

European Clinical Psychology B

Spring 2017

DIS Copenhagen

Credits: 3

Core Course

Long Study Tour: Vienna

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

Mondays and Thursdays, 8.30 – 9.50

Classroom: N7-C23

Course Information

1. Instructor:

Lars Rossen

Cand. Psychology (2007, University of Copenhagen). BA. Psychology (2005, University of Copenhagen). Psychologist and consultant at Copenhagen Municipality in various positions (2007-2010). Consultant for Bornholm and Odense Municipalities, as well as for the closed youth facility Soenderbro in Copenhagen Municipality (2011 – 2014). Psychological supervisor, Den sikrede institution Stevnsfortet, Region Sjælland (2012-2014). With DIS since 2011.

Consultation: Should you need additional individual/group advising, please email me or speak to me before/after class

Psychology Program Director:

Carla Caetano, Ph.D.

DIS Contact:

Psychology Program Assistant:

Collin Shampine

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Guest lecturers:

Feb. 2nd : Psychoanalytical psychologist Frank Grohman

Frank Grohman is a traditionally trained psychoanalytical psychologist who works in a private praxis in Copenhagen. *“The psychoanalyst’s primary task has always been to lend an ear to the untold stories. The ambiguity of the unheard is thus not in the way of asking the question of how to fulfill this task”.*

Apr. 19th: Clinical Psychologist Karina Kehlet Lins

Karina Kehlet Lins has specialized clinical experience with working in the Lesbian, Gay, Bisexual, Transgendered, Queer and Intersex community and states: *“Some people who identify with this group are wary of contacting a psychologist, because they may have had bad experiences in the past. This is why it is important for me to speak up as a rainbow-friendly therapist - categorizing people fails to acknowledge them as individuals, and so stereotyping begins for example: ‘You are a lesbian? But you don’t look like*

one'. 'C'mon, you can't be truly bisexual, you do prefer one over the other, right?'. 'You are a man, really? Do you have a penis?'

2. Course Description

Prerequisites: A course in Psychology at the university level.

In this clinical psychology course we will focus on the way the field of clinical psychology is approached within a European context. We will start with the study of historical and cultural issues, and as the semester unfolds, we will study different psychotherapeutic schools and their view on the etiology of psychological problems. The main focus will be on adult mental health.

Throughout the course, we will discuss controversial issues in the field and consider differences in American and European approaches to treatment. 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. Aside from lectures, other methods of instruction will be group discussion, student papers, and illustrative videos.

Although we will apply what we learn, this is primarily a theoretical course.

3. Objectives

In this course, 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. This course is designed to help you begin thinking about specific approaches to treating a variety of clients. The field of clinical psychology is rapidly moving toward a theory of differential treatment; rather than asking 'What is the best theory of counseling and psychotherapy?' we are increasingly asking 'What treatment, by whom, is most effective for this individual, with that specific problem, and under what set of circumstances? '.

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.
- 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. These skills include empathy, active listening, and recognizing different worldviews.
- Define, understand and use the terminology of the major psychotherapeutic schools.
- Analyze case studies and argue for a specific treatment approach.
- 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 by using the overarching themes of *therapeutic environments* and *therapeutic interventions* during the semester.

4. Awards

Academic Excellence Award

Each semester we recognize one outstanding student from the Psychology Program (Positive Psychology, European Clinical Psychology, Cross-Cultural Psychology, or Cognitive Neuroscience of Consciousness) 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

1. Required Textbook (Available in DIS Library):

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

2. Required Articles and Other Media on Canvas:

- Articles (references provided at the end of this syllabus, will be uploaded to Canvas).
- Additional articles will be added to Canvas based on students' interest and needs

3. Approach to teaching

I strive for an open, interactive learning environment: that means that I ask questions, expect discussion and encourage you to think for yourself. Interactive learning presupposes active participation from the students. For this reason, I will ask you to critically reflect on the theory, research and practice presented in class. Sometimes such a critical examination uncovers inconsistencies or lack of elaboration. However, being critical of basic assumptions in a theory does not negate the theory altogether. Therefore, we will try to integrate, rather than dismiss, the different approaches presented in the course

The schedule will list reading materials for each class meeting. Please be prepared by having read and thought about the material before coming to class. By reading the material beforehand, you will better understand the points I make, you will be better prepared for discussion, and you will be able to ask thoughtful and productive questions.

