

COGNITIVE PSYCHOTHERAPIST TRAINING

Cross-Disciplinary Approach to Psychotherapy - Embracing Multiculturalism and Diversity

Curriculum

The curriculum has been approved by the Faculty of Education and Psychology on 26.8.2025 and is valid until 31.12.2030.

COGNITIVE PSYCHOTHERAPIST TRAINING. *Cross-disciplinary approach to psychotherapy - embracing multiculturalism and diversity* is a psychotherapist training programme referred to in Government Decree 1120/2010, which provides the competence required for working as a psychotherapist and enables applying for the right to use the professional title of psychotherapist. Competence is demonstrated by practical demonstrations. After completing the degree programme, the student is able to carry out psychotherapeutic treatment independently as part of the treatment and rehabilitation processes of mental health services.

This Cognitive Psychotherapist training curriculum is planned to be unique in several ways:

1. The English-speaking program allows foreign/English speaking students to study in their more familiar/own language, as well as Finnish students to work with English speaking clients.
2. The curriculum is based on Cognitive Psychotherapy theory and integrates several frameworks and approaches, such as Cognitive Analytic Theory, mentalization, schema therapy, sensorimotor therapy and creative and body work.
3. The program aims to bring the therapist training programs more to date by including current issues, such as multiculturalism, diversity, societal changes and crises worldwide.

Student selection

To be eligible to apply for psychotherapist training applicant must have a degree leading to a legalised health care profession. Suitable licensed health care professions are the professions of medical doctor, psychologist and nurse (specialization in psychiatry).

The application can be based on a foreign degree equivalent to the above-mentioned degrees. In special cases, based on the applicant's basic degree and work experience, another master's degree or a university of applied sciences degree in social and health care may also be considered a suitable qualification as a basis for application.

The degree applied for must include or be accompanied by a minimum of 30 ECTS credits of psychiatry and/or psychology. If the degree does not include 30 ECTS credits of studies in psychology or psychiatry, the applicant must have completed corresponding complementary studies. Those who have completed a bachelor's degree must always have completed these 30 ECTS credits of complementary studies.

A prerequisite for admission is at least two years of work experience in treating persons with mental health disorders acquired after completing the basic degree and before starting the psychotherapist education. The definition excludes more general interpersonal work (such as teaching, group guidance or parish work). Work experience does not include interruptions due to, for example, family reasons or leave of absence. Suitable work experience may have been accumulated over a longer period of time, for example, in part-time work. If the applicant's basic qualification is other than that of a doctor, psychologist or nurse, at least 12 months of the two year work experience must have been acquired in a public social welfare and/or health care organization or similar organization. The applicant must demonstrate that she/he has experience in the treatment of mental health disorders and knowledge of the public social and/or health care service system.

In addition, a prerequisite for student admission is a proven suitability for the profession of psychotherapist and the opportunity to work with adults or young people during their studies. If the student is not a healthcare professional, the psychotherapeutic work included in the training must be carried out under a health care or social welfare organization. Only a health care professional can work as a private practitioner in patient work during the training.

A prerequisite for student admission is a demonstrated language proficiency by a language test, a certificate or a maturity test in either Finnish or Swedish. The full list/different options for demonstrating language proficiency can be found here: <https://lvv.fi/en/healthcare-and-social-welfare/sufficient-language-proficiency>

The student must also have sufficient English language skills.

More information about student admissions can be found in the University of Jyväskylä's application guide for psychotherapist education.

The structure of the degree programme

Curriculum in total: min 62 ECTS

Theory, methodology and literature studies (34 ECTS)

- 22 seminars (2 days) including preliminary literature studies and assignments
- EMDR I -training (3 days) in English
- Literature tutor workshops (online, 5 x 90 mins)
- Literature studies: min 3000 pages

Supervision in groups: two different supervisors (14 ECTS, 120 hours)

Supervised psychotherapy client work (min 300 hours)

Personal psychotherapy (4 ECTS, 80 hours)

- in groups (40 hours) and individual (40 hours)

Thesis work (10 ECTS)

- individual work
- thesis workshops (3 x 4 hours)

The structure of the Curriculum

The curriculum consists of 62 study points including theory and method studies, supervised psychotherapy client work, individual and group training psychotherapy and thesis work. Modules consist of one or more seminars.

