

Semesterplan for 9. semester 2020,

Kandidat i Psykologi

Semesterbeskrivelse	side 2
Forskningsmetoder	side 3 – 16
Teori, praksis og videnskabelig metode (TPV) for CKH	side 17 – 21
Teori, praksis og videnskabelig metode (TPV) for CPEP	side 22 – 24
CP	side 23
EP	side 24
Teori, praksis og videnskabelig metode (TPV) for KUR	side 25 - 30
KUR - KHARE	side 26 – 28
KUR - BSPK	side 29 – 30
Teori, praksis og videnskabelig metode (TPV) for UK	side 31 – 34
Teori, praksis og videnskabelig metode (TPV) for NEURO	side 35 – 38
Teori, praksis og videnskabelig metode (TPV) for BUP	side 39 – 41
 <u>Valgfag:</u>	
Generelle terapeutkompetencer – i teori og praksis	side 42 – 43
Sorg og kærlighed	side 44 – 54
Intro. til dyreassisteret pædagogik, terapi og rehabilitering	side 55 – 59
Seksualitetens psykologi	side 60 - 63

Semesterbeskrivelse for uddannelser ved Aalborg Universitet

Semesterbeskrivelse

Version: 3

Dato: 280520

Oplysninger om semesteret

Studienævn: Studienævn for Psykologi

Studieordning: <https://studieordninger.aau.dk/2020/23/1904> se under paragraf 18

Semesterets organisering og forløb

På 9. semester følger de studerende et kursus i Teori, Praksis og Videnskabelig Metode, som udbygges indenfor deres professionsprogram, og som de studerende også skriver et projekt indenfor. Vejledning på TPV-projektet koordineres med og udpeges af programleder for det pågældende professionsprogram. De studerende følger ligeledes kurset Forskningsmetoder: potentialer og begrænsninger i et omfattende metodefelt, og som er fælles for hele semestret. Kurset kan bestå ved aktiv deltagelse. Derudover vælger den enkelte studerende at følge to Valgfag efter eget valg. Valgfagene består ved aktiv deltagelse eller ved udformning af en skriftlig opgave.

På TPV fortsætter de studerende med at arbejde indenfor de metoder og temaer, som udgør deres professionsprogrammer. Metodekurset, som er fælles for hele årgangen har til hensigt, at bidrage som redskabsfag til den studerendes projektarbejde og til den studerendes videre arbejde med specialet i foråret. Valgfagene har derimod ingen faglig tilknytning til de øvrige semesteraktiviteter, men er selvstændige fag, der muliggør en kort introduktion til et afgrænset psykologisk område.

TPV projektet vurderes ved en intern eksamination. Problemstillingen godkendes af programleder og litteraturen godkendes af projektvejleder. Projektet kræver arbejde svarende til halvtid gennem hele semestret. De øvrige tre fag, der akkrediteres med 5 ECTS point svarer hvert til studiearbejde på fuldtid og svt. 1/6 af semestret.

Semesterkoordinator og sekretariatsdækning

Ankerlærer: Kristine Jensen de López kristine@hum.aau.dk

Sekretariatsdækning

Skemalægger Julie Christiansen julie@hum.aau.dk

Eksamen Annette Christensen annette@hum.aau.dk

Rekvisitionsbudget Lis Kragh lis@hum.aau.dk

Evaluerer Pia Thorsen pthorsen@hum.aau.dk

Uddannelseskoordinator/Studienævnssekretær Andrea Dosenrode ad@hum.aau.dk

Forskningsmetoder: potentialer og begrænsninger i et omfattende metodefelt

Modultitel, ECTS-angivelse (og evt. STADS-kode) Forskningsmetoder: potentialer og begrænsninger i et omfattende metodefelt, 5 ECTS	
Placering 9. Semester	
Modulansvarlig Thomas Alrik Sørensen (alrik@hum.aau.dk) & Carolin Demuth (cdemuth@hum.aau.dk). Undervisere: Thomas Alrik Sørensen, Carolin Demuth, Einar Baldursson, Chalotte Glintborg, Aleksandra Kaszowska, Mogens Jensen, Rasmus Birk, Pirkko Raudaskoski, Kristine Kahr Nilsson, & Kyoko Murakami Antal seminarhold: 0.	
Type og sprog Modulets type: Forelæsningsrække Angivelse af sprog: Dansk og Engelsk	
Mål Viden om og forståelse af <ul style="list-style-type: none">• De vigtigste tilgange og metoder i kvalitativ og kvantitativ forskning og disses relevans for psykologi• Aktuelle tendenser og debatter inden for kvalitativ såvel som kvantitativ forskning• Kvalitative såvel som kvantitative forskningsdesign• Metoder der trækker på mixed designs. Færdigheder i <ul style="list-style-type: none">• At reflektere over og tage kritisk stilling til valg af et omfattende metodefelt• At vurdere implikationer af de anvendte forskningsmetoder,• At behandle videnskabsteoretiske problemstillinger i forhold til flere af de valgte videregående forskningsmetoder. Kompetencer til <ul style="list-style-type: none">• At erkende og diskutere videnskabelige metoders begrænsninger,• At operere med anvendelsen af komplekse og omfattende metodefelt,• At fremstille en nuanceret og dybtgående rapportering af forskningsresultater.	
Fagindhold og sammenhæng med øvrige moduler/semestre Videregående psykologiske forskningsmetoder er placeret på 9. semester inden den studerende skal i gang med sit speciale, og har til hensigt, at give den studerende indsigt i videregående kvalitative og kvantitative forskningsmetoder, samt i begrænset omfang vise hvorledes disse implementeres i praksis. Efter kurset skulle de studerende være i stand til at vurdere og iværksætte videregående kvalitative såvel som kvantitative forskningsprojekter indenfor psykologien. Undervisningen vil indeholde elementer af både teoretiske (men illustreret med konkrete eksempler) og praktiske (via udtænkning af forskningsdesign) elementer. Det er således sigtet, at den studerende herefter kan implementere udvalgte videregående metoder i deres speciale på 10. semester.	
Omfang og forventet arbejdsindsats <i>5 ECTS svarer til 135 timers arbejdsindsats, og disse forventes fordelt på følgende måde:</i>	
Aktivitet	Timer

17 forelæsninger à 2 timer	34
Læsning og forberedelse	116
Eksamen, aktiv deltagelse	0

Antal forelæsninger: 17 x 2 timer

Antal forelæsningshold: 1

Antal seminar timer: 0

Antal seminarhold: 0

Deltagere 9. semester studerende

Deltagerforudsætninger BA i psykologi.

Modulaktiviteter (kursusgange med videre):

Formålet med kurset er, at deltagerne får yderligere indblik i de centrale metoder der er indenfor psykologien, kvantitative, kvalitative, såvel som metoder der går på tværs af denne opdeling eller mere generelle færdigheder. Det er tiltænkt at kurset kan støtte op om den studerendes arbejde på 9. semester, samt klæde dem endeligt på til specialet på 10. semester. Kurset vil børste deltagernes viden af omkring traditionel kvantitativ metode, og åbne op for nye analyser ved at se på "new statistics", en række af de mest anvendte kvalitative metoder i dag, samt metoder som review og metaanalyser. Som del af kurset vil de studerende arbejde i mindre grupper om at lave en præsentation ifm. de forskellige forelæsninger. Studenterpræsentationen vil være på en halv time. Den resterende tid bruges af emnets forelæser til at uddybe emnet yderligere. Emnerne vil blive ud-delt tilfældigt ved lodtrækning ved første undervisningsgang (som er den eneste gang der ikke har et studenteroplæg).

Date	Titel/emne	Underviser(e)
16/9	Introduktion til kurset samt kvantitativ metode opsamling	Thomas Alrik Sørensen
22/9	P-statistik, og udfordringer omkring brugen af denne	Thomas Alrik Sørensen
24/9	Qualitative Research: plurality of approaches, general principles and criteria of evaluation	Carolyn Demuth
29/9	Litteratur review	Carolyn Demuth & Kristine Kahr Nilsson
1/10	Factoranalyse	Einar Baldursson
6/10	Etnografi i psykologisk forskning	Rasmus Birk
8/10	Power, effect sizes, og konfidens intervaller	Aleksandra Kaszowska
13/10	Case Study	Mogens Jensen
15/10	New statistics	Aleksandra Kaszowska
20/10	Discourse Analysis	Carolyn Demuth
22/10	EEG	Aleksandra Kaszowska

27/10	Ethnomethodology and Conversation Analysis (CA)	Pirkko Raudaskoski
29/10	Eye-tracking	Nikita Kharlamov
3/11	Multimodal interaction analysis	Pirkko Raudaskoski
5/11	Identities in action: A discursive psychological approach to studying identities.	Kyoko Murakami
10/11	Narrative Analysis	Carolin Demuth
12/11	Mixed Methods, Method Integration, and Triangulation	Chalotte Glintborg & Carolin Demuth

#1 Introduktion til kvantitativ metode

2 timer v/Thomas Alrik Sørensen.

Forelæsningsrækken starter med en introduktion til kurset og undervisningen, hvor studerende inddeles i grupper ifm. deres studenteroplæg. Herefter vil der gives en kort opfriskning på den traditionelle metode inden for kvantitativ forskning, i forhold til hypotesetestning og de principper der ligger bag. Forelæsningsens mål er at sætte rammerne for bl.a. den aktuelle diskussion omkring brugen af frekventiel statistik og hypotesetestning.

Litteratur

NA

Anbefalet litteratur

Fields, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publishers.

Fisher, R. (1955). Statistical methods and scientific induction. *Journal of the Royal Statistical Society. Series B (Methodological)*, 69–78.

Neyman, J. (1957). "Inductive Behavior" as a Basic Concept of Philosophy of Science. *Revue de l'Institut International de Statistique / Review of the International Statistical Institute*, 25(1/3), 7.
<https://doi.org/10.2307/1401671>

#2 P-statistik og udfordringer omkring brugen af denne

2 timer v/Thomas Alrik Sørensen.

Den anden forelæsning tager afsæt i den første og følger op ved at sætte fokus på den aktuelle diskussion om svagheder og fejlbrug af statistisk testning. Gennem de senere år er en række nye begreber kommet frem som *p*-hacking, harking, etc. Denne undervisningsgang drøfter disse begreber og termer, samt de praksisser der er blevet etableret gennem de senere år.

Litteratur

Fields, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publishers. page 60-78.

Amrhein, V., Greenland, S., & McShane, B. (2019). Scientists rise up against statistical significance. *Nature* 567, 305-307.

Anbefalet litteratur

Fields, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publishers.

Nieuwenhuis, S., Forstmann, B. U., & Wagenmakers, E.-J. (2011). Erroneous analyses of interactions in neuroscience: a problem of significance. *Nature Neuroscience*, 14, 1105–1107.
<https://doi.org/10.1038/nn.2886>

#3 Qualitative Research: plurality of approaches, general principles and criteria of evaluation

2 timer v/Carolín Demuth.

The field of qualitative social research experiences not only increasing popularity but also an increasing pluralism within the past few years. Rather than considering these different approaches as different “methods”, however, they need to be understood as different methodologies coming from various traditions and based on different epistemologies and partly ontologies. This lecture will give both an overview of the heterogeneity of the field as well as of basic principles that apply to qualitative research in general. We will also cover practical aspects such as designing qualitative research, formulating a research question and sampling. Finally, we will discuss how to evaluate the quality of qualitative research and give examples of common criteria used in the field. Through practical examples students are encouraged to reflect on how they can ensure validity in their own research projects.

Litteratur

Flick, U. (2018). *An Introduction to Qualitative Research (6th edition)*, Kap. 3, 4, & 29 London: Sage. [61 sider]

Anbefalet litteratur

Demuth, C. (2015). New Directions in Qualitative Research in Psychology. *Integrative Psychological & Behavioral Science*, 49(2), 125-133 [8 sider]

Demuth, C. (2017) Generalization from Single Cases and the Concept of Double Dialogicality. *Integrative Psychological & Behavioral Science*. 52(1), 77-93

Flick, U. (2018). *An Introduction to Qualitative Research 6th edition*), Chapters 1, 7, 8, 12, 30, 31, London: Sage

Frost, N. & Bailey-Rodríguez, D. (2019). Quality in qualitative research. . In: C. Sullivan and M. A. Forrester: *Doing Qualitative Research in Psychology. A Practical Guide*. 2nd edition. Pp. 60-77-283, London: Sage [18 sider]

Yardly, L. (2008). Demonstrating Validity in Qualitative Psychology. In: Smith, J.: *Qualitative Psychology. A Practical Guide to Research Methods* (2nd ed.). 11 (pp. 235-251) Chapter London: Sage [17 sider]

Willig, C. (2008). *Introducing Qualitative Research in Psychology*. Ch.9 (pp149-161) [13 sider]

#4 Litteratur review

2 timer v/Carolín Demuth & Kristine Kahr Nilsson

The first part of this lecture (in English) will give an introduction on how to do a literature review. The second part (in Danish) will build on this introduction and elaborate on how to do what has been called a “systematic literature review”: Denne forelæsning præsenterer rationale bag systematiske reviews og meta-analyser samt de forskellige led i udførelsen heraf. Endvidere præsenteres internationale krav og standarder til systematiske review og meta-analyser.

Litteratur

Forrester, M. (2012). Doing a literature review. In C. Shaw, Gibson, S., & Riley, S. C. E. (Eds.), *Doing your qualitative psychology project*. (pp. 82-100). London: Sage. [18 sider]

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D.G, The PRISMA Group (2008) Preferred reporting items for systematic reviews and meta-analyses: *The PRISMA Statement*. *PLoS Med*, 6: e1000097. Available at: <http://journals.plos.org/plosmedicine/article/file?id=10.1371/journal.pmed.1000097&type=printable> [6 sider]

Perestelo-Pérez, L. (2013). Standards on how to develop and report systematic reviews in psychology and health. *International Journal of Clinical and Health Psychology*, 13(1):49–57 [8 sider].

Anbefalet litteratur

Shaw, R. (2019) Conducting literature reviews. . In: C. Sullivan and M. A. Forrester: *Doing Qualitative Research in Psychology. A Practical Guide*. 2nd edition. Pp. 78-96, London: Sage [19 sider]

#5 Factoranalyse

2 timer v/*Einar Baldursson*.

Faktoranalysen har det til fælles med Cluster analyse, at den fokuserer på mønstre i data. Anvendelsen af metoderne handler om hvordan man vil gå videre med sine overvejelser. Dette indebærer ikke mindst, at resultatet kræver fortolkning. Metoden skaber forudsætningerne for fortolkningen, men fortæller ikke hvad den indebærer. Det bliver ofte sagt, at begge metoder indebærer et subjektivt element (vurderingen).

Det særlige ved faktoranalysen, er at den i psykologien, overvejende anvendes til at anskueliggøre struktur i mening. Hver faktor er i virkeligheden bud på mening, eller meningsdimension. Relationen mellem faktorer peger på hvordan rummet af givne meninger er struktureret.

På sæt og vis indebærer faktoranalyse en "kvalitativ" dimension. Den er også som udgangspunkt induktiv eller eksplorativ, snarere end deduktiv.

I forelæsningen diskuteres de forskellige muligheder som faktoranalysen byder på, og der gives eksempel på en analyse der omfatter såvel kvalitative som eksplorative elementer.

Litteratur

Haig, B. D. (2005). Exploratory factor analysis, theory generation, and scientific method. *Multivariate Behavioral Research*, 40(3), 303-329. [26 sider]

Anbefalet litteratur

Fields, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publishers.

Tucker, L. R. & MacCallum, R. C. (1997; unpublished manuscript). *Exploratory factor analysis*. Ohio State University, Columbus. Kap 1, 7, & 8.

#6 Etnografiske perspektiver i og på psykologi

2 timer v/*Rasmus Birk*

Denne forelæsning vil gennemgå etnografiske perspektivers brug i psykologien som forskningsfelt og hvordan man kan bruge etnografiske perspektiver til at undersøge psykologien som forskningsfelt- og praksis. Vi vil

gennemgå etnografiens (og deltagerobservationens) historie og forskellige teoretiske, metodologiske og analytiske perspektiver herpå, heriblandt hvordan etnografi og deltagerobservation typisk bruges på tværs af andre samfundsvidenskabelige discipliner (såsom antropologi og sociologi). Dernæst vil det blive diskuteret hvordan etnografi og deltagerobservation kan benyttes i en psykologisk forskningspraksis, og de potentialer og problematikker som knytter sig hertil. Afslutningsvis vil en mindre del af forelæsningsen fokusere på hvordan etnografiske metoder kan bruges til at undersøge psykologiske forskningspraksis i sig selv og analysere hvordan psykologisk viden produceres.

Litteratur

- Tanggaard, L. (2014). Ethnographic Fieldwork in Psychology: Lost and Found? *Qualitative Inquiry*, 20(2), 167–174. [7 sider] <https://doi.org/10.1177/1077800413510876> <https://journals-sagepub-com.zorac.aub.aau.dk/doi/full/10.1177/1077800413510876>
- Ingold, T. (2014). That's enough about ethnography! *HAU: Journal of Ethnographic Theory*, 4(1), 383-395. [12 sider] <https://doi.org/10.14318/hau4.1.021>
<http://zorac.aub.aau.dk/login?url=https://doi.org/10.14318/hau4.1.021>
- Martin, E. (2016). Toward an Ethnography of Experimental Psychology. In D. Bates & N. Bassiri (Eds.), *Plasticity and Pathology* (pp. 1–19). Fordham University Press; JSTOR. [18 sider]
<https://doi.org/10.2307/j.ctt18kr687.6>
<http://zorac.aub.aau.dk/login?url=https://doi.org/10.2307/j.ctt18kr687.6>

Anbefalet litteratur

- Roberts, E. F. S., & Sanz, C. (2018). Bioethnography: A How-To Guide for the Twenty-First Century. In M. Meloni, J. Cromby, D. Fitzgerald, & S. Lloyd (Eds.), *The Palgrave Handbook of Biology and Society* (pp. 749–775). Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-52879-7_32 https://link-springer-com.zorac.aub.aau.dk/chapter/10.1057/978-1-137-52879-7_32
- Amin, A., & Richaud, L. (2020). Stress and the ecology of urban experience: Migrant mental lives in central Shanghai. *Transactions of the Institute of British Geographers*, n/a(n/a).
<https://doi.org/10.1111/tran.12386>

#7 Power, effect sizes, og konfidens intervaller

2 timer v/Aleksandra Kaszowska.

Effect sizes are what we actually observe in our data and are necessary to make judgements and generalizations about data from samples to populations. In this lecture we will learn what effect size means and how it related to statistical power, as well as what it means for a dataset. We will focus on the Cohen's d family of effect size measurements, (including Hedge's g, Glass 'delta, etc.), the correlation family, Common Language Effect Size and Number Needed to Treat.