Classes will consider a few specific topics in depth and will typically not repeat the assigned readings, but will serve as a foundation for the lectures and it will be expected that they are included in class discussions. Thus, most of the materials in the text you will learn on your own outside of class. It is imperative that you keep up with the readings, because you can

- 1) ask questions about reading material you find confusing or unclear, and
- 2) continuously prepare for the exam.

I check my e-mails on a daily basis and strive to give you an answer within 24 hours.

4. Participation and Attendance

- Attendance: mandatory, except for serious illness or participation in religious holidays.
- Participation: active participation, questions and discussion are important and expected during class as well as during Field Studies and Study Tours.

5. 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.

Thur. Feb. 9th - 10.00-12.00 (Core Course Week): Snoezelhuset

"Rest your head here - Therapeutical rooms and spaces"

- Snoezelen or controlled multisensory environment (MSE) is a therapy for people with autism and other developmental disabilities, dementia or brain injury. It consists of placing the person in a soothing and stimulating environment, called the "Snoezelen room". These rooms are specially designed to deliver stimuli to various senses, using lighting effects, color, sounds, music, scents, etc. The combination of different materials on a wall may be explored using tactile senses, and the floor may be adjusted to stimulate the sense of balance. The person is usually accompanied by an aid or therapist
- We visit for a tour of the house and a talk on this multimodal form of therapy which is also used in traditional in-hospital psychiatry

Fri. Feb. 10th - 10.00-12.00 (Core Course Week): Visiting the Family Center Frederiksberg

"Children and youth in the welfare state"

- We will learn about how children and youth with mental, - learning, - and developmental disabilities are perceived in schools and how they and their families receive help. This raises the question how we conceive of maladaptation and problem behavior and how we distinguish between inherent problems versus socially induced difficulties and reactions; we must ask ourselves whether the help offered might become a part of the problem itself and how we as a society deal with these complexities.

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 objectives
- 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.

6. 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 on tour 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. In the past, cultural visits have included touring castles, museum visits, and experiencing traditional Danish food at a local restaurant.
- **Timing:** Core Course Week Feb. 6th – 10th, Short Study Tour February 6th- 8th
- **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.

7. Long Study Tour - Vienna

Themes: 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 explore the culture of the city more thoroughly by attending performances, visiting museum exhibitions, and exploring how the past influences today's European clinical psychologists.
- **Timing:** Sunday February 26th – Friday March 3rd
- **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

Methods of Evaluation	How Evaluated	Due Date	Percentage of Grade
Attendance/participation	Individual	Ongoing	10%
Short study tour reflection paper	Individual	Feb. 13 th	10%
Case analysis 1	Individual	Mar. 6 rd	15%
Midterm	Individual	Mar. 16 th	15%
Study tour Art Activity Essay	Individual	Mar. 27 th	10%
Case analysis 2	Individual	Apr. 3 rd	15%
Final exam (including a case study)	Individual	Apr. 27 th	25%
Total			100%

Participation and Attendance (10%)

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 2 unexplained absences, the DIS Teaching and Learning office will be notified.

Active participation in class will include writing academic and personal reflections on Canvas, reading ahead of each class and contributing to class discussions.

Short Study Tour Reflection Paper (10%)

Due: Feb. 13th

In the study tour reflection paper you choose a visit from the short and a visit from the long study tour and hold these up against each other in order to analyze the content and take home points of the visit and relate these to relevant papers and lectures from the syllabus. The paper should be 3-4 pages.