KGT100	The basics of cognitive psychotherapy, depression and anxiety Seminars 1,2,3,4	4 ECTS
KGT110	Developmental psychology, mentalization and neurodiversity Seminars 5,6	3 ECTS
KGT120	Crisis and trauma. Stress, burnout and chronic pain. Sensomotor perspective, ACT perspective Seminars 7,8	2 ECTS
KGT130	Personality disorders, other severe mental health problems and alliance ruptures. DBT perspective, schema therapy perspective. Seminars 9, 10,12	4 ECTS
KGT140	Psychotherapy research and methodology Seminars 11, 21 and own research work/thesis + supervision in small groups	5 ECTS
KGT150	Therapeutic techniques and methods I and II Seminars 13, 20	2 ECTS
KGT160	CAT as an integrated model and co-creating therapy. The politics of mental health. Working with cultural diversity in psychotherapy Seminars 14, 17	3 ECTS

KGT170	Eating disorders, OCD, addictions and sexual diversity, CBASP, EMDR Seminars 15, 16, 18, 19	4 ECTS
KGT180	Closing seminar (identity and ethics) Seminar 22	2 ECTS
KGT190	Tutored literature studies in groups online	5 ECTS
KGT200	Supervised psychotherapy work Supervision in groups	14 ECTS
KGT300	Group training psychotherapy	2 ECTS
KGT310	Individual training psychotherapy	2 ECTS
KGT400	Thesis	10 ECTS

KGT200 Supervised psychotherapy work 14 ECTS

Learning objectives: The student is able to apply cognitive psychotherapy theory and methods with different kinds of clients independently. The student is able to evaluate his/her own practice and its implications/effects on clients.

Content: Min 300 hours of client work supervised by two supervisors. Client work must be carried out in Finland. The student is required to complete four short/focused (max 40 sessions/one year) and two longer (min 40 sessions/one year) therapy processes.

Teaching methods: Supervision in small groups, 140 hours.

KGT300 Group psychotherapy 2 ECTS

KGT310 Individual psychotherapy 2 ECTS

Learning objectives: The student is able to understand the effect of her/his background/life history on her/himself as a person, as well as a psychotherapist. The student is able to name and continue processing themes that promote her/his personal growth and professional growth as a psychotherapist. She/he has gained experience as a psychotherapy client her/himself, as well as the use of different psychotherapeutic methods and tools. She/he has also gained experience of group psychotherapy and her/his unique ways of interacting in a group, including personal strengths and challenges. In addition, she/he can both give and receive constructive feedback in a group context.

Teaching methods: 40 hours of group psychotherapy and 40 hours of individual psychotherapy provided by a cognitive psychotherapy trainer.

KGT140 Thesis 10 ECTS

Learning objectives: The student has the ability to write case formulations, conduct basic case studies and present the study/results in a scientific and coherent manner (with slides). The student can read and understand scientific articles on psychotherapy. The student has basic knowledge of the methodologies in quantitative and qualitative psychotherapy research and the processes involved in conducting a small-scale research study (especially a case study).

Content: Writing the thesis. Small supervised study groups (3 sessions per group).

Teaching methods: Individual thesis work (literature studies, writing, research work), group work.

CURRICULUM

Seminar 1: What is psychotherapy? 1 ECTS

Day 1: Becoming acquainted with each other, group formation, creating psychological safety

Day 2: Alliance

Learning objectives: The student learns about building and maintaining therapeutic alliance during the course of therapy. She/he gains an understanding of the different stages of therapy (beginning, middle, end) and can handle common relational phenomena related to these phases. She/he learns the basics of how to proactively create and maintain therapeutic alliance in collaboration with the client throughout the process.

Content: The different parts and stages of the therapeutic process: the beginning, the middle and the end. How to build and maintain a good enough working alliance. Understanding the process of becoming as human beings linked to the evaluation of the therapy process.

Teaching methods: short lectures, practical exercises, small group discussions, reflection, literature studies.

Literature: The following or equivalent literature:

CTSR: Cognitive Therapy Rating Scale

Castonguay, L.G., & Hill, C.E. (Eds.). (2023). *Becoming better psychotherapists: Advancing training and supervision*. American Psychological Association.

Duncan, B.L., Miller, S.D., Wampold, B.E., & Hubble, M.A. (Eds.). (2010). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). American Psychological Association.

Articles of choice to be determined later.