Litteratur

- Faraone, S. V. (2008). Interpreting Estimates of Treatment Effects: Implications for Managed Care. *Pharmacy and Therapeutics*, 33(12), 700–711. [XX sider]
- Gigerenzer, G., Gaissmaier, W., Kurz-Milcke, E., Schwartz, L. M., & Woloshin, S. (2007). Helping doctors and patients make sense of health statistics. *Psychological Science in the Public Interest*, 8(2), 53–96.
<https://doi.org/10.1111/j.1539-6053.2008.00033.x>. [XX sider]

Anbefalet litteratur

- Fields, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publishers.
- Coolican, H. (2014). *Research methods and statistics in psychology*. Psychology Press.

#8 Case study

2 timer v/Mogens Jensen.

Beskrivelse kommer!

Litteratur

Yin, R. K. (1994). *Case Study Research. Design and Methods* 2nd ed. London SAGE Publications pages 1-53 (53 pages).

Anbefalet litteratur

Flyvbjerg, B. (2008) "Fem misforståelser om casestudiet" side 463-487 i: Brinkmann, S. & Tanggaard, L. (red.). *Håndbog om de kvalitative metoder*. København. Hans Reitzels Forlag.

#9 New statistics – Introduktion til Bayesiansk statistik

2 timer v/Aleksandra Kaszowska.

Hypothesis testing starts with setting up good statistical models for respectively. the null hypothesis and the alternative hypothesis. Then data is used to compare hypotheses by weighting the evidence for them.

We will look at similarities and differences between Bayesian and frequentist model comparisons. We will look at some aspects where Bayesian statistics contribute something new: (1) involving a priori knowledge, (2) Bayes factors vs. p-values, (3) credit intervals vs. confidence intervals, (4) the inclusion of model complexity in the selection of models and (5) imputation of missing data. The purpose is to give the student greater flexibility in statistical analyses.

Litteratur

Dienes, Z. (2011). Bayesian Versus Orthodox Statistics: Which Side Are You On? *Perspectives on Psychological Science*, 6(3), 274–290. <https://doi.org/10.1177/1745691611406920>

Kruschke, J. K. (2015). Introduction: Credibility, Models, and Parameters. *Doing Bayesian Data Analysis: A Tutorial with R, JAGS, and Stan*, 15–30.

Wagenmakers, E.-J., Love, J., Marsman, M., Jamil, T., Ly, A., Verhagen, A. J., & Morey, R. D. (2016). Bayesian Inference for Psychology. Part II: Example Applications with JASP. *Psychonomic Bulletin and Review*, 1–28.

Anbefalet litteratur

Nickerson, R. S. (2000). Null hypothesis significance testing: a review of an old and continuing controversy. *Psychological Methods*, 5(2), 241–301. <https://doi.org/10.1037/1082-989X.5.2.241>

Fisher, R. (1955). Statistical methods and scientific induction. *Journal of the Royal Statistical Society. Series B (Methodological)*, 69–78.

Neyman, J. (1957). "Inductive Behavior" as a Basic Concept of Philosophy of Science. *Revue de l'Institut International de Statistique / Review of the International Statistical Institute*, 25(1/3), 7-22. <https://doi.org/10.2307/1401671>

#10 Discursive Psychology

2 timer v/Carolyn Demuth.

This course will give an introduction to discourse analysis as used in Discursive Psychology. Discursive Psychology looks at how psychological concepts (e.g. identity, emotions, memory) are socially managed in social interactions. The lecture covers basic underlying principles of this approach as well as practical steps of analysis.

Litteratur

Riley, S., & Wiggins, S. (2019). Discourse Analysis. In: C. Sullivan & M. Forrester (eds). *Doing Qualitative Research in Psychology. A Practical Guide* (2nd edition). Pp. 233-256. London: Sage [24 sider]

Anbefalet litteratur

Wiggins, Sally (2017). *Discursive Psychology. Theory, Method and Application*. London: Sage

#11 Introduktion til elektroencefalografi (EEG)

2 timer v/Aleksandra Kaszowska.

This lecture will give an introduction to the electroencephalography (EEG) method. EEG allows us to measure the electrical activity that comes from brain cells that work within cortex. The lecture investigates partly what EEG signals represent, and the strengths and weaknesses of the method. Various study designs will also be discussed, including event-related potentials (ERP) and oscillations and how these measurements are related to psychological investigations.

Litteratur

Luck, S. J. (2014). *An Introduction to the Event-related Potential Technique*. MIT press. 1-32 (kap. 1).

Anbefalet litteratur

NA

#12 Ethnomethodology and Conversation Analysis

2 timer v/ Pirkko Raudaskoski

Ethnomethodology (Maynard & Kardash, 2007) is an approach that developed gestalt theoretical and phenomenological ideas about how members of society understand the world to appreciating how they act in the world. Thus, ethnomethodology is not a purely philosophical perspective but an empirical endeavour to analyse exactly how participants constitute various types of situation (and through that, culture/society).

One of the basic ideas from ethnomethodology that became the central analytical issue for *Conversation Analysis* (CA) is how people methodologically show to each other how they interpret the situation moment-for-moment; how *intersubjectivity* is accomplished as a continuous process.

We will go through the basic idea of ethnomethodology and some of the central results that several decades' of conversation analytic research has revealed of the communicative resources we use to maintain and repair intersubjectivity; how do the participants achieve this collaboration in practice.

Litteratur

Maynard, D. W. & Kardash, T. (2007) Ethnomethodology. In Ritzter, G. (ed.) *Encyclopedia of Sociology* (1483-1486). Boston: Blackwell. Available online from http://www.sociologyencyclopedia.com/fragr_image/media/ethnomethodology [3 sider]

Forrester, M. (2019). Conversation analysis. In: C. Sullivan and M. A. Forrester: *Doing Qualitative Research in Psychology. A Practical Guide*. 2nd edition. Pp. 257-283, London: Sage [27 sider]

Anbefalet litteratur

NA

#13 Introduktion til eye-tracking

2 timer v/Nikita Kharlamov.

Eye-tracking måler på den visuelle adfærd, altså hvor øjnene er rettet i det givne øjeblik. På den måde kan man undersøge, hvilken visuel information forsøgspersonerne indtager i løbet af bestemte opgaver og aktiviteter. Praktisk set er eye-tracking mest brugbar i undersøgelser af opmærksomhedens rolle i forskellige opgaver, såsom læsning og brug af brugeroverflader, samt synssystemets relation til kontrol af sansemotorisk adfærd, fra madlavning til bilkørsel.

Jeg forventer ikke, at I forstår hele dataanalyseafsnit i Davies et al. artikel—så skim afsnit "Defining areas of interest" og "Analysis", men læs "Results" grundigt. Det, forskerne gør i artiklen, er at bygge "Areas of Interest" (AOIs) fra data frem for at definere AOIs manuelt og subjektivt. Ideen er, at det giver robust grund til at sammenligne de to eksperimentelle konditioner på i forhold til især antal og varighed af fikseringer (fixations) samt at sammenligne scanpaths (sekvenser af fikseringer—som Land og Tatler beskriver i Kapitel 3). For vores formål kan vi bare tage AOIs for givet og koncentrere på hovedspørgsmålet: hvorfor er lige disse variabler relevante til eksperimentets uafhængige variabel?

Når I læser Davis et al., tænk på om Land og Tatler vil enes i, at deres problemstilling vedr. forskel på hvordan forsøgspersonerne kigger på malerier overhovedet er relevant, samt om at metoden giver mening i lyset at Land og Tatler.

Forelæsningen afholdes på engelsk.

Litteratur

[Land, M. F., & Tatler, B. W. \(2009\). *Looking and acting: Vision and eye movements in natural behavior*. Oxford, England: Oxford University Press. Kapitel 1 \(10 sider\) og sider 28-32 fra Kapitel 3 \(5 sider\).](#)

Davies, A., Reani, M., Vigo, M., Harper, S., Grimes, M., Gannaway, C., & Jay, C. (2017). Does descriptive text change how people look at art? A novel analysis of eye-movements using data-driven Units of Interest. *Journal of Eye Movement Research*, 10(4):4.
DOI: <https://doi.org/10.16910/jemr.10.4.4>

Anbefalet litteratur

[Duchowski, A. \(2017\). *Eye tracking methodology: Theory and practice* \(3rd ed.\). Cham, Switzerland: Springer.](#)

[Land, M. F., & Tatler, B. W. \(2009\). *Looking and acting: Vision and eye movements in natural behavior*. Oxford, England: Oxford University Press.](#)

[Journal of Eye Movement Research](#)

#14 Multimodal interaction analysis

2 timer v/ Pirkko Raudaskoski

The course will concentrate on how to analyse interaction as a multimodal phenomenon. The approach treats human communication as a multifaceted phenomenon, where *all* aspects of human sense making, not just language use, are important. To capture as many of the communicative resources as possible that the participants in the interaction have available, the interaction situation should be video recorded.

Multimodal interaction analysis widens the analytic lens from CA to cover the use of body (gaze, gestures, bodily positions) and the material surrounds. We take Charles Goodwin's (2000) concept *contextual configuration* as a good example of how the complexity of place-bound human practices can be analysed.

To finish, we go through some analytical examples from various types of situations. For that purpose, you have to be prepared to choose and present one of Goodwin's publications (see link below). You can work in groups and should go through the main analytical points and prepare two questions on problematic issues.

Litteratur

Goodwin, C. (2000) Action and embodiment within situated human interaction. *Journal of Pragmatics* 32: 1489-1522. [33 sider]

Anbefalet litteratur

NA

#15 Identities in action: A discursive psychological approach to studying identities.

2 timer v/ Kyoko Murakami (and Carolin Demuth)

In this session, we shall explore a discourse analysis and its application to social psychological research. The session consists of two parts. In the first part, I shall present key principles of discourse analysis and its development in discursive psychology. The second part of the session will focus on having a go at an empirical work -- analysing a brief extract to see how rhetorical construction is made visible through the analysis. Lastly, we shall discuss possibilities of future research in terms of methodological implication for, and innovation of, social psychological research. A PDF version of the required reading will be available in advance of the session.

Litteratur

Potter, J., & Wetherell, M. (2001). Unfolding discourse analysis. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse theory and practice: A reader* (pp. 198-209). London: Sage [12 sider]

Murakami, K. (2012). Identities in action *Discursive psychology of remembering and reconciliation*. Ch 4 (pp. 75-98) Hauppauge, NY, USA: Nova Science Publishers. [24 sider]

Anbefalet litteratur:

Wetherell, M., & Potter, J. (1992). *Mapping the language of racism: Discourse and the legitimation of exploitation*. New York: Harvester Wheateleaf.

Wetherell, M., Taylor, S., & Yates, S.J. (Eds.). (2001). *Discourse as data: A guide for analysis*. London: Sage (in association with The Open University).

#16 Narrative Analysis

2 timer v/Carolyn Demuth.

Narratives, particularly self-narratives are particularly suitable for studying topics related to identity. The increasing popularity of the study of self-narratives has led to various different approaches to Narrative Analysis in the last few decades. This lecture will focus on the approach put forward by Bamberg and make clear how this approach differs from other approaches of Narrative Analysis. We will both discuss the theoretical underpinnings and demonstrate the analytical steps of analysis in concrete examples.

Litteratur

Bamberg, M. (2012). Narrative analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. Sher (Eds.), *APA handbook of research methods in psychology* (Vol. 2; pp. 85–102). Washington, DC: American Psychological Association. <http://dx.doi.org/10.1037/13620-006> [17 sider]

Anbefalet litteratur:

Bailey-Rodriguez, Frost & Elichoff (2019). Narrative analysis. In: C. Sullivan and M. A. Forrester: *Doing Qualitative Research in Psychology. A Practical Guide*. 2nd edition. Pp. 209-232, London: Sage [24 sider]

#17 Mixed Methods, Method Integration, and Triangulation

2 timer v/ Carolyn Demuth.

Forelæsningen er delt i to dele:

Mixed Methods (Chalotte Glinborg)

Mixed methods research represents an opportunity to build on the specific strengths of quantitative and qualitative research methods to foster synergies between the two, which may allow for a more comprehensive understanding of the problems at stake.

This lecture will cover:

- Overview of epistemology of research with an emphasis on the critical assessment of theories on how knowledge is generated and retained
- Analytical appraisal of quantitative and qualitative methods as applied in different areas of research in international health
- Theory and practice of mixing quantitative & qualitative research methods: answering questions why? What? When? How?
- Controversial aspect of using mixed methods
- Planning, designing, and writing an individual mixed methods project – which design to use

Method Integration and Triangulation (Carolyn Demuth)

Qualitative research experiences an increasing pluralism in the past years. This lecture discusses how various qualitative approaches can be fruitfully integrated within one study. This is different from mixed-method research, which combines qualitative and quantitative procedures. Triangulation is here not understood as a method for validation but as offering various perspectives on a specific phenomena under study.

Litteratur

Creswell, C. & Clark, P. (2011): *Designing and Conducting Mixed Methods Research*. (Chapter 3) [30 sider]

Flick, U. (2019). *An Introduction to Qualitative Research (6th edition)*, Chapter 13, London: Sage [12 sider]

Anbefalet litteratur

Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. *Journal of Mixed Methods Research*, 1(8).

Creswell, C. & Clark, P. (2011). *Designing and Conducting Mixed Methods Research*. (Chapter 1-2)

Flick, U. (2018). *Doing Triangulation and Mixed Methods*. Qualitative Research Kit. Vol 08. London: SAGE

Mertens, D. (2009) *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* (Chapter 10)

Moran-Ellis, J., Alexander, V. D., Cronin, A., Dickinson, M., Fielding, J., Slaney, J., & Thomas, H. (2006). Triangulation and Integration: Processes, Claims and Implications. *Qualitative Research* 6(1), pp. 45–59.

Teddlie, C. et al. (2007). Mixed Methods Sampling: A Typology with Examples. *Journals of Mixed Methods Research*, 1(77)

Yardley, L. & Bishop F. (2017). Mixing Qualitative and Quantitative Methods: A Pragmatic Approach In: Willig, C. & Stainton-Rogers, W. (eds.) *The SAGE Handbook of Qualitative Research in Psychology* (2nd revised edition). Pp. 398-414 London: Sage [17 sider]

Samlet pensumliste, se yderligere anbefalet litteratur under forelæsningsbeskrivelserne:

Amrhein, V., Greenland, S., & McShane, B. (2019). Scientists rise up against statistical significance. *Nature* 567, 305-307. [4 sider]

Bamberg, M. (2012). Narrative analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. Sher (Eds.), *APA handbook of research methods in psychology* (Vol. 2; pp. 85–102). Washington, DC: American Psychological Association. <http://dx.doi.org/10.1037/13620-006> [17 sider]

Dienes, Z. (2011). Bayesian Versus Orthodox Statistics: Which Side Are You On? *Perspectives on Psychological Science*, 6(3), 274–290. <https://doi.org/10.1177/1745691611406920> [16 sider]

Creswell, C. & Clark, P. (2011). *Designing and Conducting Mixed Methods Research*. Kap. 3 [30 sider]

Faraone, S. V. (2008). Interpreting Estimates of Treatment Effects: Implications for Managed Care. *Pharmacy and Therapeutics*, 33(12), 700–711. [11 sider]

Fields, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publishers. [18 sider]

Flick, U. (2018). *An Introduction to Qualitative Research (6th edition)*, Kap. 3, 4, & 29 London: Sage. [61 sider]

Flick, U. (2019). *An Introduction to Qualitative Research* (6th edition), Chapter 13, London: Sage [12 sider]

Forrester, M. (2019). Conversation analysis. In: C. Sullivan and M. A. Forrester: *Doing Qualitative Research in Psychology. A Practical Guide*. 2nd edition. Pp. 257-283, London: Sage [27 sider]

Forrester, M. (2012). Doing a literature review. In C. Shaw, Gibson, S., & Riley, S. C. E. (Eds.), *Doing your qualitative psychology project*. (pp. 82-100). London: Sage. [18 sider]

Gigerenzer, G., Gaissmaier, W., Kurz-Milcke, E., Schwartz, L. M., & Woloshin, S. (2007). Helping doctors and patients make sense of health statistics. *Psychological Science in the Public Interest*, 8(2), 53–96. <https://doi.org/10.1111/j.1539-6053.2008.00033.x>. [43 sider]

- Goodwin, C. (2000). Action and embodiment within situated human interaction. *Journal of Pragmatics*, 32, 1489-1522. [33 sider]
- Haig, B. D. (2005). Exploratory factor analysis, theory generation, and scientific method. *Multivariate Behavioral Research*, 40(3), 303-329. [26 sider]
- Ingold, T. (2014). That's enough about ethnography! *HAU: Journal of Ethnographic Theory*, 4(1), 383-395. [12 sider] <https://doi.org/10.14318/hau4.1.021>
<http://zorac.aub.aau.dk/login?url=https://doi.org/10.14318/hau4.1.021>
- Kruschke, J. K. (2015). Introduction: Credibility, Models, and Parameters. *Doing Bayesian Data Analysis: A Tutorial with R, JAGS, and Stan*, 15–30. [15 sider]
- Luck, S. J. (2014). *An Introduction to the Event-related Potential Technique*. MIT press. 1-33 (kap. 1). [33 sider]
- Martin, E. (2016). Toward an Ethnography of Experimental Psychology. In D. Bates & N. Bassiri (Eds.), *Plasticity and Pathology* (pp. 1–19). Fordham University Press; JSTOR. [18 sider]
<https://doi.org/10.2307/j.ctt18kr687.6> <http://zorac.aub.aau.dk/login?url=https://doi.org/10.2307/j.ctt18kr687.6>
- Maynard, D. W. & Kardash, T. (2007). Ethnomethodology. In Ritzer, G. (ed.) *Encyclopedia of Sociology* (1483-1486). Boston: Blackwell. [3 sider]
- Moher, D., Liberati, A., Tetzlaff, J., & Altman, D.G, The PRISMA Group (2008) Preferred reporting items for systematic reviews and meta-analyses: *The PRISMA Statement*. *PLoS Med*, 6: e1000097. Available at: <http://journals.plos.org/plosmedicine/article/file?id=10.1371/journal.pmed.1000097&type=printable> [6 sider]
- Murakami, K. (2012). Identities in action. *Discursive psychology of remembering and reconciliation*. Ch 4 (pp. 75-98) Hauppauge, NY, USA: Nova Science Publishers. [24 sider]
- Perestelo-Pérez, L. (2013). Standards on how to develop and report systematic reviews in psychology and health. *International Journal of Clinical and Health Psychology*, 13(1), 49–57. [8 sider]
- Potter, J., & Wetherell, M. (2001). Unfolding discourse analysis. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse theory and practice: A reader* (pp. 198-209). London: Sage [12 sider]
- Tanggaard, L. (2012). Validitet i forbindelse med deltagerobservation. I: M. Pedersen, J. Klitmøller & K. Nielsen (red.) *Deltagerobservation. En metode til undersøgelse af psykologiske fænomener*. (s. 202 - 211). København: Hans Reitzels Forlag. [9 sider]
- Wagenmakers, E.-J., Love, J., Marsman, M., Jamil, T., Ly, A., Verhagen, A. J., & Morey, R. D. (2016). Bayesian Inference for Psychology. Part II: Example Applications with JASP. *Psychonomic Bulletin and Review*, 1–28. [28 sider]
- Riley, Sarah & Wiggins, Sally (2019). Discourse Analysis. In: C. Sullivan & M: Forrester (eds). *Doing Qualitative Research in Psychology. A Practical Guide* (2nd edition). Pp. 233-256. London: Sage [24 sider]
- Yin, R. K. (1994). *Case Study Research. Design and Methods* 2nd ed. London SAGE Publications, pages 1-53 [53 sider]

Samlet pensum: 535 sider.

