 20	<b>Introduction to Class</b> <b>Topics to be covered and questions for class preparation:</b> <ul style="list-style-type: none"> <li>• Overview of class content</li> <li>• Selection of class representatives</li> <li>• Using Canvas in this course</li> <li>• Basic information about clinical psychology in Denmark</li> <li>• Intro to Mindfulness Meditation.</li> </ul> <b>Readings for today:</b> <u>Canvas</u> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul>
Class 2  Tuesday January 24	<b>Ethical Issues &amp; Treatment Possibilities in Denmark</b>  <b>Topics to be covered and questions for class preparation:</b> <ul style="list-style-type: none"> <li>• Who is to define what is ethical?</li> <li>• How to overcome dilemmas?</li> </ul> <b>Readings for today:</b> <u>Textbook</u> <ul style="list-style-type: none"> <li>• Pomerantz, A.M. (2013). <i>Clinical psychology. Science, practice, and culture.</i> (Chapter 5, Ethical Issues in Clinical Psychology, pp. 99- 125) Thousand Oaks, CA: Sage.</li> </ul> <u>Canvas</u> <ul style="list-style-type: none"> <li>• World Health Organization. (1993). The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research. (Chapter F64, Gender Identity Disorder pp. 163 – 165). Geneva: World Health Organization.</li> </ul>
<b>Workshop on Psychodynamic approaches</b> <b>Date: Wednesday, January 25</b> <b>Time 13.00-17.00</b> <b>Topics to be covered and questions for class preparation:</b> <ul style="list-style-type: none"> <li>• What is the key focus of the psychodynamic approaches?</li> </ul>	

<ul style="list-style-type: none"> <li>According to psychologists based in this approach, what makes clients' symptoms exacerbate?</li> </ul> <p><b>Readings for today:</b></p> <p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>Pomerantz, A.M. (2013). <i>Clinical psychology. Science, practice, and culture.</i> (Chapter 12, Psychodynamic Psychotherapy pp. 281 – 308). Thousand Oaks, CA: Sage.</li> </ul> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>Gabbard, G. O. (2005). <i>Psychodynamic Psychiatry in Clinical Practice</i> (4.th eds). (Chapter 1, Basic principles of dynamic psychiatry pp. 34-37). London, England: American Psychiatric Publishing, Inc.</li> <li>World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research.</i> (Chapter F 60. 3, Emotionally unstable personality disorder pp. 153 - 155). Geneva: World Health Organization.</li> </ul>	
<p>Class 3</p> <p>Friday January 27</p>	<p><b>Diagnosis &amp; Classification</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>Information about class assignments</li> <li>Key points of diagnosis and classification issues?</li> <li>What are the pros and cons regarding diagnosis?</li> </ul> <p><b>Readings for today:</b></p> <p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>Pomerantz, A.M. (2013). <i>Clinical psychology. Science, practice, and culture.</i> (Chapter 7. Diagnosis and Classification Issues pp. 147-171). Thousand Oaks, CA: Sage.</li> </ul> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research.</i> (Chapter F60, Specific Personality Disorder pp. 149-150). Geneva: World Health Organization.</li> <li>World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research.</i> (Chapter F40.1, Social Phobia pp. 110-111). Geneva: World Health Organization.</li> <li>World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research.</i> (Chapter F60.6, Anxious (Avoidant) Personality Disorder pp. 155- 156). Geneva: World Health Organization.</li> <li>World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research.</i> (Chapter F65, Disorder of Sexual Preference pp. 165 - 168). Geneva: World Health Organization.</li> </ul>
<p>Class 4</p> <p>Tuesday January 31</p>	<p><b>Recovery</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>What are the key points for recovery?</li> <li>What are the pros and cons regarding recovery?</li> <li>According to psychologists based in this approach, what makes clients symptoms exacerbate?</li> <li>Imagine that you work as a clinical psychologist in your dream position. Find a quote from the provided readings with which you strongly agree or disagree. Why?</li> </ul>