Seminar 2: The course of the therapy process. Alliance. 1 ECTS

Day 1: Alliance: continues from seminar 1

Day 2: Case formulation from a cognitive perspective

Learning objectives: The student learns about the evidence-based common factors for therapeutic change. She/he masters basic concepts and procedures in therapeutic case formulations from a cognitive (CBT) perspective.

Content: The student understands and can explain the concept of common factors in psychotherapy. The student knows basic principles of case formulations in cognitive psychotherapy.

Teaching methods: Short lectures, practical exercises (pair work), small group discussions, reflection, literature studies.

Literature:

Beck, J. (2011). Cognitive therapy: Basics and beyond. New York: Guilford.

Eells, T.D. Ed. (2022). Handbook of Psychotherapy Case Formulation. Guilford Publications.

Seminar 3: Depression and anxiety. The foundations of cognitive psychotherapy. Treatment models in the treatment of anxiety disorders and depression 1 ECTS

Learning objectives: The student has knowledge of the key concepts in cognitive psychotherapy and different cognitive working methods in psychotherapeutic care. she/he is able to make formulations and plan individual care processes within the cognitive frame of reference. She can apply cognitive therapy methods, evaluate the care process and the therapy relationship in the care of anxiety and depression.

Content: Original cognitive theory of depression (Beck's model) and later developments in the treatment of depression and anxiety.

Teaching methods: short lectures, practical exercises, small group discussions, reflection, literature studies.

Literature: The following or equivalent literature:

Beck, J. (2011). Cognitive Behavior Therapy. Basics and Beyond. 2nd edition. New York: Guilford.

Kåver, A. (2016). CBT in development. Stockholm: Nature and Culture. 208-326.

Wells A. (1997). Cognitive Therapy of anxiety disorders: a practice manual and conceptual guide. Chichester: Wiley.

Wells, A. (2000). Emotional disorders and metacognition. Innovative cognitive therapy. Chichester: Wiley.

Clark, D.A. & Beck, A.T. (2011). Cognitive therapy for anxiety disorders. Science and practice. London: Guilford, Chapters 1-11.

Seminar 4: Treatment for generalised anxiety disorder – metacognitive perspective to anxiety disorders 1 ECTS

Learning objectives: The student

- has basic knowledge of the latest developments in cognitive psychotherapy of generalised anxiety disorder (GAD) and the way GAD is conceptualized in the psychotherapeutic practice
- familiarizes her/himself with the basic principles of metacognitive therapy in the treatment of anxiety disorders (especially GAD)

Content: The cognitive therapy approach to generalized anxiety disorder (GAD); therapeutic techniques and conceptualization. The latest developments in GAD treatment. Metacognitive therapy approach to the treatment of anxiety disorders.

Teaching methods: short lectures, practical exercises, small group discussions, reflection, literature studies.

Literature:

Behar, E., DiMarco, I.D., Hekler, E.B., Mohlman, J. Ja Staples, A. M. (2009) Current theoretical models of generalized anxiety disorder (GAD): Conceptual review and treatment implications. *Journal of Anxiety Disorders* 23, 1011–1023. 12 pages.

Wells, A., & King, P. (2006). Metacognitive therapy for generalized anxiety disorder: An open trial. *Journal of Behavior Therapy and Experimental Psychiatry*, 37, 206–212. 6 pages.

Butler, G., Fennell, M. & Hackmann, A. (2008) *Cognitive Behavioral Therapy for Anxiety Disorders: Mastering Clinical Challenges*. 224 pages. (optional)

Seminar 5: Mentalization and neurodivergent clients 1ECTS

Learning objectives: The student has basic knowledge of the mentalization theory and practice, and can apply some techniques in their therapeutic work. Mentalization theory and practice has proven to be an effective approach in the treatment of personality disorders. It is also a core problem in working with neurodivergent clients. The student learns about ADHD and autism spectrum disorder and how to modify treatment according to the clients' specific needs.

Content: Mentalization theory and practice, ADHD and autism spectrum disorders and how to modify therapy according to the specific challenges they present.

Teaching methods: Short lectures, practical exercises, reflection, literature studies.

Literature: Bateman, A. W. & Fonagy, P. Eds. (2019). Handbook of mentalizing in Mental Health Practice. American Psychiatric Association Publishing.

Kemp, J. (2024). Unmasking Authentically - Reclaiming Your Autistic Identity and Embracing Who You Are. E-Book.