Modulet afsluttes på 9. semester med:

Prøve

Aktiv deltagelse i undervisningen med 80% mødepligt, samt at lave en 30 min præsentation i mindre grupper indenfor et af forelæsningsrækkens emner. Studerende inddeles i grupper ved første undervisningsgang, og herefter trækkes der lod blandt emnerne.

Pensumramme: 500 sider obligatorisk litteratur.
Bedømmelsesform: Bestået/ikke-bestået.
Prøvens omfang: 5 ECTS-point.

Teori, praksis og videnskabelig metode (TPV) for CKH

Teori, Praksis og Videnskabelig Metode, (Theory, Practice, and the Scientific Method)

Center for Klinisk Hverdagspsykologi (CKH)

15 ECTS

STADS-kode *kommer snarest*

Placering

9. Semester

Modulansvarlig

Einar B. Baldursson (einarb@hum.aau.dk)

Bendt Torpegaard Pedersen (torpe@hum.aau.dk)

Undervisere

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Bendt Torpegaard Pedersen (kursusansvarlig, torpe@hum.aau.dk)

Laura Petrini lap@hum.aau.dk

Type og sprog

Professionsprogram – dansk

Mål

Den studerende skal gennem modulet opnå:

Viden om

- Og forståelse af teorier og metoder til i forbindelse med psykologisk praksis og profession
- Og forståelse af metodiske færdigheder i relation til videnskabelig undersøgelse af problemstillinger af relevans for praksis, hvor psykologisk viden er væsentlig

Færdigheder i

- på en præcis, metodisk og reflekteret måde, at udføre og vurdere empiriske og/eller teoretiske studier af praksis, hvor psykologisk viden er væsentlig
- på en faglig kvalificeret måde at kunne vurdere og vælge mellem videnskabelige empiriske metoder og undersøgelser
- at formidle de metodiske valg og begrænsninger på en videnskabelig og faglig relevant måde

Kompetencer til

- ved anvendelse af videnskabelige forskningsmetoder i et selvstændigt metodisk velbegrundet empirisk pilotstudie eller i en metodologisk-kritisk gennemgang af andres empiriske undersøgelser at analysere og bearbejde problemstillinger af relevans for psykologisk praksis og profession
- at tage ansvar for egen faglig udvikling med basis i en forståelse af forholdet mellem teori, metode og praksis

Fagindhold og sammenhæng med øvrige moduler/semestre

Undervisningens faglige omdrejningspunkt omfatter samspillet mellem psykologisk undersøgelse/udredning, diagnostik, intervention/behandling og forebyggelse. Der vil i forbindelse med tilrettelæggelsen af semestrets forelæsninger være fokus på hvordan de kan indgå i samspil med de studerendes projekter. Semester bygger videre på undervisningen på 7ende og 8ende semester.

I undervisning bevares hele vejen igennem samspil mellem flere gensidigt supplerende perspektiver. Personer anskues ud fra et naturalistisk og socialt perspektiv. De anskues som aktører i og som udtryk for sociale forhold, rammer og processer. I forhold til arbejde og organisation indebærer dette dynamisk aktørbegreb, der omfatter gruppeforhold, arbejde og organisation.

Dette indebærer for eksempel at stress anskues som en kollektiv udfordring frem for et individuelt problem. Forebyggelse sker således på organisationsniveau, hvilket også indebærer at organisationsudvikling i høj grad anskues som et led i en forebyggelse.

Faglige og teoretiske forudsætninger

AKO-SNOW beskæftiger sig med en lang række forandringer i normalpsykologi-ske tilstande, der medfører problemer for den berørte og øger risikoen for sværere lidelser. Der er tale om et arbejdsfelt, hvor eventuelle klienter er moderat belastede sammenholdt med psykiatriske patienter, hvorfor de har forudsætningerne for at deltage aktivt i en evt. intervention. Den kliniske tilgangsmåde udgør samtidig et udgangspunkt for udviklingen af en moderne hverdagspsykologi, omfattende AO psykologi med fokus på de dysfunktioner, der udspringer af et moderne arbejdsliv og organisationsformer. Dermed inddrages også betydningen af ny teknologi ift såvel arbejde som hverdagsliv (sociale medier osv). Det projekt går så hånd i hånd med et systematisk fokus på hvorledes socialpsykologiske og neurosociale forståelser kan understøtte en moderne hverdagspsykologi for eksempel i forståelse af smertereaktioner.

Grundantagelsen er at alle de menneskelige ressourcer der bruges i arbejdet, også forbruges og skal derfor reetableres. Det handler om bæredygtig anvendelse af menneskelige ressourcer. Men hvis arbejdet forbruger empati, kreativitet, motivation og identitet, hvordan reetableres disse ressourcer. Er der mekanismer i det moderne arbejde, organisation og sociale liv, der øger risikoen for overudnyttelse af en række menneskelige ressourcer, og dermed medfører øget forekomst af be-stemte psykiske lidelser?

Den forståelse af psykologien der forvaltes, tager sit afsæt i det normalpsykologi-ske område. Dette

indebærer et fokus på dysfunktion, ikke sygdom. På individuelt psykologisk niveau betyder dette at psykiske belastningsreaktioner - som stress, angst, depression, kognitive, sociale og følelsesmæssige konflikter og problemer - primært forstås som ændring i og af normaliteten, ikke som egentlige patologiske tilstande.

For diagnostikkens vedkommende indebærer dette at enhver dysfunktion også ses som udtryk for sociale, arbejdsmæssige, organisatorisk og kulturelle forhold.

Det faglige grundlag bygger på biopsykologi, evolutionær socialpsykologi, hverdagens socialpsykologi, organisationspsykologi og arbejdspsykologi.

Dette peger på en forståelse af den psykologfaglige ydelse som bestående i identifikation af dysfunktionelle strukturer og processer (samspil) og en udviklingsindsats der bygger en på forståelse af hvordan problemer kan løses eller begrænses. Det sker gennem en tredelt procedure, som indebærer en udredning (undersøgelse), der giver grundlaget for en diagnose (karakteristik af de påviste dysfunktioner og deres bagvedliggende årsager) og behandling/intervention (anvisning af type af indsats, der kræves for at udbedre problemet). Samtidig erkendes at indsatsen er kendetegnet ved et løbende samspil mellem undersøgelse, diagnostik og behandling.

Behandlings/udviklings-metoderne er kendetegnet ved en kombination af kritisk, analytisk, strukturel, kognitiv, memetisk, adfærdspsykologisk og socialpsykologiske tilgang. I tråd med moderne fokus på evidensbaseret behandlingsmetodik lægges vægt på samspillet med diagnostisk, evidens, empirisk og teoretisk forankring.

Omfang og forventet arbejdsindsats

En central omdrejning for undervisningen på klinisk hverdagspsykologi på 9. semester er samspillet mellem teori, undersøgelser (herunder eksperimentelle forskning) diagnostik og behandling. Desuden indebærer semestret projektet "Konference om Klinisk Hverdagspsykologi" der retter sig mod aftagerområdet. For de studerende indebærer projektet udformning og afholdelse af oplæg og dertil forberedelse, opreklamering og afholdelse. Undervisningen på semestret består af tre forskellige undervisningsmoduler.

1. Forelæsninger af 4 timer.
2. Kliniske seminarer – Klinisk hverdagspsykologi. Seminaraktivitet hvor de studerende arbejder med kliniske problemstillinger og hvor der gives supervision.
3. Faglig opstart: – Heldags introduktion til de kliniske forløb. Dages forelæsninger fokuserer på den kliniske proces, case analyse, diagnostik og behandling. Den er samtidig en opstart på de kliniske seminarer.
4. Klinisk konference – perspektiver. Konferencen der placeres i afslutningen de semestrets kliniske forløb indebærer at de studerendes præsenterer resultaterne af de kliniske opgaver der er blevet løftet på de kliniske seminarer. Selve formen indebærer også at de studerende skiftes til at præsentere og spørge til case-præsentationer.
5. Novemberkonferencen: Afslutningsvist afholdes en konference hvor der er fokus på forløbenes hverdagspsykologiske perspektiver, i forhold til et belastningsperspektiv, i forhold til et diagnostisk perspektiv, og i forhold til et behandlingsperspektiv. Kombinationen af belastnings- og behandlingsperspektiv vil indebære systematisk inddragelse af et forebyggelsesorienteret perspektiv.
6. Kollektiv vejledning ift 9ende semestersprojektet. Denne aktivitet udføres som 7 undervisningsomgange af 2 time. Dertil komme individuel projektvejledning der aftales løbende. Fordelingen mellem kollektiv og individuel vejledning vil typisk være 33/66 procent.

Projektarbejdet (9ende semestersprojektet)

Der gennemføres et fagligt fordybelsesprojekt (9. ende semesters projekt). Her gives der vejledning i en kombination af kollektiv og individuel vejledning. Fokuset på kollektiv vejledning er udtryk for et ønske om at fremme kollektiv læring. De studerende vil have mulighed for at vælge fra en bred palet af emner fra alle de 5 søjler der udgør grundlaget og rammen for AKO-SNOW programmet. Der vil også være mulighed for at udforme projekter der er baseret på casemateriale. Det kan omfatte såvel cases for undervisningen på 9ende semester,

som problemstillinger der er forbundet med praktikken på 8ende semester. De studerende vil kunne vælge en vejleder fra gruppen af 5 personer der er tilknyttet semestret.

Aktivitet	Timer
<i>Forelæsninger 2 á 4 timer</i>	8
<i>Faglig opstart á 1 á 8 timer</i>	8
<i>Kliniske seminarer 6 á 8 timer</i>	48
<i>Forberedelse til kliniske seminarer 6 * 16 timer</i>	96
<i>Klinisk konference – perspektiver 1 á 8 timer</i>	8
<i>Konference: perpspektiver forberedelse</i>	16
<i>Novemberkonference 1 á 8</i>	8
<i>Novemberkonference forberedelse</i>	16
<i>Vejledning (kollektiv)</i>	14
<i>Vejledning (individuel)</i>	2
<i>Anvendt teoretisk hverdagspsykologi</i>	16
<i>Læsning, forberedelse og projektskrivning</i>	165

Antal forelæsningshold: 1

Antal seminarhold: 1

Deltagere

14

Deltagerforudsætninger

Deltagelse og gennemførelse af 9ende semester på AKO-SNOW, er at der forudgående er gennemført 7ende og 8ende semester på AKO-SNOW.

Modulaktiviteter (kursusgange med videre)

Alle aktiviteter forventes udført gennem online fora, f.eks. Zoom eller team.

Eksamen

Prøveform: Projektexamen med intern censur. Pensumramme: 1500 sider vejledergodkendt, selvvalgt litteratur i tilknytning til projektet. Normeret prøvetid: Ved gruppeprøver: 20 minutter pr. studerende samt 10 minutter til votering og karaktergivning pr gruppe, dog højst 2 timer pr. gruppe. For individuelle eksamener er prøvetiden 30 minutter inklusiv votering og karaktergivning. Bedømmelsesform: Der gives en karakter efter 7-trinsskalaen.

Vægtning: Projektrapporten og den mundtlige præstation vægtes med en samlet bedømmelse.

Teori, praksis og videnskabelig metode (TPV) for CPEP

Modultitel, ECTS-angivelse (og evt. STADS-kode) <i>Teori, Praksis og Videnskabelig Metode – CPEP</i> 15 ECTS
Placering 9. Semester
Modulansvarlig For CP-delprogram: Brady Wagoner (wagoner@hum.aau.dk), Carolin Demuth (cdemuth@hum.aau.dk) For EP-delprogram: Mogens Jensen (mogensj@hum.aau.dk)
Type og sprog Projektmodul Sprog: dansk og engelsk
Mål <ul style="list-style-type: none">• Samme som for øvrige versioner af Teori, Praksis og Videnskabelig Metode
Fagindhold og sammenhæng med øvrige moduler/semestre Modulet er opdelt, så næste al undervisning foregår opdelt i de to del-programmer, så dette beskrives nærmere under disse nedenfor. Den eneste fælles aktivitet er en skriveworkshop med Sarah Awad, hvor hun hjælper med skriveprocessen omkring de studerendes projekter.
Omfang og forventet arbejdsindsats Se under delprogrammerne
Deltagere Se under delprogrammerne
Deltagerforudsætninger Studerende der har fulgt CPEP (eller tidligere PPSA eller CP) på 8.semester
Modulaktiviteter (kursusgange med videre) Se under delprogrammerne
Eksamen Projekt-eksamen – se under delprogrammerne

Undermodul: CP

Modultitel, ECTS-angivelse (og evt. STADS-kode) <i>Delprogram Cultural Psychology (CP) fra CPEP</i> 15 ECTS
Placering 9. Semester
Modulansvarlig og øvrige undervisere Brady Wagoner (wagoner@hum.aau.dk) , Carolin Demuth (cdemuth@hum.aau.dk) , Jaan Valsiner (jvalsiner@hum.aau.dk) , Sarah Awad (awads@hum.aau.dk) ,
Type og sprog Projektmodul Sprog: engelsk
Mål <ul style="list-style-type: none">• Samme som for øvrige versioner af Teori, Praksis og Videnskabelig Metode
Fagindhold og sammenhæng med øvrige moduler/semestre The 9th semester of the CP program builds on the previous semesters of the subprogram and has the goal to combine theory (7th sem.), practice (8th sem.) and method with a focus on methodology. The semester aims at providing students with the skills and expertise to apply cultural psychology approaches to research.

Students will do a project that addresses methodological aspects from a CP perspective. This can e.g. be done in form of a pilot study or a literature review which will both help them to orient towards the Speciale. Students will be able to do a project already designed by a faculty member or to invent their own.

The semester consists of a series of seminars to accompany and support students in their project as well as project supervision.

Omfang og forventet arbejdsindsats

The teaching includes a joint writing workshop for the entire CPEP program, 5 seminars and supervision⁵

Aktivitet	Timer
Writing workshop	4
5 seminargange à 4 timer	
Læsning, projektarbejde og forberedelse	
Eksamen	4

NB: lektioner tælles som timer.

Antal seminar timer: 5 x 4 timer

Antal seminarhold: 1

Joining writing workshop for the entire CPEP program: 1 x 4 timer

Deltagere

Students of the CP sub-program

Deltagerforudsætninger

Participation in the 8th sem. of the CP subprogram (or as equivalent 8th sem. of the former CP program)

Modulaktiviteter (kursusgange med videre)

Writing workshop for the entire CPEP program (Sarah Awad)

5 seminars à 4 hours every 2 weeks with 2 teachers (Carolin Demuth & Brady Wagoner)

Project supervision

Pensum

1500 pages self-chosen literature after approval by the supervisor

Eksamen

Oral exam with internal censors.

Internal censors: Brady Wagoner, Carolin Demuth, Sarah Awad and Jaan Valsiner

Undermodul: EP

Modultitel, ECTS-angivelse (og evt. STADS-kode)

Delprogram Educational Psychology (EP) fra CPEP

15 ECTS

Placering

9. Semester

Modulansvarlig og øvrige undervisere

- Mogens Jensen (mogensj@hum.aau.dk), Paula Cavada-Hrepich, Thomas Szulevicz, Sarah Awad

Type og sprog

Projektmodul og primært på dansk

Mål

- Samme som for øvrige versioner af Teori, Praksis og Videnskabelig Metode

Fagindhold og sammenhæng med øvrige moduler/semestre

Studerende på EP har været igennem et forløb, hvor de på 7.semester blev introduceret til temaer og felter inden for anvendt pædagogisk psykologi samt forskning og teori udviklet omkring dette. På 8.semester blev dette uddybet på Videregående Anvendt Psykologi II, hvor pensum i dette kursus i undervisningen blev koblet med de studerendes erfaringer fra praktikken, der også lå på 8.semester. Nu er der således skabt et solidt kendskab til teori og forskning inden for anvendt pædagogisk psykologi, og de studerende har selv fået erfaringer fra praksis. På 9.semester er de derfor godt rustet til at beskrive og udføre en videnskabelig undersøgelse af en problemstilling, der rummer både teori og praksis.

Omfang og forventet arbejdsindsats

Undervisningen omfatter dels den fælles skriveworkshop for hele CPEP, dels 5 seminarer hvor de studerende øver sig i praktisk supervision, og dels af vejledning af de grupper, de skriver projekt i.

Aktivitet	Timer
Skriveworkshop	4
5 seminar gange à 4 timer	20
Vejledning af projektgrupper	
Læsning, projektarbejde og forberedelse	
Eksamen	4

NB: lektioner tælles som timer.

Antal seminar timer: 5 x 4 timer med to undervisere (Paula Cavada-Hrepich, Mogens Jensen)

Antal seminarhold: 1

Fælles skriveworkshop for hele CPEP 1 x 4 timer

Deltagere

Studerende på EP delprogrammet

Deltagerforudsætninger

Deltagelse på EP på 8.semester eller tidligere deltagelse på CP eller PPSA

Modulaktiviteter (kursusgange med videre)

Skriveworkshop for hele CPEP i oktober

5 seminarer à 4 timer hver anden uge fra uge 37 med supervisorsøvelser og projektvejledning

Derudover projektvejledning.

Eksamen

Almindelig projektexamen med intern censur

Paula Cavada-Hrepich og Niels Bjerre Tange

Teori, praksis og videnskabelig metode (TPV) for KUR

Modultitel dansk *Teori, Praksis og Videnskabelig Metode – KUR*

ECTS 15 ECTS

STADS-kode *kommer snarest*

Placering

9. Semester

Modulansvarlig

For KHARE: Chalotte Glintborg (cgl@hum.aau.dk) og Tia G. B, Hansen, (tia@hum.aau.dk) for Børnesprogklinikken: Hanne Søndergaard Knudsen (hannebsk@hum.aau.dk) og Kristine Jensen de López (kristine@hum.aau.dk)

Type og sprog: dansk og engelsk

Mål: TPV er et projektmodul, hvor al litteratur er selvvalgt. Målene fremgår af studieordningen. Undervisningens hensigt er at facilitere, at hver studerende indenfor sit specifikke interesseområde integrerer noget tidligere lært (VAP1, VAP2, praktik samt bacheloruddannelsen) med videnskabelige metoder og selvvalgt litteratur til et projekt, der gerne er vidensproducerende i sig selv, og gerne er et forarbejde til en empirisk undersøgelse i specialet. Foruden vejledning af de enkelte projekter består undervisningen af workshops med underviseroplæg samt almindelige seminarer.