Midterm Exam (15%)

Due: Mar. 16th

The midterm will consist of around 20 multiple choice and 5 short answer questions, and consist of information from the semester up to the date of the exam – including all assigned readings, field studies and study tour visits.

The multiple choice questions will be based primarily on general theoretical concepts, schools of thought and the most prominent figures in psychology. The short answer questions will be based on personal academic reflection on relevant topics rooted in the readings from the class.

More detailed information will be given in class and on Canvas.

Art Activity Essay (10%)

Due: Mar. 27th

You will choose a piece of art at the Leopold Museum in Vienna, and reflect on its therapeutical connotations. Art and psychology has a plethora of intersections – art is the concretization of memory; is art may mirror hope or despair; art can be seen as means for processing and communicating personal experiences of sorrow – collective and societal or individual and personal; art may be used as a tool for re-balancing one's self; art works may work as way to achieve self-understanding as integral in a process of growth; or art van be used just as a general appreciation of the great, difficult, challenging, appeasing things in human life. You will use your own sensory and cognitive apparatus to engage with the art work, and transform your aesthetic experience into a reflection on how it may connect to the mechanisms in clinical psychology. The paper you are to write will consist of three short parts:

- Firstly, a brief, objective description of the motive
- Secondly, a link to a concrete school of thought in the history of psychology, i.e. Richard Gerstls semi-nude self-portrait may be linked to the school of existential psychology. Gerstel committed suicide at a young age, and maybe there is something in his way of showing himself to us, that tells a history of sadness and despair? Or Francesca Woodman's photos, with a deep link to surrealism, can tell us something about the ambiguous depth of the psyche through Freud's dream analysis?
- Thirdly, a personal reflection on why this painting speaks to you – are you moved, enlightened, sad, angry, confused, patiently waiting for the experience to open itself more? Art is about human change and emotion - and psychologist is in the business of observing and interpreting exactly that!

The paper should be 3 pages. An example paper and further instructions will be provided.

Case analysis papers I & II (15 % & 15%)

Due: Mar. 6th & Apr. 3rd

The paper will be based on an in-class discussion. Prior to the discussion you will

- a) Read the case
- b) Find a peer reviewed paper (preferably but not necessarily) with a European angle and prepare to present it
- c) Upload the peer reviewed paper on Canvas

Following the class discussion, you will write your academic reflection paper.

The paper must be 3-4 pages and refer to/discuss/cite at least 4 academic sources

General formatting guidelines

All written assignments must apply these formats:

- double-spaced
- Times New Roman
- 12-point font
- 1-inch margins.
- Front-page/headline and reference list does not count towards sum

Papers not adhering to these guidelines will be deducted points.

Final Exam (25%)

Due: Apr. 27th

The final exam will be around 20 multiple choice questions, 2 short essay questions and a 2-page case for case analysis. Multiple choice questions will be based on information from *after* the midterm, including assigned readings and the Vienna study tour visit. You will be asked to analyze the case study, using different therapeutic perspectives (the schools that we have covered until then). Furthermore, you are required to include and critically reflect on references and experiences from study tour visits.

More detailed information will be given in class and on Canvas.

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

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.

Policies

Attendance

You are expected to attend all DIS classes when scheduled. If you miss multiple classes, the Office of Academic Support and the Director of Student Affairs must 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.

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 for up to 3 days after the deadline, but the grade for the paper will be reduced by half a grade for each day that it is late.

Policy for students who arrive late to class

Please come to classes on time as it is disturbing for the lecturer and other students. Repeated lateness will result in a referral to the head of the Office of Academic Support.

Use of laptops or phones in class:

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, and using it for anything else than note-taking *will influence your participation grade*. The use of phones in class or during study tour visits is also not allowed.

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.