Pellicano, E. & Den Houting, J. (2022). Annual Research Review: Shifting from 'normal science' to neurodiversity in autism science. *Journal of Child Psychology and Psychiatry* 63:4. doi:10.1111/jcpp.13534.

Seminar 6: Developmental psychology throughout the life span from early parent-child interaction to old age. The relevance of body work in psychotherapy. 2 ECTS

Learning objectives: The student understands the concept of developmental psychology throughout the lifespan, starting from early parent-child interaction to old age. The importance of early interaction and its relevance for personality development. The student is able to apply developmental psychological concepts in the assessment of adults' mental health and treatment plans.

Content: The most important concepts of developmental psychology. How personality is formed and the development of different attachment styles. Reflection on own attachment and upbringing and the relevance of these in one's own role as a psychotherapist.

Teaching methods: short lectures (with videos), small group discussions, personal reflection, literature studies done in advance.

Literature: The following or equivalent literature

Corradi, R. B. (2024). *Psychoanalytic Contributions to Psychodynamic Psychiatry and Psychotherapy: Erik Erikson's Psychosocial Developmental Theory*. *Psychodynamic Psychiatry*, vol 52, no.1, pages 18-124, doi:10.1521/pdps.2024.52.1.18.

Fonagy, P., Gergely, G., Jurist, E. L., & Target, M. (2002). *Affect regulation, mentalization, and the development of the self*. Other Press.

Lewis, P. (2018). *The Discerning Heart. The Developmental Psychology of Robert Kegan*. Independently published.

Maree, J. (2021). *The Psychosocial Development Theory of Erik Erikson: Critical Overview*. *Early Child Development and Care*, vol 191, no7-8, pages 1107-21, doi:10.1080/03004430.2020.1845163.

Trevarthen, C. (2009). *The affectionate, intersubjective intelligence of the infant and its innate motives for relational mental health*. *International Journal of CAT and relational mental health*, pages 11-43. 33 pages.

Winnicott, D. (1971/1996). *Play and reality*. London: Routledge. Chapters 1, 3 & 8. 40 pages.

Seminar 7: Crisis and trauma 1 ECTS

Learning objectives: The student has knowledge and understanding of psychological trauma, how it occurs and the different types of trauma one can encounter in client work. During the seminar, students learn to deal with and treat clients with trauma problems and get tools for therapeutic work. In this seminar we will focus on the following topics:

- Trauma, traumatization and dissociation
- Introduction to Phase Oriented Treatment
- The role of psychoeducation in trauma treatment
- Phase one treatment: Stabilization
- Somatic resources for stabilization
- Phase two treatment: Working with orienting and defensive responses

Content: Trauma psychology and therapy from different perspectives, including sensorimotor and creative methods.

Teaching methods: Short lectures, practical exercises, small group discussions, reflection, literature studies.

Literature:

Buckley, T., Punkanen, M. & Ogden, P. 2018. The role of the body in fostering resilience: a Sensorimotor Psychotherapy perspective. *Body, Movement and Dance in Psychotherapy*, 13:4, 225-233, DOI: 10.1080/17432979.2018.1467344

Punkanen, M. & Buckley, T. 2021. Embodied safety and bodily stabilization in the treatment of complex trauma. *European Journal of Trauma & Dissociation*, Volume 5, Issue 3.

Buckley, T. & Punkanen, M. 2021. The sequelae of embodied trauma – Latest movie release as sensorimotor psychotherapy treatment metaphor. *European Journal of Trauma & Dissociation*, Volume 5, Issue 3.

Seminar 8: Stress, burnout and chronic pain from ACT (acceptance and commitment therapy) perspective 1 ECTS

Learning objectives: The student has basic knowledge of ACT as a theory, process and methodology. The student learns to do psychotherapeutic rehabilitation with ACT-based processes and alternatively integrate ACT into other therapeutic methods. ACT is a treatment model based on relational frame theory (RFT), which is a behavior-analytic theory of human language and cognition. The primary purpose of ACT is to increase psychological flexibility. ACT has been shown to have good results in the treatment of e.g. anxiety, stress and pain.

Content: Stress theories, course of burnout, ACT interventions for stress, burnout and chronic pain.

Teaching methods: Short lectures, practical exercises, small group discussions, reflection, literature studies.

Literature: The following or equivalent literature: Dahl, J., Wilson, K. G., Luciano, C. & Hayes, S. C. (2005). Acceptance and Commitment Therapy for Chronic Pain. Reno: Context Press.