Fagindhold og sammenhæng med øvrige moduler/semestre

KUR TPV kører opdelt på de to linjer hhv. BSPK og KHAREBSPK: 8 workshops. Herudover kommer individuel projektvejledning. KHARE: 5 workshops á 4 timer og 4 seminarer á 4 timer. Herudover kommer individuel projektvejledning.

Deltagere

Se under delprogrammerne

Deltagerforudsætninger

Studerende der har fulgt et af KURs delprogrammer på 8 semester

Modulaktiviteter (kursusgange med videre) Se under delprogrammerne

Eksamen: Chalotte Glintborg, Tia G. B, Hansen, Hanne Søndergaard Knudsen og Kristine Jensen de López

Pensumramme: 1500 sider vejledergodkendt, selvvalgt litteratur i tilknytning til projektet. Normeret prøvetid: Ved gruppeprøver: 20 minutter pr. studerende samt 10 minutter til votering og karaktergivning pr gruppe, dog højst 2 timer pr. gruppe. For individuelle eksamener er prøvetiden 30 minutter inklusiv votering og karaktergivning.

Bedømmelsesform: Der gives en karakter efter 7-trinsskalaen.

Der foretages en samlet bedømmelse af projektrapporten og den mundtlige præstation.

Prøvens omfang: 15 ECTS-point.

Delprogram under KUR - KHARE

Modultitel dansk Teori, Praksis og Videnskabelig Metode – Delprogram under KUR (KHARE)

ECTS 15 ECTS

STADS-kode *kommer snarest*

Placering

9. Semester

Modulansvarlig

For KHARE: Chalotte Glintborg (cgl@hum.aau.dk) og Tia G. B, Hansen, (tia@hum.aau.dk)

Type og sprog: dansk og engelsk

Mål: samme som beskrivelsen for KUR. Foruden vejledning af de enkelte projekter består undervisningen af workshops med underviseroplæg samt almindelige seminarer og mulighed for at særligt mindfulness-engagerede kan køre et forløb med KUR 7. semester.

Fagindhold og sammenhæng med øvrige moduler/semestre

KHARE: 5 workshops á 4 timer og 4 seminarer á 4 timer. Herudover kommer individuel projektvejledning.

Omfang og forventet arbejdsindsats

Eksempel:

10 ECTS svarer til 270 timers arbejdsindsats, og disse forventes fordelt på følgende måde:

Aktivitet	Timer
<i>forelæsninger à timer</i>	
<i>Evalueringer</i>	
<i>seminargange à timer</i>	
<i>Læsning og forberedelse</i>	
<i>Eksamen</i>	4

Antal forelæsninger: 20

Antal forelæsningshold: 1

Antal seminarer: 16

Antal seminarhold: 1

Deltagere

Se under delprogrammerne

Deltagerforudsætninger

Studerende der har fulgt et af KURs delprogram KHARE på 8 semester			
Modulaktiviteter (kursusgange med videre) Se under delprogrammerne			
<p>Eksamen Pensumramme: 1500 sider vejledergodkendt, selvvalgt litteratur i tilknytning til projektet. Normeret prøvetid: Ved gruppeprøver: 20 minutter pr. studerende samt 10 minutter til votering og karaktergivning pr gruppe, dog højst 2 timer pr. gruppe. For individuelle eksamener er prøve- tiden 30 minutter inklusiv votering og karaktergivning.</p> <p>Bedømmelsesform: Der gives en karakter efter 7-trinsskalaen. Der foretages en samlet bedømmelse af projektrapporten og den mundtlige præstation</p> <p>Prøvens omfang: 15 ECTS-point.</p>			
Gang	TID@julie	Emne	Underviser/e
1.	4 KT 1/9	Workshop: intro til TPV, problemformulering & gruppedannelse	Tia Hansen & Charlotte Glintborg
2.	4 KT 2. uge af sept	Review/systematisk litteratursøgning	Tia Hansen
3.	4 KT 3. uge af sept	Workshop: Mindfulness + evt. plan forløb med KHARE7	Mette Kold
4.	4 KT uge 40	Seminar	Tia Hansen
5.	4 KT Uge 43	Seminar	Tia Hansen
6.	4 KT Uge 45	Seminar	Tia Hansen
7.	4 KT Uge 48	Seminar	Tia Hansen
8.	8 KT Uge 49/50	Workshop: International gæsteforelæsning	NN
9.	4 KT	Workshop: Mindfulness + evt. feedback forløb med KHARE7	Mette Kold

	december		
Gang	TID@julie	Emne	Underviser/e
1.	4 KT 1/9	Workshop: intro til TPV, problemformulering & gruppedannelse	Tia Hansen & Charlotte Glintborg
2.	4 KT 2. uge af sept	Review/systematisk litteratursøgning	Tia Hansen
3.	4 KT 3. uge af sept	Workshop: Mindfulness + evt. plan forløb med KHARE7	Mette Kold
4.	4 KT uge 40	Seminar	Tia Hansen
5.	4 KT Uge 43	Seminar	Tia Hansen
6.	4 KT Uge 45	Seminar	Tia Hansen
7.	4 KT Uge 48	Seminar	Tia Hansen
8.	8 KT Uge 49/50	Workshop: International gæsteforelæsning	NN
9.	4 KT december	Workshop: Mindfulness + evt. feedback forløb med KHARE7	Mette Kold

Feltet med blå: KHARE 7. semester deltager også.

Delprogram under KUR - Børnesprogklinikken

Modultitel dansk Teori, Praksis og Videnskabelig Metode – Delprogram under KUR Børnesprogklinikken)

ECTS 15 ECTS

STADS-kode *kommer snarest*

Placering
9. Semester

Modulansvarlig
For Børnesprogklinikken (Hanne Søndergaard Knudsen (Hanne Bruun Søndergaard Knudsen (hannebsk@hum.aau.dk) og Kristine Jensen de López (kristine@hum.aau.dk)

Type og sprog: dansk og engelsk

Mål: samme som beskrivelsen for KUR. BSPK har fokus på almen og atypisk udvikling. Endvidere fokuseres på sprogets og kommunikationens betydning for udvikling og trivsel hos primært børn og unge og på psykiske konsekvenser af handicap (fysisk eller psykisk sygdom) i et livslangt perspektiv. Formålet er overordnet at fremme livskvalitet og modvirke marginalisering på trods af sygdom eller vanskelige livsbetingelser.

Fagindhold og sammenhæng med øvrige moduler/semestre

KHARE: 5 workshops á 4 timer og 4 seminarer á 4 timer. Herudover kommer individuel projektvejledning.

Omfang og forventet arbejdsindsats

Eksempel:

10 ECTS svarer til 270 timers arbejdsindsats, og disse forventes fordelt på følgende måde:

Aktivitet	Timer
8 forelæsninger á 2 timer	16
Evalueringer	
8 seminargange á 2 timer	16
Læsning og forberedelse	
Eksamen	4

Antal forelæsninger: 20

Antal forelæsningshold: 1

Antal seminar timer: 16

Antal seminarhold: 1

Deltagere

Se under delprogrammerne

Deltagerforudsætninger

Studerende der har fulgt et af KURs delprogram KHARE på 8 semester

Modulaktiviteter (kursusgange med videre)

8 workshops. Herudover kommer individuel projektvejledning

Feltet med blå: BSPK 7. semester deltager også.

Gang	Kl	Emne	Underviser/e
1.	8.15-12	Introduktion til TPV, gruppedannelser, problemformulering.	Kristine Jensen de López
2.	8.15-12	Systematisk Litteratursøgning i praksis	Hanne B. S. Knudsen
3.	8.15-12	Dataanalyse i praksis	Kristine Jensen de López
4.	8.15-12	Dataanalyse og fortolkning	Hanne B. S. Knudsen
5.	14.30-16.15 (samlæst med Børnesprogklinikken 7 sem)	Narrativer fra forældre til udsatte børn	Gæst & Kristine Jensen de López
6.	8.15-12	Vurdering af projektets resultater	Hanne B.S. Knudsen
7.	8.15-12	Paneldiskussioner	Kristine Jensen de López
8.	8.15-12	Konklusioner og fremadrettet og juleafslutning med 7 semester	Kristine Jensen de López & Hanne B.S. Knudsen

Eksamen

Pensumramme: 1500 sider vejledergodkendt, selvvalgt litteratur i tilknytning til projektet.

Normeret prøvetid: Ved gruppeprøver: 20 minutter pr. studerende samt 10 minutter til voting og karaktergivning pr gruppe, dog højst 2 timer pr. gruppe. For individuelle eksamener er prøve- tiden 30 minutter inkl. voting og karaktergivning.

Bedømmelsesform: Der gives en karakter efter 7-trinsskalaen. Der foretages en samlet bedømmelse af projektrapporten og den mundtlige præstation.

Prøvens omfang: 15 ECTS-point.

Modultitel, ECTS-angivelse (og evt. STADS-kode)

Teori, praksis og videnskabelig metode (TVP) – Universitetsklinikken (UK)
15 ECTS

Placering

9. semester

Modulansvarlig

Kristine Kahr Nilsson (kkn@hum.aau.dk)

Ole Karkov Østergaard (karkov@hum.aau.dk)

Gæsteunderviser: Christina Mohr Jensen (Christina@j.nr.dk)

Type og sprog

Dansk

Mål

Modulet har til formål at facilitere den studerendes proces ift. at udarbejde et projekt, der binder den psykologiske praksis og videnskabelig undersøgelse af problemstillinger relevante for praksis sammen. På modulet afholdes workshops, der skal understøtte den studerendes evne til at udvikle og gennemføre relevant psykologisk forskning med afsæt i psykologiske problemstillinger.

Den studerende skal gennem modulet opnå:

Viden om

- Og forståelse af teorier og metoder til i forbindelse med psykologisk praksis og profession
- Og forståelse af metodiske færdigheder i relation til videnskabelig undersøgelse af problemstillinger af relevans for praksis, hvor psykologisk viden er væsentlig

Færdigheder i

- på en præcis, metodisk og reflekteret måde, at udføre og vurdere empiriske og/eller teoretiske studier af praksis, hvor psykologisk viden er væsentlig
- på en faglig kvalificeret måde at kunne vurdere og vælge mellem videnskabelige empiriske metoder og undersøgelser
- at formidle de metodiske valg og begrænsninger på en videnskabelig og faglig relevant måde

Kompetencer til

- ved anvendelse af videnskabelige forskningsmetoder i et selvstændigt metodisk velbegrundet empirisk pilotstudie eller i en metodologisk-kritisk gennemgang af andres empiriske undersøgelser at analysere og bearbejde problemstillinger af relevans for psykologisk praksis og profession
- at tage ansvar for egen faglig udvikling med basis i en forståelse af forholdet mellem teori, metode og praksis

Fagindhold og sammenhæng med øvrige moduler/semestre

På dette modul bygges der videre på tidligere semestres fokus på samspillet mellem psykologisk praksis og videnskabelig metode, som bl.a. var fokus på den studerendes 2. og 4. semester. Endvidere bygger modulet videre på færdigheder og teoretiske problemstillinger omkring forskning i praksis, introduceret på 8. semester.

Der gennemføres workshops og seminarer, som omhandler problemstillinger, der er relevante for de studerendes arbejde med 9. semesters projekt. Der bliver bl.a. afholdt workshops om, hvordan man udfører et systematisk review og om meta-analysen som metode.

Omfang og forventet arbejdsindsats

På modulet afholdes 6 workshops af 4 timers varighed

Antal forelæsninger: 6x2 timer

Antal forelæsningshold: 1

Antal seminartimer: 6x2 timer

Antal seminarhold: 1

Eksamen

Modulet afsluttes på 9. semester med en intern mundtlig prøve. Prøven er en diskussion mellem den/de studerende, eksaminator og censor med udgangspunkt i den udarbejdede projektrapport (se studieordningen).

Workshops:

I starten af semesteret afholdes fire workshops. På den første workshop bliver de studerende præsenteret for krav og muligheder ift. at udarbejde et forskningsprojekt på 9. semester. På de derefter følgende workshops vil de studerende blive præsenteret til forskellige metoder, som de kan anvende i deres projekt. Hensigten er at denne undervisning skal understøtte projektarbejde. Workshopsne indeholder en blanding af formel undervisning og øvelser. På en af workshopsne deltager evt. personale fra Aalborg Universitets Bibliotek mht. at bidrage med deres kompetencer ift. litteratursøgning. Formålet med disse workshops er at skabe kendskab til og praktiske færdigheder i.f.t. at udføre et systematisk review/meta-analyse.

Kursusgang	Dato/Klokkeslet	Antal timer	Tema/Emne	Undervisere
1.		4x45 min	Intro-seminar	Kristine Kahr Nilsson og Ole Karkov
2.		4x45min	Review workshop (fælles med BUP)	Christina Mohr

3.		4x45min	Review workshop (fælles med BUP)	Christina Mohr
4.		4x45min	Case-workshop	Ole Karkov
5.		4x45min	Case-workshop	Ole Karkov
6.		4x45min	Projektworkshop og afslutning	Kristine Kahr Nilsson

1. Workshop: Introduktion til 9. semesterprojektet (UK)

Ved Kristine Kahr Nilsson og Ole Karkov

Den første workshop har til formål at introducere 9. semesters projektarbejde. Workshoppen vil indeholde forskellige øvelser, som har til formål at facilitere deres projektarbejde i forhold til emnevalg, metode og problemformulering. De studerende vil med afsæt i PICO/PICo modellen formulere forskningsspørgsmål, der er tilstrækkeligt målrettede, relevante og specifikke til at de kan besvares igennem projektarbejde. Endvidere indeholder workshoppen også en række anbefalinger til planlægning og tidsprioritering.

2. Workshop: Systematisk litteratursøgning del 1 (BUP og UK)

Ved Christina Mohr

I denne workshop introduceres den studerende for principperne i at udføre systematiske reviews. Workshoppen har fokus på at introducere den studerende for hvordan en undring eller nysgerrighed over en psykologisk fænomen/problemstilling, kan oversættes til forskningsspørgsmål der kan danne grundlag for udførelsen af systematiske reviews. Der vil i denne workshop veksles mellem gruppearbejde med egne projekter og teoretisk undervisning og sparring fra underviser.

3. workshop: Systematisk litteratursøgning del 2 (Både BUP og UK)

Ved Christina Mohr

I denne workshop arbejdes der videre med metoden. I denne workshop er fokus på konkrete redskaber til søgning, valg af databaser og redskaber til dokumentation og præsentation af undersøgelsen.

4. workshop: case-studier i psykoterapi proces og udbytte (UK)

Ved Ole Karkov Østergaard

På denne workshop vil de studerende blive præsenteret for casestudier, som en systematisk måde til at behandle og rapportere kompleks information fra psykoterapeutiske forløb. Vi vil desuden gennemgå hvordan effekten af psykoterapi og klinisk signifikant forandring kan udregnes. De studerende vil komme til at arbejde med deres egne cases.

5. workshop: case-studier i psykoterapi proces og udbytte (UK)

Ved Ole Karkov Østergaard

I denne workshop vil de studerende arbejde videre med casestudier i proces og udbytte.

6. workshop: projektarbejde og afslutning

Ved Kristine Kahr Nilsson

I denne workshop vil fokus være på afrapportering, visualisering og formidling af resultater fra projektarbejdet. Dette er efterfulgt af evaluering og afslutning af Universitetsklinikken som professionsprogram

Teori, praksis og videnskabelig metode (TPV) for NEURO

Projektmodul: Teori, Praksis og Videnskabelig Metode 2020 (15 ECTS)

Modulansvarlig: Thomas Alrik Sørensen (alrik@hum.aau.dk)

Underviser: Thomas Alrik Sørensen (TAS), Maria Nordfang (MN), Trine Okkerstrøm Ryttersgaard (TOR), Jonas Olsen Dall (JOD), Aureore Zelazny (AZ) & NN.

Placering: 9. semester

Type og sprog: English

Omfang og forventning: The main goal of the teaching is to introduce students to some assessment methods used in cognitive neuroscience and neuropsychology and to help them to use such instruments in the context of a psychological/neuropsychological investigations (i.e. their project). The theoretical background and the methodology of the project are free but they have to be scientific and empirical relating to neuropsychology and neuroscience (and approved by the teachers of the course). The topic and problem of the project can be cognitive, neuropsychological, and basic or applied. The assessment methods of the project can be naturalistic observations; interviews, psychophysical/psychophysiological responses, self-reports, questionnaires, diary methods, tests, or experiments. Students are encouraged to make projects that relate to ongoing research of the Centre for Cognitive Neuroscience in order to strengthen the project, which ideally should result in data that are publishable. At the end of the course students should be able to both evaluate and realize in a critical and reflective way a psychological assessment in the context of a psychological investigation.

Deltagere: Students 9 sem. neuropsychology programme.

Antal forelæsninger: 9 lectures of 4 hours each (36 hours in total)

Date	Duration	Topic	Lecturer
Week 36	12.30-16.15	Lecture/Workshop 1: Introduction and generation of ideas	TAS
Week 37 (ikke mandag eller tirsdag)	12.30-16.15	Lecture/Workshop 2: From idea to project	TAS
Week 38	12.30-16.15	Lecture/Workshop 3: Designing the experiment	TAS

Week XX	12.30-16.15	Lecture/Workshop 4: Introduction to computer-based experiments	MN
Week XX	12.30-16.15	Lecture//Workshop 5: Design and analysis	MN
Week XX	12.30-16.15	Lecture/Workshop 6: Analysis of results – handling data	JOD
Week XX	12.30-16.15	Lecture/Workshop 7: Analysis of results	JOD
Week XX	12.30-16.15	Lecture/Workshop 8: Research and public dissemination of results	MN
Week XX	12.30-16.15	Lecture/Workshop 9: Dissemination of results	All professors

Antal forelæsningshold: The course is based of 9 lectures of 4 hours each (36 hours in total)

Antal seminarer: There are no seminars but instead have student supervision of the individual projects they conduct. Examples of supervisors: Thomas Alrik Sørensen, Maria Nordfang, Trine Okkerstrøm Ryttersgaard, Jonas Olsen Dall, NN, & Aurore Zelazny.

Antal seminarhold: 0

Prøveform: Internal combined oral and written project report examination

The report has to be between 15 and 20 pages per student, however, for individual projects the maximum pages cannot exceed 30 pages. The projects are typically individual projects. The report must include the following:

a) An article following the standard principle for scientific publications, this part has to be between 10-15 pages per student, and a maximum of 25 pages. For individual projects this part may not exceed 15 pages.

b) Secondly, the report must include a theoretical section where the student discusses the research background for the article part, including particular aspects of the investigation, as well as

a section on further perspectives that may be extended from the results. This part may not exceed 10 pages (this is both for individual and group projects).

Bedømmelsesform: Grading is done using the 7-point scale

Prøvens omfang: 15 ECTS

Deltagerforudsætninger Students enrolled in the neuropsychology master programme

Oversigt:

Introduction: Each lecture is structured around a common topic, which corresponds to a step of students' project (i.e. Theory, Methods, Data Analyses, Presentation of the Results and Discussion).