Course Schedule	
<p>Psychology Program Orientation Wednesday, Jan. 18th Location: Kosmopol, Fiolstræde 44, 1171 København K Time: 8.15 – 11.00</p> <p>Time with class and introduction to the course</p>	
<p>Thur, Jan. 19th</p> <p>Class 1</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Defining European Clinical Psychology • Introducing the schools of psychology: Psychoanalysis, humanistic interventions, cognitive based interventions and systemic interventions • How to use canvas with this course <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Pomerantz (2013), Chapter 1, Clinical Psychology: Definition and Training, pp 3 - 25 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • The European influence on American psychology: 1892 and 1942. Adler, Helmut E. (Ed); Rieber, Robert W. (Ed), (1995). <i>Aspects of the history of psychology in America: 1892 – 1992</i>. Annals of the New York Academy of Sciences, Vol. 727., pp. 113-122
<p>Mon, Jan. 23rd</p> <p>Class 2</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • History of European Clinical Psychology: The evolution of the field. • Compare and contrast European and American psychology • Election of class representatives • Short study tour presentation, Psychology Program Assistant <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Pomerantz (2013) Chapter 2, Evolution of Clinical Psychology, pp 26 – 47
<p>Thur, Jan.26th</p> <p>Class 3</p> <p>PLEASE NOTE: Early Class – and different LOCATION</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Psychoanalysis I: Dr. Sigmund Freud and the origins of psychoanalysis <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Pomerantz (2013), Chapter 12, Psychodynamic Psychotherapy (255 – 281) <p><u>Movie Screening:</u></p> <ul style="list-style-type: none"> • A Dangerous Method <p>We meet in DIS Cinema 1 in V23 at 8.00</p>

<p>Mon, Jan. 30th</p> <p>Class 4</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Info about Short Study Tour • Psychoanalysis II: The historical Freud • Key terms and concepts in psychoanalysis • Group and plenary discussion of clinical case I <p>Readings for today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Pomerantz (2013), Chapter 12, Psychodynamic Psychotherapy (255 – 281) • Freud, S. (1912). <i>Development of the Libido and Sexual organization in: A general introduction to Psychoanalysis</i> p. 397-420
<p>Thur, Feb. 2nd</p> <p>Class 5</p> <p>GUEST LECTURE</p>	<p>Psychodynamic Psychoanalyst Frank Grohman</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Psychoanalysis III: Current trends • Linking the historical Freud, the father figure, with the current heritage and the new generations of psychoanalytical theory
<p>CORE COURSE WEEK</p> <p><i>Theme: Treatment and service in the welfare state – experiences and perspectives from the daily life of clients and practitioners</i></p>	
<p>Mon, Feb. 6th – Wed, Feb. 8th</p> <p>Short Study Tour to Western Denmark</p> <p>*More information will be given in the tour booklet upon departure*</p>	
<p>Thur, Feb. 9th</p>	<p>10.00- 12.00, Fieldstudy, Snoezelhuset</p> <ul style="list-style-type: none"> • Snoezelen or controlled multisensory environment (MSE) is a therapy for people with autism and other developmental disabilities, dementia or brain injury. It consists of placing the person in a soothing and stimulating environment, called the "Snoezelen room". These rooms are specially designed to deliver stimuli to various senses, using lighting effects, color, sounds, music, scents, etc. The combination of different materials on a wall may be explored using tactile senses, and the floor may be adjusted to stimulate the sense of balance. The person is usually accompanied by an aid or therapist <p>We visit for a tour of the house a talk on this multimodal form of therapy. which is also used in traditional in-hospital psychiatry</p> <p>12.00-13.30 Lunch provided</p> <p>13.30-15.30 Movie Screening: Sorg og Glæde (Sorrow and Joy)</p> <p>Location TBA</p> <ul style="list-style-type: none"> • Nils Malmros' autobiographical movie 'sorrow and joy' revolves around the winter of 1944 where his wife kills their nine-month-old daughter, Maria in a

