

# Applied Psychology: Counseling Skills and Creative Therapeutic Approaches

Spring 2012  
Mondays: 14.50-17.45  
Room F24-306

## Course Information and Purpose

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### 1) Instructor Information

**Instructor:**

**Tacha Reinhold Hviid**

[psykolognu@psykolognu.dk](mailto:psykolognu@psykolognu.dk)

Psychologist, from University of Copenhagen, 2005. Licensed clinical psychologist in 2009. Teacher and clinical psychologist at the Danish Cancer Society, 2006-2009, working with nicotine addiction and supporting people with cancer and their relatives. Clinical psychologist at UC Diakonissestiftelsen, 2009-2012, counseling students with personal problems and problems related to studying. Full or part time clinical psychologist in private practice, since 2005: [www.sundhedspsykolog.dk](http://www.sundhedspsykolog.dk).

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### 2) Course Description

How does one apply theoretical knowledge to real life therapeutic contexts? This course explores theoretical approaches pertaining to counseling skills, including the use of creative therapy in individual, couples and family contexts. This course requires active involvement in role playing and observation and analysis of group based exercises.

This course provides two perspectives to applied psychology. The first perspective introduces students 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 counseling. Major theoretical traditions regarding therapy and counseling will be discussed. Assorted counseling methods are presented and compared.

The second perspective introduces the use of creative interventions in psychotherapy. Barriers to creativity and psychotherapy will also be considered; the injured brain will be used as one example. Therapist skills and creativity will also be considered from the perspective of the challenges therapy poses.

Class will consist of an introductory lecture to the topic of the day, a group based presentation by students

of theoretical principles and applications and a research article or a role play. There will be role plays by the class as a whole and DVD observations of experts conducting therapy.

### 3) Course Objectives

- To provide students with a broad knowledge of the theoretical framework behind counseling and therapeutic approaches, in general and in a Danish context.
- To introduce and compare methods in which professionals work with adult clients and evaluate difficulties and strengths of intervention techniques. *Really hard for the students*
- To experiment with several counseling and creative techniques in group settings.

### Course Format and Components

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#### 1) Required texts:

Textbook 1:

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

Textbook 2:

Carson, D.K., & Becker, K.W. (2003). *Creativity in Psychotherapy*: New York: THCPP – *drop in the future*

Textbook 3:

Malchiodi, C.A. (Ed.) (2005). *Expressive Therapies*. New York: Guildford Press

Compendium: Selected articles and book chapters

Required reading will also be uploaded on blackboard.

#### 2) Class Structure: Teaching style

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

Eight Group Presentations (about 2-3 participants per group)

- o Group 1 - Narrative therapy
- o Group 2 – Psychodynamic Therapy
- o Group 3 – Cognitive Behavioral Therapy
- o Group 4 - Existential Therapy
- o Group 5 – Motivational Interviewing
- o Group 6 – Therapy for Special Interest Group: Brain Injury
- o Group 7 – Imago couples therapy
- o Group 8 - Music Therapy

### 3) DIS Forum

Please check Forum daily for updates to course material and the syllabus, information about assignments, posted readings and course announcements.

### 4) Field Studies

**Wednesday, March 14<sup>th</sup> from 13.00 -17.00**

Centre for Cancer and Health, Copenhagen, <http://www.kraeftcenter-kbh.dk/>

Psychologists Marie Lawætz (centre leader) and Gitte Bowman Bak will be showing us around the centre, telling us about their work with cancer patients and their relatives. They work with individuals, groups and families, and they use the narrative, systemic and existentialistic methods in their work.

Centre for Cancer and Health, Copenhagen opened in brand new buildings in October 2011 and is strongly influenced by the Maggie's Centres in the UK (<http://www.maggiescentres.org/home.html>)

### 5) Guest Lecturers

Lone Vesterager Martinez

M.A. Clinical Psychology. Neuropsychologist, Center for Rehabilitation of Brain Injury, University of Copenhagen

Julie Kolbe Krøier

Cand.mag., music Therapist

### 5) Expectations of Students & Code of Conduct

- No laptops allowed in the classroom
- Attend all classes and have 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

### Policies

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**Disability and resource statement:** Any student who has a need for accommodation based on the impact of a disability should contact Sean Green ([sgr@dis.dk](mailto:sgr@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.

**Attendance :** You are expected to attend all DIS classes when scheduled. If you miss multiple classes the Director of Teaching and Learning, 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.