Uddybning af kursus-forløbet:

Workshops 1 & 2 Introduction and Theoretical Brainstorm

Thomas Alrik Sørensen.

During workshops 1 & 2 students will get a general introductory overview on how to conduct a scientific research investigation by receiving concrete examples from their supervisors. A brainstorm will follow where students will be invited to actively reflect on the identification of possible research questions regarding their area of interest.

Since the students will be actively working in the construction of their own study, it is important that they have already chosen an area of investigation where they know some of the fundamental theoretical background to base their own project.

Workshops 3, 4 & 5: Assessment Method and Research Problem

Thomas Alrik Sørensen, Maria Nordfang.

During these workshops the students will work on how to design an experiment in order to generate usable data that are capable of answering questions of interest.

The focus will be on:

- Choice of the sample
- Choice of the design ("true" experiment, "quasi" experiment; case study, etc.?)
- The identification of the variables (Independent and Dependent variables)
- Formulation of the operation questions or hypotheses

Students will present the method of their project and they will be invited to assess their colleagues and

teachers with the instruments that they are planning to use (i.e. piloting). The piloting can also be presented as a video during the workshop and commented by the students' colleagues and teachers.

Workshops 6 & 7: Data Analyses

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Prøvens omfang: 15 ECTS

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Underviser: Thomas Alrik Sørensen (TAS), Maria Nordfang (MN), Trine Okkerstrøm Ryttersgaard (TOR), Jonas Olsen Dall (JOD), Aurore Zelazny (AZ) & NN.

Placering: 9. semester

Type og sprog: English

Omfang og forventning: The main goal of the teaching is to introduce students to some assessment methods used in cognitive neuroscience and neuropsychology and to help them to use such instruments in the context of a psychological/neuropsychological investigations (i.e. their project). The theoretical background and the methodology of the project are free but they have to be scientific and empirical relating to neuropsychology and neuroscience (and approved by the teachers of the course). The topic and problem of the project can be cognitive, neuropsychological, and basic or applied. The assessment methods of the project can be naturalistic observations; interviews, psychophysical/psychophysiological responses, self-reports, questionnaires, diary methods, tests, or experiments. Students are encouraged to make projects that relate to ongoing research of the Centre for Cognitive Neuroscience in order to strengthen the project, which ideally should result in data that are publishable. At the end of the course students should be able to both evaluate and realize in a critical and reflective way a psychological assessment in the context of a psychological investigation.

Deltagere: Students 9 sem. neuropsychology programme.

Antal forelæsninger: 9 lectures of 4 hours each (36 hours in total)

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Bedømmelsesform: Grading is done using the 7-point scale

Prøvens omfang: 15 ECTS

Deltagerforudsætninger Students enrolled in the neuropsychology master programme

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Bedømmelsesform: Grading is done using the 7-point scale

Prøvens omfang: 15 ECTS

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Deltagere: Students 9 sem. neuropsychology programme.

Antal forelæsninger: 9 lectures of 4 hours each (36 hours in total)

Date	Duration	Topic	Lecturer
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Week XX	12.30-16.15	Lecture/Workshop 6: Analysis of results – handling data	JOD
Week XX	12.30-16.15	Lecture/Workshop 7: Analysis of results	JOD
Week XX	12.30-16.15	Lecture/Workshop 8: Research and public dissemination of results	MN
Week XX	12.30-16.15	Lecture/Workshop 9: Dissemination of results	All professors

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Antal seminarer: There are no seminars but instead have student supervision of the individual projects they conduct. Examples of supervisors: Thomas Alrik Sørensen, Maria Nordfang, Trine Okkerstrøm Ryttersgaard, Jonas Olsen Dall, NN, & Aurore Zelazny.

Antal seminarhold: 0

Prøveform: Internal combined oral and written project report examination

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a section on further perspectives that may be extended from the results. This part may not exceed 10 pages (this is both for individual and group projects).

Bedømmelsesform: Grading is done using the 7-point scale

Prøvens omfang: 15 ECTS

Deltagerforudsætninger Students enrolled in the neuropsychology master programme

Oversigt:

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Projektmodul: Teori, Praksis og Videnskabelig Metode 2020 (15 ECTS)

Modulansvarlig: Thomas Alrik Sørensen (alrik@hum.aau.dk)

Underviser: Thomas Alrik Sørensen (TAS), Maria Nordfang (MN), Trine Okkerstrøm Ryttersgaard (TOR), Jonas Olsen Dall (JOD), Aurore Zelazny (AZ) & NN.

Placering: 9. semester

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Modulbeskrivelse (en beskrivelse for hvert modul)

Modultitel, ECTS-angivelse (og evt. STADS-kode)

Teori, praksis og videnskabelig metode (TVP) – BUP
15 ECTS

Placering

9. semester

Modulansvarlig

Christina Mohr Jensen (christina.j@rn.dk), Ane Søndergaard Thomsen (anest@hum.aau.dk) & Kristine Kaahr (kkn@hum.aau.dk)

Type og sprog

Dansk

Mål

Modulet har til formål at facilitere den studerendes proces ift. at udarbejde et projekt, der binder den psykologiske praksis og videnskabelig undersøgelse af problemstillinger relevante for praksis sammen. På modulet afholdes workshops og seminarer, der skal understøtte den studerendes evne til at udvikle og gennemføre relevant psykologisk forskning med afsæt i psykologiske problemstillinger.

Den studerende skal gennem modulet opnå:

Viden om

- Og forståelse af teorier og metoder til i forbindelse med psykologisk praksis og profession
- Og forståelse af metodiske færdigheder i relation til videnskabelig undersøgelse af problemstillinger af relevans for praksis, hvor psykologisk viden er væsentlig

Færdigheder i

- på en præcis, metodisk og reflekteret måde, at udføre og vurdere empiriske og/eller teoretiske studier af praksis, hvor psykologisk viden er væsentlig
- på en faglig kvalificeret måde at kunne vurdere og vælge mellem videnskabelige empiriske metoder og undersøgelser
- at formidle de metodiske valg og begrænsninger på en videnskabelig og faglig relevant måde

Kompetencer til

- ved anvendelse af videnskabelige forskningsmetoder i et selvstændigt metodisk velbegrunnet empirisk pilotstudie eller i en metodologisk-kritisk gennemgang af andres empiriske undersøgelser at analysere og bearbejde problemstillinger af relevans for psykologisk praksis og profession
- at tage ansvar for egen faglig udvikling med basis i en forståelse af forholdet mellem teori, metode og praksis

Fagindhold og sammenhæng med øvrige moduler/semestre

På dette modul bygges der videre på tidligere semestres fokus på samspillet mellem psykologisk praksis og videnskabelig metode, som bl.a. var fokus på den studerendes 2. og 4. semester. Endvidere bygger modulet videre på færdigheder og teoretiske problemstillinger omkring forskning i praksis, introduceret på 8. semester. Der gennemføres workshops og seminarer, som omhandler problemstillinger, der er relevante for de studerendes arbejde med 9. semesters projekt. Der bliver bl.a. afholdt workshops om, hvordan man udfører et systematisk review og om meta-analysen som metode.

Omfang og forventet arbejdsindsats

På modulet afholdes 3 workshops af hhv. 1x2 timers varighed, 2x4 timers varighed (10 timer i alt) og 3x4 timers seminarer (12 timer i alt).

Antal forelæsninger: 10 timers varighed
Antal forelæsningshold: 1
Antal seminar timer: 12 timer
Antal seminarhold: 1
Eksamen <i>Modulet afsluttes på 9. semester med en intern mundtlig prøve. Prøven er en diskussion mellem den/de studerende, eksaminator og censor med udgangspunkt i den udarbejdede projektrapport (se studieordningen).</i>

Workshops:

I starten af semesteret afholdes tre workshops. Den første workshop har til formål at introducere krav og muligheder ift. at udarbejde et forskningsprojekt på 9. semester samt drøftelse af gruppedannelse. De to sidste workshops består af en blanding af formel undervisning og øvelser. På workshoppen deltager evt. personale fra Aalborg Universitets Bibliotek mht. at bidrage med deres kompetencer ift. litteratursøgning. Formålet med disse workshops er at skabe kendskab til og praktiske færdigheder i.f.t. at udføre et systematisk review/meta-analyse.

Kursusgang	Varighed	Tema/Emne	Forelæser
1	2x45 min.	Introduktion til 9. semesters projekt	Christina Mohr Jensen
2	4x45 min.	Systematisk litteratursøgning og introduktion til meta-analyse	Christina Mohr Jensen/Kristine Kaahr
3	4x45 min.	Systematisk litteratursøgning - søgning og dokumentation	Christina Mohr Jensen/Kristine Kaahr og evt. mulig gæstefore- læser

7. Workshop: Introduktion til 9. semesterprojektet

Den første workshop har til formål at introducere krav og muligheder ift. at udarbejde et forskningsprojekt på 9. semester. Her drøftes bl.a. aspekter af tidshåndtering og valg af forskningsdesign samt drøftelse af emner og gruppedannelse.

8. Workshop: Systematisk litteratursøgning del 1

I denne workshop introduceres den studerende for principperne i at udføre systematiske reviews. Workshoppen har fokus på at introducere den studerende for hvordan en undring eller nysgerrighed over et psykologisk fænomen/problemstilling, kan oversættes til forskningsspørgsmål der kan danne grundlag for udførelsen af

systematiske reviews. Der vil i denne workshop veksles mellem gruppearbejde med egne projekter og teoretisk undervisning og sparring fra underviser.

9. Workshop: Systematisk litteratursøgning del 2

I denne workshop arbejdes der videre med metoden. I denne workshop er fokus på konkrete redskaber til søgning, valg af databaser og redskaber til dokumentation og præsentation af undersøgelsen.

Seminar:

Udover workshopsene afholdes der tre seminargange a 4 timers varighed. Formålet med seminarrækken er både at skabe et forum til faglig diskussion og at få sparring på og inspiration til de konkrete projekter. Denne sparring foregår primært ved, at de studerende præsenterer materiale eller problemer for hinanden, hvilket kan danne ramme for peer-to-peer vejledning og diskussion. Disse seminarer ledes af vejlederne på semesteret.

Seminargangene vil tage udgangspunkt i de studerendes egne projekter og proces. Seminarerne er spredt udover semesteret og vil vedrøre de forskellige faser i udarbejdelsen af projektet. Temaerne for disse seminarer udvælges af de studerende og kan f.eks. omhandle projekttidé/problemformulering, metodevalg (evt. pilotstudie, review mv.), analyse, diskussion af metode, formidling og forholdet mellem projekt og praksis.

Udover de fælles seminargange er der individuel vejledning jf. de fastsatte rammer.

Valgfag fælles for hele årgangen

Valgfag: Generelle terapeutkompetencer – i teori og praksis

<p><i>Psykopatologi og generelle terapeutiske kompetencer – med særlig fokus på terapeutiske kompetencer og praksistræning</i></p>
<p>Modultitel, ECTS-angivelse § 28</p> <p>Dansk titel: <i>Psykopatologi og generelle terapeutiske kompetencer – med særlig fokus på terapeutiske kompetencer og praksistræning</i></p> <p>Engelsk titel: Psychopathology, deliberate practice and training of general psychotherapeutic competences</p> <p>I alt 10 ECTS Stadskode: HEAVK0015</p>
<p>Placering 9. semester</p>
<p>Kursusansvarlig Ole Roxo Karkov Østergård: karkov@hum.aau.dk Kristine Kahr Nilsson: kkn@hum.aau.dk</p>
<p>Undervisere Ole Roxo Karkov Østergård Kristine Kahr Nilsson Catarina Gunnarsson</p>
<p>Type og sprog Valgfag – dansk</p>
<p>Mål Den studerende skal opnå:</p> <p>Viden om:</p> <ul style="list-style-type: none">• Generelle psykoterapeutiske færdigheder og kompetencer (non-specifikke terapeutiske faktorer)• Forskellige årsagssammenhænge ved psykopatologi og psykiske lidelser <p>Færdigheder i:</p> <ul style="list-style-type: none">• At arbejde med sin egen følelsesmæssige indstilling, empati og responsivitet som terapeut• Etablering af en terapeutisk alliance og håndtering af alliancebrud• At kunne formulere og kommunikere et interpersonelt fokus for behandlingen på baggrund af en caseformulering• At kunne diskutere styrker og begrænsninger ved forskellige teorier, som beskæftiger sig med barn-

dommens langvarige betydning for det psykiske helbred

- At kunne beskrive forskellige faktorer, der medierer eller modererer effekten af aversive barndomsoplevelser på udviklingen af psykopatologi

Kompetencer til:

- At kunne identificere og arbejde med egne psykoterapeutiske færdigheder, som er fælles på tværs af psykoterapeutiske retninger
- At kunne anvende enkelte metoder til at undersøge eksponering for belastning og aversive barndomsoplevelser hos voksne
- At kunne stå for egen videre faglige udvikling på feltet

Fagindhold og sammenhæng med øvrige moduler/semestre

Kurset præsenterer den nyeste forskning i centrale dele af klinisk psykologi gennem forelæsninger, øvelser, hjemmeopgaver med træning af generelle terapeutfærdigheder og deltagelse i forskning.

Kurset giver en indføring i centrale psykoterapeutiske færdigheder og kompetencer, som har betydning for den psykoterapeutiske proces og udbytte på tværs af psykoterapeutiske retninger. Derfor bliver disse kompetencer også ofte kaldt "non-specifikke" eller "fælles faktorer". Endvidere vil der blive præsenteret et udviklingspsykopatologisk perspektiv på psykiske problemer og lidelser. Hovedfokus vil imidlertid være på en mere anvendelsesorienteret og praksisnær del, hvor deltagerne skal arbejde med egne terapeutiske færdigheder ved at lave rollespil og se og respondere på videoklip med terapisituationer.

Omfang og forventning

Fem hele kursusdage med i alt 30 timers undervisning.

Forelæsningerne vil blive suppleret med case-eksempler, rollespil og øvelser.

Kursusdeltagerne skal imellem hver kursusdag træne deres terapeutiske færdigheder ved at se og respondere som terapeuter på videoklip med klienter i specifikke terapisituationer, som relaterer sig til emnet for den foregående forelæsning (fx alliancebrud). De studerende får feedback på deres svar fra underviser og fra medstuderende, som således også skal give feedback til medstuderende som en del af kurset.

Forskning indgår som en del af kurset. Formålet med forskningen er at undersøge de studerendes udbytte af undervisningen og har til hensigt at informere de psykologistuderendes læringsprocesser inden for det kliniske område. Deltagerne skal derfor være indstillede på at deltage i et forskningsprojekt, som involverer besvarelse af spørgeskemaer og tests. Spørgeskemaer og tests besvares på to tidspunkter: før kursusopstart og efter kurset.

Deltagere

Kurset er et valgfag på psykologi, 9. semester

Deltagerforudsætninger

Studerende på kandidatdelen af psykologiuddannelsen

Modulaktiviteter (kursusgange mv.)

Antal forelæsningshold: 1

Antal forelæsninger: 5 dage med 6 x 45 min. I alt 30 timer.

Eksamen: Prøve nr. 20.

Valgfaget består ved tilfredsstillende aktiv deltagelse, hvilket indebærer 75% tilstedeværelse samt indløsning af samtlige opgaver, som stilles i løbet af kurset, hvilket inkluderer læsning af litteratur, aktiv deltagelse i rollespil og diskussioner og besvarelse af alle hjemmeopgaver, hvor terapeutiske færdigheder trænes. Skulle en studerende ikke opnå afløsning i

form af aktiv tilfredsstillende deltagelse har man brugt sit første prøveforsøg og reeksamen tæller som 2. prøveforsøg (individuel, skriftlig hjemmeopgave, 5-7 sider, problemstilling godkendt af underviser).

Bedømmelsesform: bestået/ikke bestået

Opgaverettere:

Kristine Kahr Nilsson

Ole Karkov Østergård

Kursusbeskrivelse:

Kurset tager udgangspunkt i en kompetencemodel for psykoterapeutisk praksis og træning af terapeutfærdigheder, som er udviklet af University College London (UCL). UCL har fem kompetencedomæner og skelner her mellem kompetencer, der er "non-specifikke" eller fælles for alle psykoterapeutiske retninger og kompetencer, som er specifikke for en bestemt retning eller psykopatologi. Dette modul vil arbejde med fælles kompetencer, som inkluderer evnen til at udarbejde en case-formulering, emotionel kontakt og kommunikation, opbygning af en terapeutiske alliance, håndtering af alliancebrud og arbejde med udfordrende klientsituationer. I forskningen betegnes disse også som "non-specifikke" eller "fælles faktorer". Der er solid empirisk evidens for betydningen af disse fælles faktorer, således er det blevet anslået, at de forklarer dobbelt så meget af effekten af psykoterapi sammenlignet med teknikker, som er specifikke for en bestemt terapiretning. Disse faktorer er i høj grad afhængige af terapeutens interpersonelle færdigheder. Desuden peger forskningen på, at terapeuten har større betydning for terapieffekten end den specifikke metode. Der er dermed god grund til at sætte fokus på og træne disse fælles færdigheder og kompetencer. Vi vil gøre dette gennem forelæsninger efterfulgt af hjemmeopgaver, hvor de studerende skal arbejde med de terapeutiske færdigheder ved at se og respondere på videoer med terapisisituationer. Her vil vi bruge on-line platformen Theravue, som benytter principper fra deliberate practice, der kan defineres som systematiske træningsaktiviteter, specielt designet til at forbedre den enkeltes præstation ved at sætte mål og delmål, gentagne øvelse og løbende feedback på egen kompetenceopnåelse. Endeligt vil kurset kort præsentere et udviklingspsykopatologisk perspektiv på psykiske problemer og lidelser.

Kursusgange:

Består af 5 undervisningsdage af 6 x 45 min.

Empati og responsivitet

Temaet for den første gang er fleksibelt terapeutisk nærvær, hvor vi bygger videre på de basale counseling/helper skills, som de fleste af jer har arbejdet med til interventionsmetode/samtaletræning. Vi vil arbejde med tilknytningsmønstre og responsivitet, spejling, empati og compassion med den vanskelige klient og håndtering af modoverføring. Teori og forskning vil blive gennemgået. Desuden vil vi praktisere og øve spejling, empati, følelsesmæssig indstilling og responsivitet gennem rollespil, og ved at den studerende responderer på videoklip med terapisisituationer. Hjemmeopgaver skal laves inden anden undervisningsgang.

Pensum:

Bennett-Levy, J. (2006). Therapist skills: A cognitive model of their acquisition and refinement. *Behavioural and Cognitive Psychotherapy*, 34(1), 57–78. (22 s.)

Daly, K. D. & Mallinckrodt, B. (2009). Experienced Therapists' Approach to Psychotherapy for Adults With Attachment Avoidance or Attachment Anxiety. *Journal of Counseling Psychology*, 56(4), 549–563. (15 s.)