	<p>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 rigid. He will do what he can to help her because he feels himself to blame for her situation.</p> <ul style="list-style-type: none"> • Brief discussion regarding key issues in the movie
<p>Fri, Feb. 10th</p>	<p>10.00 -12.00, Field Study, Family Center Frederiksberg</p> <ul style="list-style-type: none"> • We will learn about how children and youth with mental,- learning,- and developmental disabilities are perceived in schools and how they and their families receive help. • This raises the question how we conceive of maladaptation and problem behavior and how we distinguish between inherent problems versus socially induced difficulties and reactions; we must ask ourselves whether the help offered might become a part of the problem itself and how we as a society deal with these complexities. <p>13.00-14.00 Social lunch provided by DIS– Riz Raz</p> <p>14.15-15.45 Wrap up and critical discussion (N7-C23)</p> <ul style="list-style-type: none"> • What have we learned? • Lasting experiences and impressions? • The Danish welfare model - does it make sense? Does it work – for everybody? What are the problems we have encountered? • Being a patient in Denmark – what works – and what needs to change <p>Core Course Week 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.</p>
<p>Mon, Feb.13th</p> <p>Class 6</p> <p>Study tour reflection paper due on Canvas by midnight</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Individual psychology – Adlerian psychology <p>Readings for today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Adler. A. (1931) <i>What life could mean to you</i> 15-31; 52-68
<p>Thur, Feb 16th</p> <p>Class 7</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • The Humanistic and Existential Approaches <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Pomerantz (2013), Chapter 13, Humanistic Psychotherapy pp. 309 – 330 <p><u>Canvas:</u></p>

	Frankl , V. (1946) Mans Search for Meaning 32-52, 88-97
<p>Mon, Feb. 20th</p> <p>Class 8</p> <p>Due: Upload peer reviewed paper of choice to Canvas before class</p>	<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Case workshop I: The three Viennese Schools of Psychology • Read and prepare do discuss case I • Find and prepare at least one academic source for presentation and in-group discussion • <p>Readings for today</p> <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Case I + prepare discussion • Relevant peer reviewed academic paper of own choice + prepare presentation
<p>Thur, Feb. 23rd</p> <p>Class 9</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Info about long study tour • Behavioral Approaches: Origins, goal and techniques of behavioral therapy <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Pomerantz (2013) Chapter 14, Behavioral Psychotherapy, pp 331 – 359 • Dimeff, I, & Linehan, M.M. (2001) Dialectical behavioral Therapy in a Nutshell. The California Psychologist 24, 10-13
<p>LONG STUDY TOUR: Vienna, Austria The Roots of Clinical European Psychology and Therapeutic Interventions Sun, Feb. 26th – Fri, Mar. 3rd *More information will be given in the tour booklet*</p> <p>Long Study 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.</p>	
<p>Mon, Mar. 6th</p> <p>Class 10</p> <p>Case analysis paper I due on Canvas by midnight</p>	<p>Topics to be covered Wrap-up Vienna and critical discussion</p> <ul style="list-style-type: none"> • What did we learn? • How is it relevant to our course? • How do the impressions from Vienna differ from what we know from Denmark – and what do these societal differences mean to the individual clients – and practitioners? <p>No Required Readings for Today Long Study Tour Evaluations must be completed by TODAY at MIDNIGHT</p>