Seminar 9: Personality disorders, other severe mental health disorders and alliance ruptures 2 ECTS

Learning objectives: The students:

- Familiarize themselves with the current understanding of the development of personality disorders and the impact of developmental history on the therapeutic relationship and the selection of therapeutic methods.
- Familiarize themselves with other severe mental disorders, such as bipolar disease and psychotic disorders, and how they affect the psychotherapy process.
- Understand the unique significance and characteristics of the therapeutic relationship in treating individuals with attachment trauma and severe mental disorders.
- Gain increased readiness to reflect on their own role in therapeutic interaction and consider the values and attitudes guiding the treatment.
- Understand the importance of emotions, needs, and coping strategies in the manifestation and treatment of personality disorders and other severe mental disorders.
- Learn the basics of schema therapeutic conceptualization and how to use it in dealing with ruptures in therapy.

Content: Theories of development of personality disorders. Characteristics of other severe mental health disorders such as bipolar or psychotic disorders. Therapeutic relationship in treating individuals with personality disorders and severe mental health conditions. Teamwork with other health professionals in treating complex cases. Limited reparenting and its' limits. Schema therapeutic conceptualization and treatment planning. Addressing relational ruptures in the therapeutic relationship. Introducing schema modes and their role in the interactional dynamics between the therapist and the client in dealing with severe mental health conditions.

Teaching methods: Seminar-based teaching including clinical case examples and simulation exercises, as well as pre-assigned tasks.

Literature:

Winsper, C. (2018). The aetiology of borderline personality disorder (BPD): Contemporary theories and putative mechanisms. *Curr Opin Psychol.* Jun; 21:105-110. doi: 10.1016/j.copsyc.2017.10.005. Epub 2017 Nov 7. PMID: 29182951.

Tan, Y. M., Lee, C. W., Averbeck, L. E., Brand-de Wilde, O., Farrell, J., Fassbinder, E., ... Arntz, A. (2018). Schema therapy for borderline personality disorder: A qualitative study of patients' perceptions. *PloS one*, 13(11), e0206039.

Roediger, E., Stevens, B. & Brockman, R. (2018). Contextual Schema Therapy: An Integrative Approach to Personality Disorders, Emotional Dysregulation and Interpersonal Functioning. Chapters 1-5.

Caspar, F. (2018). Studying Effects and Processes in Psychotherapy for Personality Disorders. *Psychopathology*, 51(2), 141–148.

Seminar 10: Dialectical behavior therapy - a skills based treatment 1 ECTS

Learning objectives: After this seminar students should be able to:

- describe the basic principles of DBT model and biosocial theory
- use and teach the DBT skills, especially emotion regulation and distress tolerance skills
- do chain analysis and solution analysis
- conceptualize in DBT way

Content: Biosocial theory, emotion regulation, overview of DBT model, mindfulness skills, interpersonal effectiveness skills, emotion regulation skills, distress tolerance skills, chain analysis, solution analysis

Teaching methods: Seminar-based teaching, demonstrations, role-plays, exercises

Literature:

Koerner K (2012), *Doing Dialectical Behavior Therapy. A Practical Guide*. The Guilford Press. New York. 205 pages.

Swales Michaela A.. (2020) Principles of skill assessment in dialectical behavior therapy. *Cognitive and behavioral practice* 27, pages 18-29. 12 pages.

Seminar 11: Psychotherapy research and research methodology 4 ECTS

Learning objectives: The student can read and understand scientific articles on psychotherapy. The student has basic knowledge of the methodology in quantitative and qualitative psychotherapy research and the processes involved in conducting a small-scale research study (especially a case study). The student knows the basics of research ethics and can troubleshoot possible problems in his/her own thesis writing. Planning and revising own research/thesis.

Content: Methods in quantitative and qualitative psychotherapy research. Guidelines for the planning and implementation of the final essay/thesis. Supervised small study groups during the thesis writing.

Teaching methods: Short lectures, practical exercises, small group discussions, reflection, literature studies. Supervised small group meetings for thesis writing.

Literature:

McLeod, J. (2022). *Doing Research in Counselling and Psychotherapy*. Sage Publications Ltd. Articles related to the students' own interests/needs.