- Elliott, R., Bohart, A. C., Watson, J. C., & Murphy, D. (2018). Therapist Empathy and Client Outcome: An Updated Meta-Analysis. *Psychotherapy*, 55(4), 399-410. doi:10.1037/pst0000175. (12 s.)
- Gabbard, G. O. (2001). A Contemporary Psychoanalytic Model of Countertransference. *Journal of Clinical Psychology: In Session*, 57(8), 983-991. (9 s.)
- Greenberg, Leslie S.; Elliott, Robert (1997). Varieties of empathic responding. In: Bohart, Arthur C. & Greenberg, Leslie S. (Eds.), *Empathy reconsidered: New directions in psychotherapy* (pp. 167-186) Washington, DC, US: American Psychological Association. <https://doi.org/10.1037/10226-000>. (20 s.)
- Ivey, A. E. Ivey, M. B. and Carlos P. Zalaquett C. P. (2016). *Essentials of intentional interviewing : counseling in a multicultural world* (Third edition. ed., pp 50-129). Boston, Massachusetts: Cengage Learning. (80 s.)
- Ridley, C. R., Kelly, S. M., & Mollen, D. (2011). Microskills Training: Evolution, Reexamination, and Call for Reform. *The Counseling Psychologist*, 39(6), 800-824. (25 s.)
- Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Counseling Psychology*, 21, 95-103 (9 s.)
- Rogers, C. R. (1975). Empathic: An unappreciated way of being. *Journal of Counseling Psychology*, 5, 2-10 (9 s.)
- Sandler J. (1976): Countertransference and role-responsiveness. *International review of Psycho-Analysis* 3, 43-47. (5 s.)
- Talia, A., Taubner, S. & Miller-Bottome, M. (2019): Advances in research on attachment-related psychotherapy processes: seven teaching points for trainees and supervisors. *Research in Psychotherapy: Psychopathology, Process and Outcome*, 22, 359-368. (10 s.)
- Thériault, A, Gazzola, N. & Richardson, B. (2009). Feeling of Incompetence in Novice Therapists: Consequences, Coping, and Correctives. *Canadian Journal of Counselling*, 43:2, pp. 105 – 119. (17 s.)
- Wampold, B. E. (2015). How important are the common factors in psychotherapy? An update. *World Psychiatry*, 14(3), 270-277. (8 s.)

Undervisningsressourcer: Terapivideo med Carl Rogers og/eller Leslie Greenberg og Theravue

Etablering af den terapeutiske alliance

Til denne undervisningsgang bygger vi videre på sidste undervisningsgang, idet terapeutens autensitet, varme og accept, empati og responsivitet er vigtige for opbygning af den terapeutiske alliance. Begrebet om den terapeutiske alliance stammer fra den psykoanalytiske tradition, men senere har bl.a. Carl Rogers med sin klient-centrerede terapi ydet væsentlige bidrag til forståelse af alliancen. Efter Bordin (1979) opfattes den terapeutiske alliance i dag hovedsageligt som en fælles faktor karakteriseret ved tre aspekter: (1) enighed om terapiens målsætning, (2) enighed om terapiens arbejdsopgaver og (3) det emotionelle bånd mellem klient og terapeut. Alliancen er den bedst dokumenterede non-specifikke eller fælles faktor i psykoterapi, således inkluderende meta-analysen af Flückiger, Del Re, Wampold, og Horvath (2018) mere end 30.000 terapiforløb og fandt, at en god terapeutisk alliance har stor betydning for det terapeutiske udbytte på tværs af terapiretninger. Efter forelæsningserne vil vi igen øve opbygning af den terapeutiske alliance, både gennem rollespil og ved at respondere på videoklip af terapisisituationer. Hjemmeopgaver skal laves inden tredje undervisningsgang.

Pensum:

- Ackerman, S. J., & Hilsenroth, M. J. (2003). A review of therapist characteristics and techniques positively impacting the therapeutic alliance. *Clinical Psychology Review*, 23(1), 1-33. doi:10.1016/S0272-7358(02)00146-0. (34 s.)
- Bachelor, A. (1995). Clients' perception of the therapeutic alliance: A qualitative analysis. *Journal of Counseling Psychology*, 42(3), 323-337. <https://doi.org/10.1037/0022-0167.42.3.323>. (15 s.)
- Bordin, E. S. (1979). The generalizability of the psychoanalytic concept of the working alliance. *Psychotherapy: Theory, Research and Practice*, 16, 252-260 (9 s.)

- Flückiger, C., Del Re, A. C., Wampold, B. E., & Horvath, A. O. (2018). The alliance in adult psychotherapy: A meta-analytic synthesis. *Psychotherapy (Chicago, Ill.)*, 55(4), 316-340. (25 s.)
- Hougaard, E. (2019). *Psykoterapi: teori og forskning* (3. reviderede udgave ed.). Kap 10, pp. 307-356. Kbh.: Dansk Psykologisk Forlag. (49 s.)
- Tron, G. S., Birch, S. E., & Verkuilen, J. (2018). Meta-Analyses of the Relation of Goal Consensus and Collaboration to Psychotherapy Outcome. *Psychotherapy*, 55(4), 372-383. doi:10.1037/pst0000170. Kan inddrages. (12 s.)
- Ulvenes, P. G., Berggraf, L., Hoffart, A., Stiles, T. C., Svartberg, M., McCullough, L., & Wampold, B. E. (2012). Different Processes for Different Therapies: Therapist Actions, Therapeutic Bond, and Outcome. *Psychotherapy*, 49(3), 291-302. doi:10.1037/a0027895 (12 s.)

Undervisningsressourcer:

Theravue, <http://cultureofempathy.com/References/Experts/Carl-Rogers.htm>

Håndtering af alliancebrud

På tredje undervisningsdag vil vi arbejde med identifikation og reparation af alliancebrud ud fra Safran gruppens model. Safran skelner mellem konfrontations- og tilbagetrækningsmarkører for alliancebrud og inddeler arbejdet med alliancebrud i 5-6 faser, som inkluderer at opdage alliancebruddet, udforske det empatisk og hjælpe klienten med at udtrykke bagvedliggende følelser og oplevelser, fx af sårbarhed eller vrede. Efter forelæsningen vil vi arbejde med alliancebrud gennem rollespil og ved at respondere på terapivideoer, hvor der sker alliancebrud. Hjemmeopgaver skal laves inden fjerde undervisningsgang.

Pensum:

- Eubanks, C. F., Muran, J. C., & Safran, J. D. (2018). Alliance Rupture Repair: A Meta-Analysis. *Psychotherapy*, 55(4), 508-519 (12 s.)
- Eubanks-Carter, C., Muran, J. C., & Safran, J. D. (2015a). Alliance-focused training. *Psychotherapy*, 52(2), 169-173. doi:10.1037/a0037596. (5 s.)
- Eubanks-Carter, C., Muran, J. C., & Safran, J. D. (2015b). Rupture Resolution Rating System (3RS). *Mount Sinai-Beth Israel Brief Psychotherapy Research Program*. Unpublished Manuscript. doi: 10.13140/2.1.1666.8488
- Eubanks, C. F., Muran, J. C., & Safran, J. D. (2010). Alliance ruptures and resolution. In J. C. Muran & J. P. Barber (Eds.), *The therapeutic alliance: An evidence-based guide to practice* (pp. 74–94). New York, NY: Guilford Press. Skal med (21 s.)
- Hill, C. E. (2010). Qualitative studies of negative experiences in psychotherapy. In J. C. Muran & J. P. Barber (Eds.), *The therapeutic alliance: An evidence-based guide to practice* (pp. 63–73). New York, NY: Guilford Press. (11 s.)
- Marmarosh, C. L., Schmidt, E., Pembleton, J., Rotbart, E., Muzyk, N., Liner, A., . . . Salmen, K. (2015). Novice Therapist Attachment and Perceived Ruptures and Repairs: A Pilot Study. *Psychotherapy*, 52(1), 140-144. (5 s.)
- Safran, J. Muran, J. C., Demaria, A., Boutwell, C., Eubanks-Carter, C. & Winston, A. (2014). Investigating the impact of alliance-focused training on interpersonal process and therapists' capacity for experiential reflection. *Psychotherapy Research*, 24(3), 269-285. Eventuelt. (17 s.)
- Safran, J. & Muran, J. C., (2000). *Negotiating the therapeutic alliance: a relational treatment guide* (2. print. ed.). New York, N.Y: Guilford Press. (pp. 1-231). (232 s.)

Undervisningsressourcer:

Safran, J. D., & Muran, J. C. (2006). Resolving therapeutic impasses. CustomFlix. <http://www.amazon.com>.
www.therapeutic-alliance.org/clinical-tools.html for video demonstrationer af arbejde med alliancebrud (“My way or the highway”)

Theravue

Caseformulering

Den fjerde undervisningsdag vil først præsentere et udviklingspsykopatologisk perspektiv på psykiske problemer og lidelser. Inden for dette perspektiv beskæftiger teoretiske modeller sig med, hvordan opvækstforhold interagerer med iboende sårbarhed i forhold til udviklingen af psykiske problemer og lidelser. I den forbindelse vil undervisningen introducere begrebet biologisk forankring (eng. biological embedding), som omhandler hvordan tidlige barndomsoplevelser bliver inkorporeret i individets neurobiologi og somatik. Tilmed vil undervisningen beskæftige sig med hvordan tidlige relations mønstre, som er dannet i barndommen, og som har en vedligeholdende betydning i forhold til psykopatologi, kan adresseres og ændres igennem psykoterapeutisk behandling. Til sidst vil vi have fokus på at lave en formulering af klienternes centrale interpersonelle eller relationelle konflikt, som Luborsky formulerer ud fra klientens interpersonelle ønske, (forventet) respons fra den anden og selvets respons. Vi vil arbejde med at formulere den interpersonelle konflikt både til undervisning og med hjemmeopgaver, som skal laves inden den 5. kursusdag

Pensum:

- Baldwin, J. R., Reuben, A., Newbury, J. B., & Danese, A. (2019). Agreement between prospective and retrospective measures of childhood maltreatment: a systematic review and meta-analysis. *JAMA psychiatry*, 76(6), 584-593. (8 s.)
- Cicchetti, D. (2010). Resilience under conditions of extreme stress: A multilevel perspective. *World Psychiatry*, 9, 1-10. (10 s.)
- Daly, K. D. & Mallinckrodt, B. (2009). Experienced Therapists' Approach to Psychotherapy for Adults With Attachment Avoidance or Attachment Anxiety. *Journal of Counseling Psychology*, 56(4), 549-563. (15 s.)
- Eells, T. D. (2002). Formulation. In M. Hersen and W. Sledge (Eds.), *The encyclopedia of psychotherapy* (pp. 815-822). New York: Academic Press. (8 s.)
- Eells, T.D., Kendjelic, E.M., & Lucas, C.P. (1998). What's in a case formulation? Development and use of a content coding manual. *Journal of Psychotherapy Practice and Research*, 7, 144-153. (10 s.)
- Daniel, S. I. (2006). Adult attachment patterns and individual psychotherapy: A review. *Clinical psychology review*, 26(8), 968-984. (16 s.)
- Heinonen, E., Knekt, P., Härkänen, T., Virtala, E., & Lindfors, O. (2018). Associations of early childhood adversities with mental disorders, psychological functioning, and suitability for psychotherapy in adulthood. *Psychiatry research*, 264, 366-373. (7 s.)
- Levenson, H., & Strupp, H. H. (2007). Cyclical maladaptive patterns: Case formulation in time-limited dynamic psychotherapy. In T. D. Eells (Ed.), *Handbook of psychotherapy case formulation*, 2nd ed. (164-197). New York: Guilford Press. (33 s.)
- Luborsky, L. & Barrett, M. S. (2007). The core conflictual relationship theme: A basic case formulation method. In T. D. Eells (Ed.), *Handbook of psychotherapy case formulation*, 2nd ed. (pp. 105-135). New York: Guilford Press. (34 s.)
- Levy, K. N., Kivity, Y., Johnson, B. N. & Gooch, C. V. (2018). Adult attachment as a predictor and moderator of psychotherapy outcome: A meta-analysis. *Journal of Clinical Psychology*, 74, 1996-2013. <https://doi.org/10.1002/jclp.22685>. (18 s.)
- Norman, R.E., & Byambaa, M. (2012). The long-term health consequences of child physical abuse, emotional abuse, and neglect: a systematic review and meta-analysis. *PLoS Medicine*, 9. (31 s.)

Undervisningsressourcer:

Video med Levenson

Theravue

Terapeutisk ekspertise – en syntese

Til den sidste undervisningsdag vil vi integrere bidragene fra de første fire gange. Dernæst vil vi arbejde med, hvordan vi som terapeuter kan respondere empatisk på vanskelige klienter, både i opbygningen af en alliance, kommunikation af et interpersonelt fokus, samt ved alliancebrud.

Pensum:

- Anderson, T., Ogles, B. M., Patterson, C. L., Lambert, M. J., & Vermeersch, D. A. (2009). Therapist effects: facilitative interpersonal skills as a predictor of therapist success. *Journal of Clinical Psychology*, 65(7), 755-768 (14 s.)
- Hill, C. E., Spiegel, S. B., Hoffman, M. A., Kivlinghan, Jr, D. M. & Gelso, C. J. (2017). Therapist expertise in psychotherapy revisited. *The Counseling Psychologist*, 45(1): 7-53. (47 s.)
- Tracey, T. J., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in psychotherapy: An elusive goal? *American Psychologist*, 69(3), 218-229. doi: <http://dx.doi.org/10.1037/a0035099>. (12 s)
- UCL Competence Framework: Generic Psychotherapeutic Competences. (12 s.)
(https://www.ucl.ac.uk/pals/sites/pals/files/migrated-files/Humanistic_generic_competences.pdf) (13 s.)

Samlet pensumliste:

- Ackerman, S. J., & Hilsenroth, M. J. (2003). A review of therapist characteristics and techniques positively impacting the therapeutic alliance. *Clinical Psychology Review*, 23(1), 1-33. doi:10.1016/S0272-7358(02)00146-0. (34 s.)
- Anderson, T., Ogles, B. M., Patterson, C. L., Lambert, M. J., & Vermeersch, D. A. (2009). Therapist effects: facilitative interpersonal skills as a predictor of therapist success. *Journal of Clinical Psychology*, 65(7), 755-768 (14 s.)
- Bachelor, A. (1995). Clients' perception of the therapeutic alliance: A qualitative analysis. *Journal of Counseling Psychology*, 42(3), 323–337. <https://doi.org/10.1037/0022-0167.42.3.323>. (15 s.)
- Baldwin, J. R., Reuben, A., Newbury, J. B., & Danese, A. (2019). Agreement between prospective and retrospective measures of childhood maltreatment: a systematic review and meta-analysis. *JAMA psychiatry*, 76(6), 584-593. (8 s.)
- Bennett-Levy, J. (2006). Therapist skills: A cognitive model of their acquisition and refinement. *Behavioural and Cognitive Psychotherapy*, 34(1), 57–78. (22 s.)
- Berens, A. E., Jensen, S. K. G., & Nelson, C. A. 3rd. (2017). Biological embedding of childhood adversity: from physiological mechanisms to clinical implications. *BMC Medicine*, 15:135. (12 s.)
- Bordin, E. S. (1979). The generalizability of the psychoanalytic concept of the working alliance. *Psychotherapy: Theory, Research and Practice*, 16, 252-260 (9 s.)
- Cicchetti, D. (2010). Resilience under conditions of extreme stress: A multilevel perspective. *World Psychiatry*, 9, 1-10. (10 s.)
- Daly, K. D. & Mallinckrodt, B. (2009). Experienced Therapists' Approach to Psychotherapy for Adults With Attachment Avoidance or Attachment Anxiety. *Journal of Counseling Psychology*, 56(4), 549–563. (15 s.)
- Daniel, S. I. (2006). Adult attachment patterns and individual psychotherapy: A review. *Clinical psychology review*, 26(8), 968-984. (16 s.)
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- Eubanks-Carter, C., Muran, J. C., & Safran, J. D. (2015b). Rupture Resolution Rating System (3RS). *Mount Sinai-Beth Israel Brief Psychotherapy Research Program*. Unpublished Manuscript. doi: 10.13140/2.1.1666.8488. (57 s.)
- Eubanks, C. F., Muran, J. C., & Safran, J. D. (2010). Alliance ruptures and resolution. In J. C. Muran & J. P. Barber (Eds.), *The therapeutic alliance: An evidence-based guide to practice* (pp. 74–94). New York, NY: Guilford Press. Skäl med (21 s.)
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- Gabbard, G. O. (2001). A Contemporary Psychoanalytic Model of Countertransference. *Journal of Clinical Psychology: In Session*, 57(8), 983–991. (9 s.)
- Greenberg, Leslie S.; Elliott, Robert (1997). Varieties of empathic responding. In: Bohart, Arthur C. & Greenberg, Leslie S. (Eds.), *Empathy reconsidered: New directions in psychotherapy* (pp. 167-186) Washington, DC, US: American Psychological Association. <https://doi.org/10.1037/10226-000>. (20 s.)
- Heinonen, E., Knekt, P., Härkänen, T., Virtala, E., & Lindfors, O. (2018). Associations of early childhood adversities with mental disorders, psychological functioning, and suitability for psychotherapy in adulthood. *Psychiatry research*, 264, 366-373. (7 s.)
- Hill, C. E. (2010). Qualitative studies of negative experiences in psychotherapy. In J. C. Muran & J. P. Barber (Eds.), *The therapeutic alliance: An evidence-based guide to practice* (pp. 63–73). New York, NY: Guilford Press. (11 s.)
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- Ivey, A. E. Ivey, M. B. and Carlos P. Zalaquett C. P. (2016). *Essentials of intentional interviewing : counseling in a multicultural world* (Third edition. ed., pp 50-129). Boston, Massachusetts: Cengage Learning. (80 s.)
- Levenson, H., & Strupp, H. H. (2007). Cyclical maladaptive patterns: Case formulation in time-limited dynamic psychotherapy. In T. D. Eells (Ed.), *Handbook of psychotherapy case formulation*, 2nd ed. (164-197). New York: Guilford Press. (33 s.)

