Opis zajęć: Current trends in psychotherapy (wykład)

| Rok akademicki: 2020/2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>ID zajęć:</b> 536613                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| ETAP: Semestr letni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Liczba godzin tydzień / semestr:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | / 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| C1- Student will receive information about c<br>C2- Student will acquire skills in applying re                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Wymagania wstępne:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| W1- Student has basic knowledge of psych<br>W2- Student should have an interest in this                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 1. Student knows current approaches to ps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ol> <li>Student knows current approaches to ps.</li> <li>Student has information about paths of a<br/>Skills</li> <li>Student analyses data from updated rese</li> <li>Student receives skills in communicating<br/>U10;</li> <li>Social competences (attitudes)</li> <li>Student is conscious of the need of conti</li> <li>Metody dydaktyczne:</li> <li>Lecture to the students based on multi-med</li> <li>Kryteria oceny i sposoby weryfikacji zakład</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | pplications of the results of current research into psychotherapy - K_W13;<br>earch on psychotherapy - K_U01, K_U04<br>, questioning, analysing and planning of application of research results into clinical practice - K_U07, K-<br>inual improvement of professional skills and personal development - K_K01.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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Social competences

1. Student is partially conscious of the need of continual improvement of professional skills and personal development

Good (C)

Knowledge

1. Student possess good knowledge about current approaches to psychotherapy

2. Student has better than satisfactory information about paths of applications of the results of current research into psychotherapy. Skills

1. Student analyses data from updated research on psychotherapy

2. Student demonstrates skills in communicating, questioning, analysing and applying research results into practice in the area of psychotherapy. Social competences

1. Student is conscious of the need of continual improvement of professional skills and personal development

Very good (A)

1. Student possess full required knowledge about current approaches to psychotherapy

2. Student has full required information about paths of applications of the results of current research into psychotherapy.

Skills

1. Student analyses fluently data from updated research on psychotherapy

2. Student demonstrates very good skills in communicating, questioning, analysing and applying research results into practice in the area of psychotherapy.

Social competences

1. Student is fully conscious of the need of continual improvement of professional skills and personal development.

## Treści programowe przedmiotu:

1. General review of current tendencies in psychotherapy

2. Focus on Evidence-Based Practice in psychotherapy

## Literatura:

Reading list:

Obligatory

APA Task Force on Evidence-Based Practice. (2006). Evidence-Based Practice in Psychology. American Psychologist, 61, 271-285.

Kazdin, A. E. (2008). Evidence-Based Treatment and Practice: New Opportunities to Bridge Clinical Research and Practice, Enhance the Knowledge Base and Improve Patient Care. American Psychologist, 63, 146-159.

Norcross, J.C., Hogan, T.P. & Koocher, G.P. (Eds.). (2008). Clinician's Guide to Evidence Based Practice. New York: Oxford University Press. Prochaska, J.O., & Norcross, J.C. (2001). Stages of change. Psychotherapy, 38(4), 443-448.

Prochaska, J.O. & Norcross, J.C. (2013). Systems of Psychotherapy: A Transtheoretical Analysis. (8th ed.). Stamford: Cengage Learning.

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Lambert, M.J. (2010). Prevention of treatment failure. The use of measuring, monitoring, and feedback in clinical practice. American Psychological Association. Washington DC.

Norcross, J.C. (Ed.). (2011). Psychotherapy Relationships That Work: Evidence-Based Responsiveness. (2nd ed.). New York: Oxford University Press.

Spring, B. (2007). Evidence-based practice in clinical psychology. What it is, why it matters; what you need to know. Journal of Clinical Psychology, 63, 611-631.