Seminar 12: Schema Therapy 1 ECTS

Learning objectives: The students:

- Deepen their knowledge of schema therapy theory in the development of chronic psychological problems.
- Enhance their application of key schema therapy techniques and mastery of assessment methods.
- Identify core phenomena in the therapeutic relationship from a contextual schema therapy perspective.
- Acquire essential skills for the schema therapeutic treatment of personality disorders, anxiety disorders, and other disorder groups.
- Learn to utilize and practice experiential methods characteristic of the treatment model, including imagery rescripting (ImRs) and various chair work techniques.

Content: Schema therapy-based theories on the development of psychological problems, questions regarding the suitability of treatment models and methods, the therapy process (including the core methods and evaluation of progress). Treating ambivalence with schema therapy. Imagery rescripting of traumatic experiences and chair work using contextual schema therapy model.

Teaching methods: Seminar-based teaching, including clinical case examples and simulation exercises, as well as pre-assigned tasks.

Literature:

Roediger, E. & Stevens, B. & Brockman, R. (2018). *Contextual Schema Therapy: An Integrative Approach to Personality Disorders, Emotional Dysregulation, and Interpersonal Functioning*, Chapters 6-13.

Pugh, M. (2019) Resolving ambivalence and overcoming blocks to change, a multi-modal and schema informed approach. In the book: Simpson, S, Smith, E. *Schema Therapy for Eating Disorders, Theory and Practice for Individual and Group Settings*. s. 186-204. Routledge; 1st edition.

Koivisto, M , Melartin, T & Lindeman, S. (2022). Self-invalidation in borderline personality disorder: A content analysis of patients' verbalizations. *Psychotherapy Research*, vl. 32, no 7, pages 922-935. <https://doi.org/10.1080/10503307.2022.202562>.

Seminar 13: Therapeutic techniques and methods 1 ECTS

Learning objectives: The student masters various basic therapeutic techniques and methods and has personal experiential experience of them.

Content: Practical exercises where the students practice under the supervision of the trainers in small groups implement various psychotherapeutic techniques and approaches. Discussions and reflective working. Body oriented and creative exercises. Mindfulness, ACT and CFT exercises.

Teaching methods: Reflective essay. Experiential exercises. The seminar is an intensive two day boarding school.

Literature: Articles/book chapters related to the specific therapeutic techniques practiced during the seminar.

Seminar 14: CAT as an integrated model and co-creating therapy in facilitating change. CAT and the politics of mental health. 1 ECTS

Learning objectives: The student learns about how to apply the co-creating nature of CAT therapy in their practice to facilitate human change. She/he is also able to use the CAT concept of self in therapy. She/he becomes more consciously aware of how the contemporary political context affects the way therapists approach their work, diversity and marginalized groups in society.

Content: Central concepts of CAT in facilitating change. Learning the basics of the power of relational CAT reformulations with a simple model. CAT concept of self . CAT and the politics of mental health (shortly).

Teaching methods: short lectures, exercises, small group discussions, reflection, literature studies.

Literature: The following or equivalent literature:

Lloyd, J. & Pollard, R. (2018). *Cognitive Analytic Theory and the Politics of Mental Health*. Routledge, New York.

Ryle, A. & Kerr, I.B. (2020). *Introducing Cognitive Analytic Therapy*. Wiley & Sons.

Various short CAT articles.

Seminar 15: Eating Disorders and OCD 1 ECTS

Learning objectives: The student has basic knowledge of the application of cognitive behavioural therapy techniques in the treatment of eating disorders, as well as in the treatment of obsessive compulsive disorder, including exposure techniques. Alternative and integrative ways of treatment are also addressed (e.g. compassion-focused therapy (CFT), mentalization, radically open dialectical behavior therapy (RO-DBT) and inference-based cognitive behaviour therapy (I-CBT)).

Content: Basic principles of cognitive behavioural therapy in eating disorders and OCD, including. exposure techniques. A glimpse into alternative cognitive based treatment approaches, such as CFT, RO-DBT and I-CBT and also mentalization based approaches.

Teaching methods: Short lectures, practical exercises, small and large group discussions, reflection, literature studies.

Literature:

Cooper, Z. & Dalle Grave, R. (2017). Eating Disorders: Transdiagnostic Theory and Treatment. *The Science of Cognitive Behavioral Therapy*. <http://dx.doi.org/10.1016/B978-0-12-803457-6.00014-3>.

Steindl, S.F., Buchanan, K., Goss, K. & Allan, S. (2017). Compassion focused therapy for eating disorders: A qualitative review and recommendations for further applications. *Clinical Psychologist* 21: 62-73. <https://doi.org/10.1111/cp.12126>.