<p>Thur, mar. 9th Class 11</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Cognitive Behavioral Approaches I: origins, goal and techniques of cognitive therapy <p>Readings for today Pomerantz (2013), Chapter 15, Cognitive Psychotherapy, pp. 360 – 387</p>
<p>Mon, Mar. 13th Class 12</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Cognitive Behavioral Approaches II: Origins, goal and techniques of cognitive therapy <p>Readings for today <u>Canvas:</u> Butler, C. et Al (2005) The empirical status of Cognitive Behavioral Therapy: A review of meta-analysis. Clinical Psychology Review 26 (2006) 17-31</p>
<p>Thur, Mar. 16th Class 13</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Midterm (during regular class time)
<p>TRAVEL BREAK 2 No Class Saturday, March 18th – Sunday, March 26th</p>	
<p>Mon, Mar. 27th Class 14</p> <p style="color: red;">Study tour Art Reflection paper due on Canvas by midnight</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Systemic Approaches: Essential concepts and contemporary approaches. • Group and plenary discussion of clinical case II <p>Readings for today <u>Textbook:</u></p> <ul style="list-style-type: none"> • Read and prepare to discuss case II • Pomerantz (2013), Chapter 16, Group and Family Therapy (from pp. 399 – 416) <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Migerode & Hooghe (2012). 'I love you'. How to understand love in couple therapy? Exploring love in context, pp 371-386
<p>Thur, Mar. 30th Class 15</p>	<p><u>Family and couples therapy</u></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Migerode & Hooghe (2012). 'I love you'. How to understand love in couple therapy? Exploring love in context, pp 371-386

TRAVEL BREAK 2 No Class Saturday, October 29th – Sunday, November 6th	
<p>Mon, Apr. 3rd</p> <p>Class 16</p> <p>Case analysis paper II due on Canvas by midnight</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> General Issues in Psychotherapy and European Clinical Psychology <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Pomerantz (2013), Chapter 11, General Issues in Psychotherapy pp. 255 – 280 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Miller, S; Hubble, M. & Duncan, B. (2014): Supershrinks. 10 pgs
<p>Thur, Apr.6th</p> <p>Class 17</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> Assessment I: Diagnosis and Classification Issues Intellectual and Neuropsychological Assessment <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Pomerantz (2013), Chapter 8, The Clinical Interview, (pp 171 – 197) Pomerantz (2013) Chapter 9, Intellectual and Neuropsychological Assessment pp 198 - 222
<p>Mon, Apr. 10th</p> <p>Class 18</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> Assessment II: Personality and Behavioral Assessment <p>Readings for today</p> <p><u>Textbook:</u></p> <p>Pomerantz (2013) Chapter 10, Personality and Behavioral Assessment, pp 223 – 252</p>
TRAVEL BREAK 3 No Class Wed, Apr. 12th – Mon, Apr. 17th	
<p>Thur, Apr. 20th</p> <p>Class 19</p> <p>GUEST LECTURE</p>	<p>Guest Lecture: Clinical Psychologist Karina Kehlet Lins</p> <p>Karina Kehlet Lins has specialized clinical experience with working in the Lesbian, Gay, Bisexual, Transgendered, Queer and Intersex community and states: <i>“Some people who identify with this group are wary of contacting a psychologist, because they may have had bad experiences in the past. This is why it is important for me to speak up as a rainbow-friendly therapist - categorizing people fails to acknowledge them as individuals, and so stereotyping begins for example: ‘You are a lesbian? But you don’t look like one’. ‘C’mon, you can’t be truly bisexual, you do prefer one over the other, right?’. ‘You are a man, really? Do you have a penis?’”</i></p> <p>Readings for today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Readings TBA

<p>Mon, Apr. 24th Class 20</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> Ethical Issues <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Pomerantz (2013), Chapter 5, Ethical Issues in Clinical Psychology (99 – 124) <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Pope, K. S. & Gutheil, T. G, (2009) Psychologists Abandon the Nuremberg Code of Ethics, <i>International Journal of Law and Psychiatry</i>, vol.32, 4, pp. 161-166;
<p>Mon, Apr. 27th Class 21</p>	<p>Time: 8.30 – 9.50</p> <p>Final Exam in class- held in regular classroom</p>
<p>Final Exam Week No Exam at this time</p>	
<p>Concluding Dinner Tues, May. 2nd 18.00 – 20.00 Restaurant La Perla Landemærket 27 1119 Copenhagen K</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.

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