- Levy, K. N., Kivity, Y., Johnson, B. N. & Gooch, C. V. (2018). Adult attachment as a predictor and moderator of psychotherapy outcome: A meta-analysis. *Journal of Clinical Psychology*, 74, 1996-2013. <https://doi.org/10.1002/jclp.22685>. (18 s.)
- Luborsky, L. & Barrett, M. S. (2007). The core conflictual relationship theme: A basic case formulation method. In T. D. Eells (Ed.), *Handbook of psychotherapy case formulation*, 2nd ed. (pp. 105-135). New York: Guilford Press. (34 s.)
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- Norman, R.E., & Byambaa, M. (2012). The long-term health consequences of child physical abuse, emotional abuse, and neglect: a systematic review and meta-analysis. *PLoS Medicine*, 9. (31 s.)
- Ridley, C. R., Kelly, S. M., & Mollen, D. (2011). Microskills Training: Evolution, Reexamination, and Call for Reform. *The Counseling Psychologist*, 39(6), 800–824. (25 s.)
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- Safran, J. Muran, J. C., (2000). *Negotiating the therapeutic alliance: a relational treatment guide* (2. print. ed.). New York, N.Y: Guilford Press. (pp. 1-231). (232 s.)
- Sandler J. (1976): Countertransference and role-responsiveness. *International review of Psycho-Analysis* 3, 43-47. (5 s.)
- Talia, A., Taubner, S. & Miller-Bottome, M. (2019): Advances in research on attachment-related psychotherapy processes: seven teaching points for trainees and supervisors. *Research in Psychotherapy: Psycho-pathology, Process and Outcome*, 22, 359-368. (10 s.)
- Thériault, A, Gazzola, N. & Richardson, B. (2009). Feeling of Incompetence in Novice Therapists: Consequences, Coping, and Correctives. *Canadian Journal of Counselling*, 43:2, pp. 105 – 119. (17 s.)
- Tracey, T. J., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in psychotherapy: An elusive goal? *American Psychologist*, 69(3), 218-229. doi: <http://dx.doi.org/10.1037/a0035099>. (12 s)
- Tron, G. S., Birch, S. E., & Verkuilen, J. (2018). Meta-Analyses of the Relation of Goal Consensus and Collaboration to Psychotherapy Outcome. *Psychotherapy*, 55(4), 372-383. doi:10.1037/pst0000170. Kan inddrages. (12 s.)
- UCL Competence Framework: Generic Psychotherapeutic Competences. (12 s.) https://www.ucl.ac.uk/pals/sites/pals/files/migrated-files/Humanistic_generic_competences.pdf (13 s.)

Ulvenes, P. G., Berggraf, L., Hoffart, A., Stiles, T. C., Svartberg, M., McCullough, L., & Wampold, B. E. (2012). Different Processes for Different Therapies: Therapist Actions, Therapeutic Bond, and Outcome. *Psychotherapy, 49*(3), 291-302. doi:10.1037/a0027895 (12 s.)

Wampold, B. E. (2015). How important are the common factors in psychotherapy? An update. *World Psychiatry, 14*(3), 270-277. (8 s.)

I alt 1003 s.

Supplerende pensum:

Fisher, P. A., Beauchamp, K. G., Roos, L. E., Noll, L. K., Flannery, J., & Delker, B. C. (2016). The neurobiology of intervention and prevention in early adversity. *Annual Review of Clinical Psychology, 12*:1, 331-357. (26 s.)

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Gilbert, R., Widom, C. S., Browne, K, Fergusson, D., Webb, E., et al. (2009) Burden and consequences of child maltreatment in high-income countries. *Lancet, 373*: 68–81. (13 s.)

Hardt, J., & Rutter, M. (2004). Validity of adult retrospective reports of adverse childhood experiences: review of the evidence. *Journal of Child Psychology and Psychiatry, 45*:260–273 (13 s.)

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Kessler, R. C., McLaughlin, K. A., Green, J. G., Gruber, M. J., Sampson, N. A., Zaslavsky, A. M., ... Williams, D. R. (2010). Childhood adversities and adult psychopathology in the WHO World Mental Health Surveys. *The British Journal of Psychiatry, 197*(5), 378–385. (7 s.)

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Thuesen, M. (2015). Terapeutens behov for at hele. *Matrix; 1*, 4-26. (23 s.)

Zeanah, C.H., Gunnar, M.R., McCall, R.B., Kreppner, J.M., & Fox, N.A. (2011). VI. Sensitive periods. *Monographs of the Society for Research in Child Development, 76*, 147–162. (15 s.)

Valgfag: Sorg og kærlighed

Valgfag: Sorg og Kærlighed
Kursusansvarlig: Alfred Bordado Sköld (alfred@hum.aau.dk); Peter Clement Lund (pclement@hum.aau.dk)
Undervisere: Alfred Bordado Sköld, Peter Clement Lund, Ester Holte Kofod, Svend Brinkmann, Anders Petersen, Brady Wagoner, Ignacio Brescó
Placering: 9. semester
Type og sprog: Valgfag – dansk
Omfang og forventning: 25 lektioner fordelt på 7 dage
Antal forelæsninger: 12,5 forelæsninger (2x45 min), fordelt på syv dage.
Antal forelæsningshold: 1
Prøveform: Aktiv deltagelse/skriftlig hjemmeopgave, bestået/ikke bestået
Deltagerforudsætninger: Kandidatstuderende på universitetet
Oversigt: <p>Sorgen og kærligheden præger den menneskelige tilværelse fra vi fødes, indtil den dag vi dør. Vi bliver mennesker i en historisk virkelighed befolket af andre, og vi forbliver forbundet og knyttet til andre mennesker gennem livet. Alle disse relationer er prægede af døden som endelig horisont; som elskende ved vi at en af os skal dø før den anden, med andre ord, at én af os bliver den sørgende, og denne viden er ikke uvedkommende for den måde hvorpå vi gestalter og lever vores liv. Hvad kan psykologien stille op overfor disse giganter? Nærværende valgfag bygger på en overbevisning om, at både sorgen og kærligheden er uendeligt aspektuerede, og næppe kan forstås udtømmende i én disciplinær optik. Med udgangspunkt i filosofi, almenpsykologi, fænomenologi, psykoanalyse, kulturpsykologi, tilknytningsteori, sociologi og socialpsykologien, vil vi bestræbe os på at formidle en bred, dybtgående og nuanceret forståelse af sorg og kærlighed.</p> <p>Kursets første del: Sorg, tager udgangspunkt i vores tværvideenskabelige arbejde i forskningscenteret <i>Sorgens Kultur</i> (www.sorg.aau.dk). Om end sorg er et universelt vilkår og enhver menneskelig kultur har haft ritualer og traditioner der omgærder døden, så opviser disse en imponerende variation. Enhver kultur har sin sorg, og således også vores. Med udgangspunkt i en række empiriske og teoretiske forskningsprojekter der undersøger sorgens mange facetter, gives de studerende et bredspektret indblik i sorgens væsen, såvel som nutidige betingelser. To gennemgående tematikker vil være spørgsmålet om, hvordan sorg kan siges at være medkonstituerende for menneskelighed som sådan, samt hvordan den pågående patologisering og diagnosticering af sorg i ICD-11 kan forstås i lyset heraf.</p> <p>Kursets anden del: Kærlighed, giver indledningsvis en filosofi- og idéhistorisk baggrund for fremvæksten af den kærlighedsforståelse vi har i dag. Undervisningen tager udgangspunkt i at de antikke, kristne, høviske og romantiske kærlighedsforståelser ikke er tilbagelagt på historiens kirkegård, men levende aspekter af den måde hvorpå vi forstår og udlever vores kærlighedsliv på i dag. Kursets eksistentielle fokus, der bygger på at enhver forståelse af subjektivitet forudsætter en teori om kærlighed, søger at kompensere for en række reduktive tendenser indenfor psykologien. Fra Freud, over Harlow og frem til dagens kærlighedsforskere, findes en udbredt</p>

mistilfredshed med psykologiens berøringsangst, og tendens til at reducere kærligheden til et pseudofænomen. At kærligheden findes og spiller en afgørende rolle i de fleste menneskers liv, forpligter både den teoretiske og kliniske psykologi på mere seriøse og dybtgående undersøgelser. I lighed med kursets første del undersøger vi ligeledes kærligheden samtidige vilkår, muligheder, idealer og tilhørende problematikker.

Undervisningsform:

Afhængigt af antal tilmeldte studerende afholdes enten forelæsninger eller seminarundervisning. Undervisningens studenteraktive momenter planlægges herefter, men kommer til at involvere gruppearbejde i summe- og matrixregi.

Mål:

Viden om:

- Sorgen og kærlighedens almenmenneskelige og eksistentielle betydning.
- Afgørende ligheder og forskelle mellem de perspektiver, der bliver præsenteret i kurset.
- Den måde hvorpå sorgen og kærlighedens sociokulturelle aspekter påvirker samtidige opfattelser af humanisme, solidaritet, lidelse, psykisk sygdom og det gode liv.
- Dødens betydning for relationer, livsførelse og samfundets sammenhængskraft.
- Sorgens og kærlighedens betydning for psykologfagligt klinisk arbejde.

Færdigheder i:

- At analysere psykologiske problemstillinger på baggrund af knyttede til sorg og kærlighed med udgangspunkt i de perspektiver som præsenteres i kurset
- At forstå fremtidige klienters livssituation og psykologiske problemstillinger i lyset af den betydning sorg og kærlighed har for eksistensen.

Kompetencer til:

- At kunne analysere sammenhænge mellem kulturelle, eksistentielle og individuelle aspekter af sorg og kærlighed.
- At kunne argumentere for fordele og ulemper ved forskellige discipliners teoretiske, metodiske og empiriske forståelse af sorg og kærlighed.
- At forholde sig reflektivt til egne erfaringer med sorg og kærlighed som et hermeneutisk bagtæppe i psykologfagligt arbejde

Kursusbeskrivelse:

Lære plan:	Underviser:	Indhold:	Litteratur:
Modul 1: Sorg			
<i>Dag 1:</i>			
1	Alfred B. Sköld & Peter C. Lund	Introduktion til kurset.	<ul style="list-style-type: none">- Køster, A., Kofod, E. H., Winther-Lindqvist, D., Brinkmann, S. & Petersen, A. (2019): <i>Kulturelle og eksistentielle perspektiver på sorg og tabserfaringer.</i>
2	Alfred B. Sköld	Sorg og melankoli i et psykoanalytisk og fænomenologisk perspektiv. Spørgsmålet om hvordan sorgens lidelse kan adskilles fra melankoliens eller depressionens har været et afgørende spørgsmål for sorgforskningens. Med udgangspunkt i psykoanalytiske og fænomenologiske betragtninger vil vi nærme vi os fundamentale spørgsmål om hvad sorg er, hvordan det erfarer og i hvilken grad det kan forstås i en patologisk optik.	<ul style="list-style-type: none">- Freud (1917). <i>Mourning and melancholia</i>- Fuchs, T. (2017). <i>Presence in absence: The ambiguous phenomenology of grief.</i>- Ratcliffe, M. (2017). <i>The phenomenological clarification of grief and its relevance for psychiatry.</i>- Sköld (2020). <i>Om melankolins nödvändighet – sorg och förbundenhet hos Freud och Derrida.</i>
<i>Dag 2:</i>			
3	Ester H. Kofod	Sorgforståelser gennem tiderne: Fra religiøse til psykologiske og medicinske forståelsesrammer. I denne forelæsning gennemgås nogle af de histori-	<ul style="list-style-type: none">- Granek, L. (2010). <i>Grief as pathology: The evolution of grief theory in psychology from Freud to the present.</i>

		<p>ske udviklingslinjer, der har banet vej for samtidens forståelse af sorg som et psykologisk og potentielt psykopatologisk fænomen. Forelæsningsen fokuserer på de normative aspekter af forskellige historiske sorgforståelser og -praksisser, herunder ikke mindst betydningen af den moderne psykologiske begrebsliggørelse af sorg som en universel, indre, emotionel og potentielt patologisk tilstand.</p>	<ul style="list-style-type: none"> - Klass, D. (2006). <i>Continuing conversation about continuing bonds</i>. - Stroebe, M., Gergen, M. M., Gergen, K. J., & Stroebe, W. (1992). <i>Broken hearts or broken bonds: Love and death in historical perspective</i>. - Valentine, C. (2006). <i>Academic constructions of bereavement</i>.
4	Brady Wagoner & Ignacio Brescó	<p>Collective grief and memorials. A theoretical and methodological approach</p> <p>This lecture explores collective grief as something experienced and expressed as a 'we', in first-person plural, after the death of national figure, a natural disaster or a terrorist attack. After considering some social and political implications of collective grief, the lecture will turn to the role of memorial sites as material artefacts whereby collective grief is socially channeled and remembered throughout time. Along these lines, we will present an innovative method whereby to explore visitors' situated and evolving experiences in different memorial sites. More specifically, we will discuss and reflect on the use of a</p>	<ul style="list-style-type: none"> - Young, J. E. (2016). <i>The Stages of Memory: Reflections on Memorial Art, Loss, and the Spaces Between</i>. - Wagoner, B., Brescó, I. & Herbig, L. (in press). <i>Studying the stream of experience at memorial sites: The subjective camera methodology</i>.

		subjective camera (which records first person video and audio) through examples taken from a study of how people experience and relate to contemporary and traditional memorial sites.	
Dag 3:			
5	Anders Petersen	<p>Sorgens socialitet.</p> <p>Forelæsningen undersøger i første del, hvordan sorg er blevet psykologiseret og psykiatriseret, og dermed i stigende grad individualiseret. I anden del rettes fokus på, hvordan sociologien kan bidrage til at minde om sorgens socialitet.</p>	<ul style="list-style-type: none"> - Petersen, A., & Jacobsen, M. H. (2018). <i>Sorgens socialitet: en sociologisk kommentar til psykologiseringen og medikaliseringen af menneskelige følelser.</i>
6	Peter Lund	<p>Sorgens dekonstruktion</p> <p>Forelæsningen udlægger i første del, hvordan vi kan forstå den kommende diagnosticering af sorgen som en form for dekonstruktion, der er underlagt kontemporære samfundsmæssige normer og betingelser og i anden halvdel diskuteres det, hvor dette fænomen viser sig i samtidens fokus på sorg i form af uddannelser, populærkultur, diagnosen osv.</p>	<ul style="list-style-type: none"> - Lund, P. C. (2020): <i>Deconstructing Grief: A Sociological Analysis of Prolonged Grief Disorder.</i>

Dag 4:			
7	Svend Brinkmann	<p>Sorgens almenpsykologi</p> <p>Forelæsningen undersøger hvilke almenpsykologiske konklusioner, der kan drages ud fra den menneskelige evne til at sørge. Der fokuseres særligt på, at sorgen er knyttet til sansen for det konkrete andet menneske.</p>	<ul style="list-style-type: none"> - Brinkmann, S. (2018). <i>General psychological implications of the human capacity for grief.</i> - Brinkmann, S. (2018). <i>The grieving animal: Grief as a foundational emotion</i>
8	Alfred Sköld	<p>Kærlighedens idéhistorie</p> <p>Med udgangspunkt i udvalgte nedslag i filosofi- og idéhistorien, gives her en nødvendig baggrundsviden for at forstå den senere diverse udvikling indenfor psykologien. Vi gennemgår den antikke opdeling mellem <i>eros</i>, <i>agape</i>, <i>filia</i> og <i>storge</i>, den kristne næstekærlighedsdoktrin, middelalderens høviske kærlighedstanke og det romantiske kærlighedsideal. Disse opfattelsers betydning for samtidigt kærlighedsliv vil være en vigtig ledestjerne.</p>	<ul style="list-style-type: none"> - Singer, P. (2009a). <i>The Nature of Love: Plato to Luther</i> (p. 3-23, s. 39-47). - Singer, P. (2009c). <i>The Nature of Love: The Modern World</i> (s. 3-38).
Dag 5:			

9	Alfred Sköld	<p>B. Kærlighed og subjektivitet</p> <p>Hvad er kærlighed? Hvordan hænger den sammen med den måde vi konstitueres som mennesker og lever vores liv på? I denne forelæsning fremsættes et argument for at kærligheden er <i>subjektiverende</i>, dvs. drivende i den proces i gennem hvilken vi bliver dem vi er, på baggrund af mødet med og relationen til den anden. Distinktionen mellem forelskelse og forhold vil danne baggrund for en indgående analyse af kærlighedens adskilte men forbundne momenter.</p>	<ul style="list-style-type: none"> - Sköld & Roald (2020). <i>An Existential Structure of Love</i>. - Alberoni, F. (1981). <i>Forelskelse og kærlighed</i> - Badiou, A. (2012). <i>Lovprisning af kærligheden</i>.
10	Alfred Sköld	<p>B. Kærlighed og død</p> <p>Døden og kærligheden kan næppe adskilles, og endog ses som intimt forbundne fænomener. På baggrund af kursets første del, undersøger vi her den rolle døden og sorgen indvirker på vores relationelle liv. Med udgangspunkt i døden kan vi bedre forstå kærlighedens alle dramaer, og med udgangspunkt i kærligheden kan vi bedre forstå dødens eksistentielle betydning.</p>	<ul style="list-style-type: none"> - Butler, J. (2006). <i>Precarious Life: The Powers of Mourning and Violence</i>. Chapter 2: Violence, Mourning, Politics. - Jacobsen, B. (2005). <i>Kærlighedslivets psykologi i eksistentiel belysning</i>. - Sköld (2020). <i>Being-towards-grief: a reconceptualization of death awareness</i>
<i>Dag 6:</i>			

11	Alfred Sköld	B.	<p>Psykoanalytiske betragtninger over kærlighed</p> <p>Psykoanalysen kan ses som en teori om kærlighed, og dens kliniske praksis bygger på ambivalens, identifikation og overføring – fænomener der næppe kan forstås uden at tage højde for kærlighedens afgørende betydning. Med udgangspunkt i Freuds tidlige undersøgelser af kærlighedslivets psykologi, gennemgår vi den videre psykoanalytiske behandling af emnet. Det teoretiske fokus vil ligge på den franske psykoanalyse (Lacan og Laplanche), samt den objektrelationelle (Winnicott) og selvpsykologiske (Kernberg) skole.</p>	<ul style="list-style-type: none"> - Freud, S. (1910). <i>A special type of choice of object made by men.</i> - Kernberg, O. (1998). <i>Kærlighedsforhold og patologi.</i> - Winnicott, D. W. (1958). <i>The capacity to be alone.</i>
12	Alfred Sköld	B.	<p>Evolutionsteoretiske, tilknytningsteoretiske, og psykometriske tilgange til kærlighed</p> <p>De evolutionspsykologiske og tilknytningsteoretiske grundbegreber udfoldes med henblik på at fundere kærlighedens betydning i biologiske mekanismer og en følgende behovsorienteret adfærdspsykologi. Herudover fremhæves hvordan tilknytningsmønstre og forplantningsmæssige aspekter influerer senere voksne kærlighedsforhold. Endelig introduceres psykometriske</p>	<ul style="list-style-type: none"> - Berscheid, E. (2010). <i>Love in the Fourth Dimension.</i> - Sternberg, R. (1986). <i>A Triangular Theory of Love.</i> - Zeifman, D. & Hazan, C. (2014). <i>Pair Bonds as Attachments – Reevaluating the Evidence.</i>

		bestræbelser på at operationalisere kærlighed og underkaste den empiriske undersøgelser, samt et par af de skalaer og taksonomier, der er blevet udviklet.	
13	Alfred B. Sköld og Peter C. Lund	<p>Kærlighed i det senmoderne samfund + opsamling</p> <p>Med udgangspunkt i sociologiske og socialpsykologiske teorier om det senmoderne samfund, undersøges kærlighedens samtidige sociokulturelle forudsætninger. Forelæsnningen går i tæt dialog med tidligere undervisning i et forsøg på at udmunde i en nuanceret forståelse af kærlighedens aktuelle vilkår.</p>	<ul style="list-style-type: none"> - Giddens, A. (1992) <i>The Transformation of Intimacy. Sexuality, Love and Eroticism in Modern Societies</i> (s. 49-64). Polity Press. - Illouz, E. (2012). <i>Why Love Hurts. A Sociological Explanation</i> (s. 1-17). Cambridge: Polity Press.