Hatoum, A. H., & Burton, A. L. (2024). Applications and efficacy of radically open dialectical behavior therapy (RO DBT): A systematic review of the literature. *Journal of Clinical Psychology*, 80, 2283–2302. <https://doi.org/10.1002/jclp.23735>.

Bream, V., Challacombe F. & Salkovskis, P. (2017). *Cognitive Behaviour Therapy for Obsessive-Compulsive Disorder*. Oxford University Press. Chapter 3:Cognitive-behaviour therapy for obsessive-compulsive disorder (pages 67-143).

O'Connor, K. & Aardema, F. (2011). *Clinician's Handbook for Obsessive Compulsive Disorder*. John Wiley Sons Inc. (optional)

Seminar 16: Sexual diversity and addictions 1 ECTS

Learning objectives: After the first day the student has basic knowledge of sexual diversity and feels more confident with meeting and working with clients from the LGTBQ community. The student also learns about minority stress and the risk factors that belonging to LGTBQ community brings to mental health. The goal of the second seminar is to provide the students with knowledge and tools for treating addictive behaviors: to systematically develop a case conceptualization, conduct the treatment and plan relapse prevention strategies. The processes (cognitive, behavioral, affective, and physiological) are analogous across most addictions, including behavioral addictions such as internet and computer game addictions and gambling.

Content: Sexual diversity in psychotherapy, addictions and psychotherapy.

Teaching methods: Short lectures, practical exercises, small and large group discussions, reflection, literature studies.

Literature: Kort, J. (2018). LGBTQ Clients in Therapy. Clinical Issues and Treatment Strategies. W.W. Norton & Company. (e-book).

Skinta, M. D. (2021). Contextual Behavior Therapy for Sexual and Gender Minority Clients. A Practical Guide to Treatment. Routledge. (e-book)

Liese, B. S.& Beck, A. T. Cognitive-behavioral Therapy of Addictive Disorders (2022).

Seminar 17 Working with cultural diversity in Psychotherapy 2 ECTS

Learning objectives: The student knows the basics of working with cultural diversity and refugees, including trauma work related to this client population.

Content: The first day of this seminar will cover the following topics:

- What is culture?
- Linguistic and cultural minorities in Finland
- Cultural competence and cultural sensitivity
- Mental health of migrants and people with refugee background
- Culture-bound syndromes and idioms of distress
- Cultural Formulation Interview (DSM-5)
- Transcultural psychotherapy
- Treating PTSD and Related Disorders:
- Culturally adapted Cognitive Behavioural Therapy
- Narrative Exposure Therapy
- Working with an interpreter
- Being an anti-racist clinician: cognitive biases and microaggressions

The second day will begin by exploring the problematic concept of “Refugee trauma”, and move on to explore following topics:

- Phases of involuntary dislocation
- The sequential, constructed process of adversity impact
- Meaning attribution process
- The range of impacts from adversity: the Adversity Grid
- Adversity Grid administration and applications

Teaching methods: Short lectures, practical exercises, small and large group discussions, reflection

Literature:

Kaiser, B. N., & Jo Weaver, L. (2019). Culture-bound syndromes, idioms of distress, and cultural concepts of distress: New directions for an old concept in psychological

anthropology. *Transcultural psychiatry*, 56(4), 589–598.

<https://doi.org/10.1177/1363461519862708>

Lely, J. C. G., Smid, G. E., Jongedijk, R. A., W Knipscheer, J., & Kleber, R. J. (2019). The effectiveness of narrative exposure therapy: a review, meta-analysis and meta-regression analysis. *European journal of psychotraumatology*, 10(1), 1550344.

<https://doi.org/10.1080/20008198.2018.1550344>

Williams, M. T., Faber, S. C., & Duniya, C. (2022). Being an anti-racist clinician. *The Cognitive Behaviour Therapist*, 15, e19. doi: 10.1017/S1754470X22000162

Papadopoulos, R. K. (2020). *Moral injury and beyond: Understanding human anguish and healing traumatic wounds*. Routledge.

Papadopoulos, R. (2018). *Therapeutic Care for Refugees*. Routledge.

Papadopoulos, R. K. (2018). An uncertain safety: integrative health care for the 21st century refugees. *European Journal of Psychotraumatology*, 9(1).