**Extensions:** There will be no extensions. Any exceptions must be accompanied by prior notification to me. Late work will be deducted (see Blackboard)

### 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.

### Assignments, Evaluation, and Grading

Requirements	Description	Grade %
Class attendance and participation  <b>NO LAPTOPS ALLOWED IN CLASS</b>	Attendance in class is mandatory. Students are expected to participate in class and enter into dialogue with fellow students and instructors, as well as complete the required readings and take part in discussions and presentations. Students will be asked to submit one question/answer or <b>short</b> comment on a central theme from each week's reading on Blackboard 1 day prior to <b>each class</b> . Students must notify instructor by email if not attending class.	20 %
Group Presentation with Critical Analysis Paper (individual)	<ul style="list-style-type: none"> <li>a) Class presentation of central themes + role play or presentation of research article (20 minutes)</li> <li>b) Class handout of theoretical overview to be posted on forum 1 day prior to presentation</li> <li>c) 7 page individual paper based on class readings and a minimum of 5 additional readings. <b>Paper due no later than 2 weeks after presentation date</b>. Later papers will result in grade deduction. Group Presentation and Paper Requirements will be reviewed in class.</li> </ul>	30%  (10% group presentation, 20% individual paper)
Midterm Exam	Midterm exam in the theory and practice of counseling and psychotherapy will take place during class hours. The exam requirements and grading matrix will be reviewed in class. Books will not be allowed in the examination. <b>Monday, March 12<sup>th</sup> from 14.50-16.20</b>	25%
Final Exam	The final exams will consist of multiple choice/short answers and one essay question. The essay section will be theoretical/reflective. The exam requirements and grading matrix will be reviewed in class. Books will not be allowed in the examination.	25%
Total		100%

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

## Course Schedule

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

Date/time	Time	Purpose	Please read for class:
Time slot A. 14:50-15:40: - Time slot B. 15:50-16:40 - Time slot C 16:50- 17:45			
Group presentations 30 min + class discussion 15 min			
Monday January 30 14.50-17.45	Timeslot A	Welcome  What is Applied Psychology? Presentation of course Classroom ethics	a) <u>TEXTBOOK:Corey,G.(2005).</u> Chapter 1: Introduction to the case of Stan (pp11-15) & Chapter 2: The counselor: Person and Professional, pp. 16-35.  b) <u>TEXTBOOK:Carson,D.K.,&amp;Becker,K.W. (2003)-</u> Chapter 1: Essential components of creativity in individual couple and family therapy, (pp 9-38).  c) <u>TEXTBOOK:Malchiodi,C.A. (2005)-</u> Chapter 1: Expressive Therapies . (pp1-15).
	Timeslot B	Therapy / Counseling Practical exercise in counseling	
	Timeslot C	Building a relationship	
Monday February 6 14.50-17.45	Timeslot A	Narrative Approach – Group 1	a) <u>Textbook: Corey, G. (2005)</u> Chapter 13: Post Modern Approaches (Narrative Therapy) pp 375-377; 387-403  b) <u>COMPENDIUM: McAdams, D.P.(1993).</u> The stories we live by: Personal Myths and the Making of the Self. Chapter 1 ( The meaning of stories, pp 19-38) & Chapter 10 (Exploring your myth pp. 251-277) New York: Guildford Press  c) <u>COMPENDIUM: Morgan, A. (2000).</u> What is narrative therapy. An easy to read introduction Adelaide: Dulwitch Center Publications. Chapters 1 & 2 (12pp)
	Timeslot B	Therapy / Counseling Practical exercise, video demo etc	
	Timeslot C	Therapy / Counseling Practical exercises, video demo continued + Therapy worksheet, cohosted by group 1	

<b>February 9<sup>th</sup>-11<sup>th</sup></b> <b>SHORT STUDY TOUR</b>			
Monday February 13 14.50-17.45	Timeslot A	Psychodynamic theory and therapy – Group 2	<p>a) <u>TEXTBOOK:Corey,Gerald.(2005). Chapter 4: Psychoanalytic Therapy, pp. 59-95</u></p> <p>b) <u>BLACKBOARD: Milrod, B. et. Al. (2007)- A randomized Controlled Clinical Trial of Psychoanalytic Psychotherapy for Panic Disorder. In: Am J Psychiatry, 2007; 164 (pp.265-272) – OPTIONAL!</u></p> <p>c) <u>COMPENDIUM : Johnson, D. R, (1998). On the Therapeutic Action of the Creative Arts Therapies: The Psychodynamic Model.</u></p>
	Timeslot B	Therapy / Counseling Practical exercise, video demo etc	
	Timeslot C	Therapy / Counseling Practical exercises, video demo continued + Therapy worksheet, cohosted by group 1)	
Monday February 20 14.50-17.45	Tacha Timeslot A	Cognitive Behavior Therapy – Group 3	<p>a) <u>TEXTBOOK:Corey,Gerald.(2005). Chapter 10: Cognitive Behavioral Therapy, pp. 272-314.</u></p> <p>b) <u>BLACKBOARD: Goncalves, O. F. &amp; Machado, P. P., P. (1999): Cognitive narrative psychotherapy: research foundations. In: Journal of Clinical Psychology. 55:10, pp.1179-1191.</u></p>
	Timeslot B	Therapy / Counseling Practical Exercises	
	Timeslot C	Therapy / Counseling Practical exercises, video demo continued + Therapy worksheet, cohosted by group 1	DVD of therapy Watch and make brief notes on therapeutic process
Monday February 27 14.50-17.45	Tacha Timeslot A	9. Existential therapy - Group 4	<p>a) <u>TEXTBOOK : Corey,Gerald.(2005). Chapter 6: Existential Therapy, pp. 131-161</u></p> <p>b) <u>BLACKBOARD: Kissane, D., W. et. al (2003): Cognitive-existential group psychotherapy for women with primary breast cancer: A randomised controlled trial. In: Psycho-Oncology, vol 12, Issue 6, pp. 532-546.</u></p>
	Timeslot B	10. Therapy / Counseling Practical exercise, video demo etc	