	<p><b>Readings for today:</b>  <b>Canvas:</b></p> <ul style="list-style-type: none"> <li>• Slide et. al. (2014). Uses and abuses of recovery: implementing Recovery-oriented practices in mental health systems. <i>World Psychiatry</i>, 13:12–20.</li> <li>• World Health Organization (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research</i>. (Chapter F20, Schizophrenia pp. 78- 82). Geneva: World Health Organization.</li> </ul>
Class 5	<p><b>Core Course Week Preparation</b></p>
Friday February 3	<p><b>Topics to be covered:</b></p> <ul style="list-style-type: none"> <li>• Short Tour Orientation by Psychology Program Assistant <ul style="list-style-type: none"> <li>◦ Pastries provided by DIS</li> </ul> </li> <li>• Information about CCW</li> <li>• Group Work—Short Tour Presentations</li> </ul>
<p><b>CORE COURSE WEEK</b>  <b>Dates: February 6 - February 10</b>  <b>Theme: Treatment and service in the welfare state – experiences and perspectives from the daily life of clients and practitioners.</b></p>	
<p><b>Short Study Tour to Western Denmark</b>  <b>Dates: Monday February 6 – Thursday February 10</b>  <i>*More information will be given in the tour booklet upon departure*</i></p>	
Thursday February 9	<p><b>Academic activity: Movie Screening of “Sorrow and Joy” Followed by Discussion</b>  <b>Time: 10.00-12.30</b>  <b>Location: V23-201</b>  <b>Topic:</b> The movie revolves around the winter of 1984 where Nils Malmros’ wife kills their nine-month old daughter, Maria in a birth psychosis. The pain is unbearable, but the main character is set to protect his wife against a legal system that can be unsympathetic and ridged. He will do what he can to help her because he feels himself to blame for her situation.  <b>Objective:</b> After the movie, we will have a brief discussion regarding key issues we have seen in relation to clinical psychology.  **sandwiches will be provided by DIS</p> <p><b>Guest Lecture: Karina Lins</b>  <b>Time: 13.30-15.00</b>  <b>Location: V10-A12</b>  <b>Topic: LGBTQI Friendly Therapist</b></p>
Friday February 10	<p><b>Guest Lecture:</b>  <b>Carla Caetano: Psychology Program Director, Ph.D.</b>  <b>Location: V10-A12</b>  <b>Time: 13.30-15.00</b></p>
<b>Field Study</b>	<p><b>Topic: Brain Injury and Psychotherapy</b></p>

	<p><b>CCW Evaluations: Please complete the online survey at home by MONDAY at MIDNIGHT. The link and instructions will be emailed to you and posted as an announcement on Canvas.</b></p>
<p>Class 6</p> <p>Tuesday February 14</p>	<p><b>Psychodynamic Approaches</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>Recap on Core Course Week</li> <li>Pros and cons regarding the psychodynamic approaches?</li> <li>Why might it be plausible to combine other approaches with psychodynamic approaches? Could it be detrimental? Back up your arguments with a quote from the provided readings</li> <li>Information about long study tour group presentation</li> </ul> <p><b>Readings for today:</b> <u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Badawi, M. (2015). The saviour/countertransference: When painful traumatic traces sustain the countertransference and reveal themselves to the psychoanalyst . . . 14 years later! <i>International Journal of Psychoanalysis</i>. May 2015. doi: 10.1111/1745-8315.1236</li> </ul>
<p>Class 7</p> <p>Friday February 17</p>	<p><b>Existential Approaches</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>What is the key focus of the existentialistic approaches?</li> <li>How is it different from the psychodynamic approaches?</li> <li>According to psychologists based in this approach, what makes clients' symptoms exacerbate?</li> </ul> <p><b>Readings for today:</b> <u>Canvas</u></p> <ul style="list-style-type: none"> <li>Frankl, V. E. (1984). <i>Man's search for meaning: The Classic Tribute to the Hope from Holocaust</i>. (Part two, Logo therapy in a Nutshell pp. 101-136). New York: Simon &amp; Schuster.</li> <li>World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research</i>. (Chapter F32, Depression pp. 94-100). Geneva: World Health Organization.</li> <li>Oleviera, A. et al. (2012). Significant Events in Existential Psychotherapy: The Client's Perspective. <i>Existential Analysis</i> 23:2 pp. 388-302.</li> </ul>
<p>Class 8</p> <p>Tuesday February 21</p> <p>Short Study Paper Due</p>	<p><b>Existential Approaches</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>Pros and cons regarding this approach?</li> <li>Why might it be plausible to combine other approaches with existential approaches? Back up your arguments with a quote from the provided readings.</li> <li>Vienna culture talk by Ian Terkildsen</li> </ul>