Seminar 18: Treatment Model for Chronic Depression: CBASP (Cognitive Behavioral Analysis System of Psychotherapy) 1 ECTS

Learning objectives: The student knows Basics of working chronic depressive patients, how to help patients to develop problem-solving and relationship skills.

Content: The seminar will explore following topics:

- Understanding the psychopathology of chronically depressed patients
- Therapist's problems with chronically depressed patients
- How to use the therapist-patient relationship to modify behavior
- Managing common crises and problems in treatment

Teaching methods: Seminar-based teaching, including clinical case examples and simulation exercises, small and large group discussions, reflection

Literature:

Berthold-Losleben, M. Liebing-Wilson, M. & Swan, J. S. (2023). *The ABCs of CBASP*. Hogrefe Publishing.

Penberthy, J. K. (2019). *Persistent Depressive Disorder*. Pages 24-74. Hogrefe Publishing.

McCullough, J. P. (2021). Characteristics of the Optimal Cognitive Behavioral Analysis System of Psychotherapy (CBASP) Therapist Role. *Front Psychiatry*, 18(11). 10.3389/fpsy.2020.609954.

Seminar 19: EMDR I training 1 ECTS

Learning objectives: The student knows the theoretical basis and basic principles of the EMDR technique and can use the basic techniques (reinforcing positive experiences and the basic EMDR protocol) with clients.

Content: The seminar includes the basic protocol of EMDR-technique including its theoretical basis and practical issues concerning its use with clients.

Teaching methods: Short lectures, practical training in small groups, reflections, discussions.

Literature: Provided by the trainers (EMDR handbook).

Please note! This training is part one of a training module that consists of two seminars. In order to receive the title of an EMDR therapist, the student must register for the second seminar and separate EMDR supervisions (total 15 hours) in her/his own time. These expenses are not covered by this therapist training programme. Also, the treatment of traumatized clients requires more than just the basic training in EMDR.

Seminar 20: Therapeutic techniques and methods II 1 ECTS

Learning objectives: The student masters various therapeutic techniques and methods and has personal experiential experience of them.

Content: Practical exercises where the students practice under the supervision of the trainers in small groups implements various psychotherapeutic techniques and approaches. Dialogic and reflective working. Body oriented and creative exercises. The emphasis of the second seminar is on more advanced therapy techniques, such as schema therapy and alliance ruptures. The student learns to evaluate the results of the therapy and assess whether the client needs continued care.

Teaching methods: Reflective essay. Experiential exercises. The seminar is an intensive two day boarding school.

Literature: Articles/book chapters related to the specific therapeutic techniques practiced during the seminar.

Seminar 21: Thesis workshop 1 ECTS

Learning objectives: The student has the ability to write case formulations and conduct basic case studies and present the study/results in a scientific and coherent manner (with slides).

Content: The presentation of theses. Each student is given a 15 minute slot for presenting their thesis followed by a 5 minute discussion/questions with the group.

Teaching methods: Presentation of theses, reflection, discussion.

Seminar 22: The closing seminar: The psychotherapist's identity and ethics

2 ECTS

Learning objectives: The student gets to know which rules and regulations are relevant to the psychotherapist's everyday work with patients and professional ethical issues. During the seminar, various things are discussed that can support the student to become a professional psychotherapist after passing the exam. The psychotherapist gains an understanding of the importance of taking care of oneself and looking after one's own well-being.

Content: Rules, regulations and work ethics pertaining to the practice of psychotherapy, as well as practical questions and details regarding professional activity as a psychotherapist. What challenges does the work entail regarding identity and endurance at work. How to protect your ability to work.

Teaching methods: short lectures, practical exercises, small group discussions, reflection, literature studies.

Literature: Preliminary literature (384 p):

Bennett-Levy, J., Thwaites, R., Chaddock, A & Davis, M. L. (2009). Reflective Practice in Cognitive Behavioral Therapy: the engine of lifelong learning. In the book Reflective Practice in Psychotherapy and Counselling. New York: The Guilford Press. Pages 115–135. 20 pages.

Norcross, J.C. & VandenBos, G.R. (2018). Leaving it at the office. A guide to psychotherapist self-care. New York: The Guilford Press. 276 pages.

Current laws and regulations approx. 50 pages.

Professional ethical rules for Nordic psychologists

Child Protection Act 2007/417

The Ministry of Social Affairs and Health's regulation on medical records 2009/238

Act on the patient's position and rights 785/1992

Act on private health care 1990/152