	Timeslot C	Therapy / Counseling Practical exercises, video demo continued + Therapy worksheet, cohosted by group 1	
<b>March 3<sup>rd</sup> – 11<sup>th</sup> LONG STUDY TOUR</b>			
Monday March 12 14.50-16.20	Midterm		
Wednesday, March 14	Field Study 13.00-17.00		

Monday March 19 14.50-18.15  *Note: late class time	Timeslot A  Timeslot B  Timeslot C	Motivational Interviewing and the transtheoretical model – group 5	<ul style="list-style-type: none"> <li>a) <u>BLACKBOARD</u>: Miller, W. R. &amp; Rollnick, S. (2002) Motivational Interviewing: Preparing people for change, chapter 1, 2, 3; pp.3-29.</li> <li>b) <u>BLACKBOARD</u>: Arkowitz, H., Westra, H. A. &amp; Miller, W. R. (2007): Motivational Interviewing in the Treatment of Psychological Problems, Chapter 2, pp.26-56</li> <li>c) <a href="http://www.uri.edu/research/cprc/TTM/detailedoverview.htm">www.uri.edu/research/cprc/TTM/detailedoverview.htm</a></li> </ul>
Monday March 26 14.50-17.45	Timeslot A  Timeslot B	Therapy /Counseling: Special Interest Group: Brain Injury - Group 6  Guest Lecturer – Lone Vesterager	<ul style="list-style-type: none"> <li>a) <u>COMPENDIUM</u>: Judd, D &amp; Wilson, S. L (2005) Psychotherapy with brain injury survivors: An investigation of the challenges encountered by clinicians and their modifications to therapeutic practice <u>Brain Injury</u>, Volume 19 (6), pp. 437-449</li> </ul> <p>Case and Role Play by Guest Lecturer</p>

	Timeslot C	Guest lecturer – Lone Vesterager	With guest lecturer
<b>March 31<sup>st</sup> – April 15<sup>th</sup></b> <b>TRAVEL BREAK</b>			
Monday April 16 14.50-17.45	Timeslot A	Imago couples therapy – group 7	a) <u>BLACKBOARD</u> : Sinkjær, J. S.(2011): Imago – the therapy of love, chapter 1, pp.13-32 & chapter 8 pp. 129-186) b) <u>BLACKBOARD</u> : Jakubowski, S. F. et al. (2004): A review of empirically supported marital enrichment programs. In: Family Relations, Vol 53, Issue 5, pp.528-536 c) <u>TEXTBOOK</u> : Carson, D. K. & Becker, K. W. (2003) – chapter 8: Creative Interventions in 10 contemporary schools of thought. Part I (pp.135-162)
	Timeslot B	Therapy / Counseling: Practical exercises, video demo continued	
	Timeslot C	Therapy / Counseling Practical exercises, video demo continued + Therapy worksheet, cohosted by group 1	
Monday April 23 14.50-17.45	Timeslot A	Guest lecturer  Julie Kolbe Krøier, cand.mag. Music Therapist	a) <u>COMPENDIUM</u> : Burleigh, L. R. & Beutler L. E. (1997): The Arts in Psychotherapy  b) <u>TEXT BOOK</u> : Malchiodi,R.J.(2005) Chapter 3: Music therapy (pp. 46-67) and chapter 5: Drama Therapy and Psychodrama (pp.90-117)

	Timeslot B	Art Therapy - Group 8  Therapy / Counseling Practical exercise, video demo etc	c) <u>BLACKBOARD</u> : Sendelbac, S. E. (2006): Effects of Music Therapy on Physiological and Psychological Outcomes for Patients Undergoing Cardiac Surgery. In Journal of Cardiovascular Nursing, May/june, vol 21, issue 3, pp. 194-200
	Timeslot C	Therapy / Counseling Practical exercises, video demo continued + Therapy worksheet, cohosted by group 1	
Monday April 30 14.50-17.45	Timeslot A	Ethical Issues	a) <u>TEXTBOOK</u> : Corey, Gerald. (2005). Ethical issues in counseling practice, pp. 36-53.
	Timeslot B	Class Exercise	
	Timeslot C	Discussion	
Monday May 7 14.50-17.45	Timeslot A	Barriers and constraints to therapy and creativity	a) <u>TEXTBOOK</u> : Carson, D.K., & Becker, K.W. (2003)- Chapter 7: Barriers and constraints to creativity in (family) therapy: Therapists descriptions (pp123-131; pp. 163-180).  b) <u>COMPENDIUM</u> : Feldman, D. H. (1999): Chapter 9. The development of Creativity (pp. 169-186).
	Timeslot B	Class Exercise	
	Timeslot C	Concluding Discussion	
Finals Week	Final Exam		