	<p><b>Readings for today:</b> <u>Canvas</u></p> <ul style="list-style-type: none"> <li>• Deurzen, E. van &amp; Adams, M. (2011). <i>Skills in Existential Counselling and Psychotherapy</i>. (Chapter 3, Working Phenomenologically: the Centre of Existential Therapy pp. 39-56). London: Sage.</li> <li>• World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research</i>. (Chapter F41. 0, Panic disorder pp. 113 - 114). Geneva: World Health Organization.</li> <li>• Schneider, K. (2015). The Case for Existential (Spiritual) Psychotherapy <i>Journal of Contemporary Psychotherapy</i> 45:21–24.</li> </ul>
<p>Class 9  Friday February 24</p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>• Long Tour Orientation by Program Assistant</li> <li>• Introduction to themes of the Study Tour to Vienna with the theme "The Roots of European Clinical Psychology and Therapeutic Interventions"</li> <li>• Allocation of groups, where each group is being responsible for one academic visit</li> <li>• Prepare questions for the Academic visits at the Study Tour and read up on the academic visit.</li> </ul>
<p><b>LONG STUDY TOUR</b>  <b>Dates: Sunday February 26 – Friday March 3</b>  <b>Location: Vienna, Austria</b>  <b>Theme: The Roots of European Clinical Psychology and Therapeutic interventions</b>  <i>*More information will be given in the tour booklet upon departure*</i></p> <p><b>Long Tour Evaluations: Please complete the online survey at home by Monday at MIDNIGHT. The link and instructions will be emailed to you and posted as an announcement on Canvas.</b></p>	
<p>Class 10  Tuesday March 7</p> <p>Please bring lap tops to class to complete long tour evaluations</p>	<p><b>Vienna wrap-up</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>• What did we learn?</li> <li>• How was the tour relevant to our course?</li> <li>• Long study tour evaluations</li> </ul> <p><b>No readings for today</b></p>
<p>Class 11  Friday March 10</p>	<p><b>Cognitive Behavioral Approaches</b>  <b>Guest Lecturer: Jens Frederiksen, former drug consultant and CBT Therapist.</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>• What is the key focus of the cognitive behavioral approaches?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does this approach differ from psychodynamic and the existential approaches?</li> <li>• According to psychologists working with this approach, what exacerbates clients symptoms?</li> </ul> <p><b>Readings for today:</b></p> <p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>• Pomerantz, A.M. (2013). <i>Clinical psychology. Science, practice, and culture.</i> (Chapter 14 Cognitive Psychotherapy, pp. 331-359). Thousand Oaks, CA: Sage.</li> <li>• Pomerantz, A.M. (2013). <i>Clinical psychology. Science, practice, and culture.</i> (Chapter 15, Cognitive Psychotherapy, pp. 360 - 387) Thousand Oaks, CA: Sage.</li> </ul> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>• World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research.</i> (Chapter F42, Obsessive-compulsive disorder pp. 117- 118). Geneva: World Health Organization.</li> </ul>
<p>Class 12</p> <p>Tuesday March 14</p>	<p><b>Cognitive Behavioral Approaches</b></p> <ul style="list-style-type: none"> <li>• What is the key focus of the cognitive behavioral approaches?</li> <li>• How does this approach differ from psychodynamic and the existential approaches?</li> <li>• According to psychologists working with this approach, what exacerbates clients symptoms?</li> </ul> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>• Recap on Guest Lecture</li> <li>• Pros and cons regarding CBT?</li> <li>• Why might it be plausible to combine other approaches with CBT? Back up your arguments with a quote from the provided readings.</li> </ul> <p><b>Readings for today:</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Leahy, R. L. (2007), Emotion and Psychotherapy. <i>Clinical Psychology: Science and Practice</i>, 14: 353–357. doi: 10.1111/j.1468-2850.2007.00095.x</li> <li>• Hofmann, S. &amp; Asmundson, G. (2008). Acceptance and mindfulness-based therapy: New wave or old hat? <i>Clinical Psychology Review</i> 28, 1-16.</li> <li>• World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research.</i> (Chapter F40, Phobic anxiety disorder pp. 108 - 112). Geneva: World Health Organization.</li> </ul>
<p>Class 13</p> <p>Friday March 17</p> <p>Long Study Tour Paper Due</p>	<p><b>Systemic Approaches</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>• What is the key focus of the Systemic Approaches?</li> <li>• Pros and cons regarding the systemic approaches?</li> <li>• According to psychologists using this approach, what makes clients' symptoms exacerbate?</li> </ul>

	<ul style="list-style-type: none"> <li>Why might it be plausible to combine other approaches with systemic approaches? Could it be detrimental? Back up your arguments with a quote from the provided readings.</li> </ul> <p><b>Readings for today:</b></p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> <li>Pomerantz, A.M. (2013). <i>Clinical psychology. Science, practice, and culture.</i> (Chapter 16, Group and Family Therapy 389 – 416) Thousand Oaks, CA: Sage.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Tomm, K. (1988). Intervene Interviewing: Part 111. Intending to Ask Lineal, Circular, Strategic, or Reflexive Questions? <i>Family Process</i> 27:1-15</li> </ul>
<p><b>Travel Break</b> <b>March 18 – Friday March 24</b> <b>No Class</b></p>	
<p>Class 14</p> <p>Tuesday March 28</p>	<p><b>Guest Lecture – TBD</b></p> <p><b>Readings for today: TBD</b></p>
<p><b>Field Study</b> <b>Treatment Center Snoezelhuset: Group guided tour and discussion</b> <b>Date: Wednesday, March 29th</b> <b>Time 08.30-12.30</b> <b>Meeting point: Outside DIS Front Desk (V7)</b></p> <p>Snoezel huset is a special house that creates rooms with various multisensory experiences for children with sensory challenges. Occupational therapists at Snoezelhuset help clients with developmental disabilities, mental disorders, stress, concentration problems, dementia, brain injury, or Down’s Syndrome by placing them in a soothing and stimulating environment with an aide or therapist. Is this approach respected by the Danish welfare system? Does it help? What challenges do they face at Snoezelhuset</p>	
<p>Class 15</p> <p>Friday March 31</p>	<p><b>The Narrative Approach</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p> <ul style="list-style-type: none"> <li>What is the key focus of the Narrative Approach?</li> <li>How does this approach differ from psychodynamic, existential, cognitive behavioral and systemic approaches?</li> </ul> <p><b>Readings for today:</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Simblet, G. (1997). Leila and the Tiger. In: G. Monk, J. Winslade, K. Crocket and D. Epston (Eds.). <i>Narrative Therapy in Practice. The Archaeology of Hope.</i> (Chapter 5, pp. 121 – 158). San Francisco: Jossey Bass.</li> <li>Carrey, M. &amp; Russels, S. (2002). Externalizing – Commonly asked questions. <i>The International Journal of Narrative Therapy and Community Work</i>, 2: 76-84.</li> </ul>
<p>Class 16</p> <p>Tuesday</p>	<p><b>The Narrative Approach</b></p> <p><b>Topics to be covered and questions for class preparation:</b></p>

<p>April 4</p>	<ul style="list-style-type: none"> <li>• According to psychologists based in this approach, what makes clients' symptoms exacerbate?</li> <li>• Why might it be plausible to combine other approaches with systemic approaches? Could it be detrimental? Back up your arguments with a quote from the provided readings.</li> </ul> <p><b>Readings for today</b></p> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>• Carrey, M., Walther, S., Russel, S. (2009). The absent but implicit: a map to support therapeutic enquiry. <i>Fam Process</i>: 48(3):319-31. doi: 10.1111/j.1545-5300.2009.01285.x.</li> </ul> <p>World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioral Disorders: Diagnostic Criteria for Research</i>. (Chapter F50, Eating disorders pp. 135- 136). Geneva: World Health Organization.</p>
<p>Class 17</p> <p>Friday April 7</p>	<p>Group Presentations</p>
<p>Class 18</p> <p>Tuesday April 11</p> <p>Final class!</p>	<p><b>Topics to be covered:</b></p> <ul style="list-style-type: none"> <li>• Wrap Up. What did we learn?</li> </ul> <p><b>No Readings for Today</b></p> <p><b>Final Paper due – hand in hard copy in class</b></p>
<p><b>Concluding Dinner</b> <b>Date: TBD</b></p>	

- Please note: this schedule is subject to change. Check DIS Canvas for updates
- If you have any questions or comments, please feel free to e-mail me or see me after class. Make sure to have checked this syllabus and Canvas beforehand, though.