Litteratur:

Alberoni, F. (1981). *Forelskelse og kærlighed* (s. 19-42). Informations Forlag Aps. [23 s.]

Badiou, A. (2012). *Lovprisning af kærligheden* (kap.IV. Kærlighedens sandhed). Forlaget Philosophia. [8 s.]

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Brinkmann, S. (2018). General psychological implications of the human capacity for grief. *Integrative Psychological and Behavioral Science*, 52(2): 177-190. <https://doi.org/10.1007/s12124-018-9421-2>

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Brinkmann, S. (2018). The grieving animal: Grief as a foundational emotion. *Theory & Psychology*, Vol. 28(2) 193–207. <https://doi.org/10.1177%2F0959354317747051> [14 s.]

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Fuchs, T. (2018). Presence in absence: The ambiguous phenomenology of grief. *Phenomenology and the Cognitive Sciences*, 17.[25 s.]

Granek, L. (2010). Grief as pathology: The evolution of grief theory in psychology from Freud to the present. *History of Psychology*, 13(1), 46-73. [27 s.].

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G. Stanghellini, M. Broome, A. V. Fernandez, P. Fusar-Poli, A. Raballo, & R. Rosfort (Eds.), *The Oxford Handbook of Phenomenological Psychopathology* (pp. 1-19). Oxford: Oxford University Press. [19 s.]

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Sköld, A. B. & Roald, I (2020). An Existential Structure of Love. *The Humanistic Psychologist*. [20 s.]

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Stroebe, M., Gergen, M. M., Gergen, K. J., & Stroebe, W. (1992). Broken hearts or broken bonds: Love and death in historical perspective. *American Psychologist*, 47(10), 1205-1212. doi:10.1037/0003-066X.47.10.1205. <https://doi/10.1037/0003-066X.47.10.1205> [8 s.]

Young, J. E. (2016). *The Stages of Memory: Reflections on Memorial Art, Loss, and the Spaces Between*. Boston, MA: University of Massachusetts Press Introduction, pp. 1-17 [17 s.]

Valentine, C. (2006). Academic constructions of bereavement. *Mortality*, 11(1), 57-78. <http://dx.doi.org/10.1080/1357627050043927> [21 s.]

Wagoner, B. Brescó, I. & Herbig, L. (in press). Studying the stream of experience at memorial sites: The subjective camera methodology. In M. Watzlawik & S. Salden (Eds.), *Courageous methods in cultural psychology: Beyond the symbolic nature of language*. Berlin: Springer. [20 s.]

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I alt ca. 502

Valgfag: Introduktion til dyreassisteret pædagogik, terapi og rehabilitering **OPRETTES IKKE GRUNDET FOR FÅ TILMELDINGER**

Valgfag: Introduktion til dyreassisteret pædagogik, terapi og rehabilitering

Introduction to Animal Assisted Pedagogy, Therapy, and Rehabilitation

5 ECTS

STADS-kode *kommer snarest*

Placering

9. Semester

Modulansvarlig

Tia Hansen, TH, tia@hum.aau.dk

Undervisere

Tia Hansen, TH, tia@hum.aau.dk
Chalotte Glintborg, CG, cgl@hum.aau.dk

Seminarholdere

Tia Hansen, TH, tia@hum.aau.dk
Chalotte Glintborg, CG, cgl@hum.aau.dk

Type og sprog

Valgfag.
Dansk. En del af litteraturen er dog på engelsk.

Mål

Den studerende skal gennem modulet opnå viden om

- dyrs psykosociale potentialer i menneskers liv
- mindst tre psykologiske teories bidrag til forståelse heraf
- forskningens aktuelle status ift. mindst tre typer dyreassisteret indsats
- væsentlige faldgruber ved inddragelse af dyr

Den studerende skal gennem modulet opnå færdigheder i

- at identificere og skelne mellem forskellige typer inddragelse af dyr
- at identificere og diskutere etiske og praktiske forudsætninger for forskellige typer inddragelse af dyr
- at anlægge et kritisk reflekteret perspektiv på konkrete cases og forslag til involvering af dyr

Den studerende skal gennem modulet opnå kompetencer til

- at anskue menneske-dyr forhold fra psykologisk perspektiv
- at forholde sig vidensbaseret og kritisk reflekteret til cases og anekdoter om dyrs betydning for menneskers læring og sundhed

- at formidle grundlæggende indsigter herom

Fagindhold og sammenhæng med øvrige moduler/semestre

Modulet omfatter centrale begreber, forskningsresultater og teorier om mennesker-dyr-interaktion, herunder potentialer ved at inddrage dyr i pædagogiske og rehabiliteringsmæssige sammenhænge og forudsætninger for god praksis på området.

Omfang og forventet arbejdsindsats

5 ECTS svarer til 135 timers arbejdsindsats, og disse forventes fordelt på følgende måde:

Aktivitet	Timer
Forelæsnings timer	12
Evalueringer	1
Seminartimer	12
Læsning og forberedelse	110
Eksamen	0

NB: lektioner tælles som timer.

Antal forelæsninger: 4 x 3 timer

Antal forelæsningshold: 1

Antal seminartimer: 4 x 3 timer

Antal seminarhold: 1

Deltagere

Interesserede studerende på kandidatuddannelsen i psykologi

Deltagerforudsætninger

Indskrevet ved psykologi kandidatuddannelsen, AAU

Modulaktiviteter (kursusgange med videre)

Til modulet er knyttet et kursus med forelæsninger og seminarer. Det afholdes som 4 workshops á 4 timer fordelt over semestret. Der arbejdes problemorienteret, idet forelæsningserne (3 timer pr workshop) belyser feltet med udvalgte eksempler, og den sidste time er seminar, hvor studerende inddrages aktivt med diskussion og evt. andre små øvelser

Gang	TID@julie	Emne	Underviser/e
1.	6 x 45 minutter Uge 40	Menneskers forhold til andre dyr	Tia Hansen
2.	6 x 45 minutter Uge 43	Pædagogisk involvering af hund og hest	Tia Hansen
3.	6 x 45 minutter Uge 45	Dyreassisteret rehabilitering	Chalotte Glintborg
4.	6 x 45 minutter Uge 48	Terapeutisk involvering af hund og hest	Tia Hansen

1. Menneskers forhold til andre dyr

v/ Tia Hansen

Beskrivelse: Forelæsningen introducerer emnet, historisk og aktuelt. Der gives eksempler på inddragelse af dyr i arbejde med menneskers trivsel, og fundne effekter placeres i en bio-psyko-social model. Væsentlige distinktioner og væsentlige udfordringer ved inddragelse af dyr præsenteres og danner oplæg for aktiv diskussion i det tilknyttede seminar.

Litteratur:

- Bustad, L. (2014). Nyere opdagelser om vores forhold til naturen. *Psyke & Logos*, 35(2), 5-16. [12 sider]
- IAHAIO. (2018). IAHAIO White Paper. Definitions for Animal Assisted Intervention and guidelines for wellness of animals involved in AAI. Retrieved from <http://iahaio.org/best-practice/white-paper-on-animal-assisted-interventions/> [10 sider]
- Julius, H., Beetz, A., Kotrschal, K., Turner, D., & Uvnäs-Moberg, K. (2013). Attachment to pets: An integrative view of human—animal relationships with implications for therapeutic practice. Cambridge, MA, US: Hogrefe Publishing. [uddrag: kap 1-5 = 106 sider]

2. Pædagogisk involvering af hund og hest

v/ Tia Hansen

Beskrivelse: Forelæsningen giver eksempler på inddragelse af især hunde og heste i pædagogisk arbejde. Der fokuseres på gennemgang af to eksempler: *Læsehunde*, der er en konkret interventionstype for at støtte børn med læsevanskeligheder, og hesteassisteret pædagogik i forhold til børn og unge med udviklingsmæssige udfordringer fx i autismespektret.

Litteratur:

- Gee, N., Fine, A.H., & McCardle, P. (Eds.). (2017): *How animals help students learn. Research and practice for educators and mental-health professionals*. New York: Routledge. [220 sider]
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Child Psychology & Psychiatry & Allied Disciplines*, 17(2), 89-100. doi:10.1111/j.1469-7610.1976.tb00381.x [12 sider]

3. Dyreassisteret rehabilitering

v/ Charlotte Glintborg

Beskrivelse: Forelæsningen præsenterer rehabiliteringsbegrebet og giver eksempler på involvering af dyr i forskellige faser af rehabiliteringen. Foruden generel introduktion fokuserer forelæsningen på assistancehunde samt dyrs behov og velfærd. De studerende præsenteres for forskning, dilemmaer og anbefalinger for god praksis og diskuterer dette i den efterfølgende seminartime.

Litteratur:

- Glintborg, C., & Hansen, T. G. B. (2017). Servicehunde til mennesker med psykisk sygdom - potentialer og mulige risici. *Social Kritik*, 29(152), 30-34. [5 sider]
- Hansen, T. G. B. (2018). Dyreassisteret rehabilitering. In C. Glintborg (Ed.), *Rehabiliteringspsykologi. En introduktion i teori og praksis*. (pp. 153-173). Danmark: Aarhus Universitetsforlag. [21 sider]
- Tedeschi, P., Pearson, J. A., Bayly, D., & Fine, A. H. (2015). On call 24/7—The emerging roles of service and support animals. In A. H. Fine (Ed.), *Handbook on animal-assisted therapy: Foundations and guidelines for animal-assisted interventions, 4th ed.* (pp. 321-332). San Diego, CA, US: Elsevier Academic Press. [12 sider]

4. Terapeutisk involvering af hund og hest

v/ Tia Hansen

Beskrivelse: Forelæsnningen gennemgår forskningsfund og teoretiske forståelsesforslag ift. to eksempler på dyreassisteret terapi: hundeassisteret terapi til børn med tilknytningsvanskeligheder og hesteassisteret terapi med en voksen målgruppe. Det diskuteres i det efterfølgende seminar i forhold til god praksis på området mht. menneskers og dyrs velfærd samt professionel etik, hvorefter der evalueres.

Litteratur:

- Julius, H., Beetz, A., Kotrschal, K., Turner, D., & Uvnäs-Moberg, K. (2013). *Attachment to pets: An integrative view of human—animal relationships with implications for therapeutic practice*. Cambridge, MA, US: Hogrefe Publishing. [uddrag: resten, dvs. kap 7-9 = 85 sider]
- Latella, D., & Abrams, B. N. (2015). The role of the equine in animal-assisted interactions. In A. H. Fine (Ed.), *Handbook on animal-assisted therapy: Foundations and guidelines for animal-assisted interventions, 4th ed.* (pp. 115-137). San Diego, CA, US: Elsevier Academic Press. [23 sider]

Samlet litteraturliste:

Bustad, L. (2014). Nyere opdagelser om vores forhold til naturen. *Psyke & Logos*, 35(2), 5-16. [12 sider]

Julius, H., Beetz, A., Kotrschal, K., Turner, D., & Uvnäs-Moberg, K. (2013). *Attachment to pets: An integrative view of human—animal relationships with implications for therapeutic practice*. Cambridge, MA, US: Hogrefe Publishing. [191 sider]

Gee, N., Fine, A.H., & McCardle, P. (Eds.). (2017): *How animals help students learn. Research and practice for educators and mental-health professionals*. New York: Routledge. [220 sider]

Glintborg, C., & Hansen, T. G. B. (2017). Servicehunde til mennesker med psykisk sygdom - potentialer og mulige risici. *Social Kritik*, 29(152), 30-34. [5 sider]

Hansen, T. G. B. (2018). Dyreassisteret rehabilitering. In C. Glintborg (Ed.), *Rehabiliteringspsykologi. En introduktion i teori og praksis*. (pp. 153-173). Danmark: Aarhus Universitetsforlag. [21 sider]

IAHAIO. (2018). *IAHAIO White Paper. Definitions for Animal Assisted Intervention and guidelines for wellness of animals involved in AAI*. Retrieved from <http://iahaio.org/best-practice/white-paper-on-animal-assisted-interventions/> [10 sider]

Latella, D., & Abrams, B. N. (2015). The role of the equine in animal-assisted interactions. In A. H. Fine (Ed.), *Handbook on animal-assisted therapy: Foundations and guidelines for animal-assisted interventions, 4th ed.* (pp. 115-137). San Diego, CA, US: Elsevier Academic Press. [23 sider]

Tedeschi, P., Pearson, J. A., Bayly, D., & Fine, A. H. (2015). On call 24/7—The emerging roles of service and support animals. In A. H. Fine (Ed.), *Handbook on animal-assisted therapy: Foundations and guidelines for animal-assisted interventions, 4th ed.* (pp. 321-332). San Diego, CA, US: Elsevier Academic Press. [12 sider]

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Child Psychology & Psychiatry & Allied Disciplines*, 17(2), 89-100. doi:10.1111/j.1469-7610.1976.tb00381.x [12 sider]

I alt 506 sider

Eksamen

Prøven: Aktiv deltagelse/løbende evaluering

Prøven består i tilfredsstillende aktiv deltagelse i kurset, hvilket indebærer 75 % tilstedeværelse samt indløsning af samtlige opgaver, som stilles i løbet af kurset. Disse opgaver kan bl.a. indebære aktiv deltagelse i igangværende forskningsprojekter, naturalistisk observation og fremlæggelse heraf, og/eller udfærdigelse og gensidig evaluering af reflekterende essays. De konkrete opgaver udmeldes på forhånd i semesterplanen.

Hvis den studerende ikke kan bestå ved aktiv deltagelse/løbende evaluering er der brugt et eksamensforsøg.

Syge- og re-eksamen:

Skriftlig.

Prøven er individuel.

Prøven er en hjemmeopgave, med en af den studerende valgt og af den kursusansvarlige underviser godkendt problemstilling i relation til pensum.

Pensumramme: 500 sider obligatorisk litteratur.

Sidetæl: 5-7 sider.

Besvarelsen bedømmes af eksaminator.

Valgfag: Seksualitetens psykologi

Modulbeskrivelse

Seksualitetens psykologi /
Psychological approach to Sexuality
5 ECTS

Placering

4. og 6. Semester

Modulansvarlig

Bo Møhl

Type og sprog

kurset foregår på dansk

Mål

Beskrivelse: Målet med kurset er at formidle en basal indsigt i sexologi, således at den studerende både får en grundig viden om og forståelse af, samt evne til refleksion over sexologiske teorier og kliniske problemstillinger. Dette involverer indsigt i nyere forskning, i kliniske, begrebslige og metodiske forhold, samt videnskabsteoretiske og historiske perspektiver.

Fagindhold og sammenhæng med øvrige moduler/semestre

- *"Seksualitet er centralt menneskeligt aspekt gennem hele livet, der involverer køn, kønsidentitet og – roller, seksuel orientering, erotik, nydelse, intimitet og forplantning. Seksualitet opleves og udtrykkes gennem tanker, fantasier, lyster, tro, holdninger, værdier, adfærd, praktikker, roller og relationer.(...)"*
- *Seksualitet er under indflydelse af det stadige samspil mellem biologiske, psykologiske, sociale, økonomiske, politiske, kulturelle, etiske, legale, historiske, religiøse og spirituelle faktorer"*
- Sådan er det blevet formuleret af WHO (2006). Knap 90% af danskere gav i SOSY undersøgelsen (2005) udtryk for, at et godt seksualliv var vigtigt for dem, men 11% kunne berette, at de havde en egentlig seksuel dysfunktion og langt flere havde intermitterende seksuelle problemer. Man ved, at et godt og givende seksuelt liv er en sundhedsfaktor, samt at seksuelle problemer øger risiko for udvikling af bl.a. skadelig brug af rusmidler og psykiske lidelser.
- Kurset handler således om et stort og vigtigt emne, som alle psykologer får kontakt med i deres arbejdsliv, også selvom de vælger at arbejde med et område af vores fag, der ikke er direkte klinisk. Sexualiteten indgår i et formativt samspil med vores personlighed og har central betydning for de fleste menneskers psyko-sociale velbefindende. I enhver sexual handling indgår psykologi og dermed indplacerer sexologi sig i en almenpsykologisk ramme, der bl.a. handler om perception, mentalisering, interpersonelle relationer i et socialpsykologisk felt.
- I *Seksualitetens psykologi* bliver seksualitet forankret i et bio-psyko-socialt perspektiv. Vi vil reflektere over betydningen af sociale og kulturelle forhold fx for det seksuelle normalitetsbegreb, men fokus vil være på de klinisk psykologiske implikationer af en udfoldet eller dysfunktionel seksualitet. Specielt ætiologiske overvejelser over samt diagnostisering og behandling af seksuelle dysfunktioner og parafilier, vil være centralt i kurset. – Kurset vil berøre emneområder, som kunne være oplagte temaer for empiriske undersøgelser på 9. semester og senere specialeskrivning.
-

Omfang og forventet arbejdsindsats

5 ECTS svarer til 135 timers arbejdsindsats, og disse forventes fordelt på følgende måde:

Aktivitet	Timer
6 forelæsninger à 4 timer	24
Læsning og forberedelse	111

NB: lektioner tælles som timer. Det forventes, at pensum er læst før forelæsningserne samt, at der i et vist omfang er parathed til at fordybe sig i anbefalet litteratur.

Antal forelæsninger: 6 x 4 timer

Antal forelæsningshold: 1

Deltagere

Kurset henvender til studerende på 4. og 6. semester, men også kandidatstuderende er velkomne

Deltagerforudsætninger

Det er en fordel, men ikke et krav, at kurser i psykiatri og klinisk psykologi er bestået.

Modulaktiviteter (kursusgange med videre)

Sexologi i et bio-psyko-socialt perspektiv

1. forelæsning v/ Bo Møhl

Beskrivelse: I denne forelæsning gennemgås 1) en grundlæggende model for at forstå seksualitet biologiske, psykologiske og sociale dimensioner. Fokus vil være på det moderne parforhold og det ændrede sexologiske normalitetsbegreb. Forelæsningen belyser, hvorfor vi vælger netop ham eller hende som partner, og ser på den rolle som seksualiteten spiller. Teoretisk er det objektrelationsteori, attachment teori og udviklingspsykopatologi, der står i fokus.

Forelæsnings pensum:

Kapitel 1, 2 & 4 In: Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på seksualitet*. Munksgaard (pp.13-63 & 103-143)

Sexuel udvikling

2. forelæsning v/ Bo Møhl

Beskrivelse: Forelæsningen omhandler sexuel udvikling fra barndom over ungdom og voksenalder til alderdom. Mennesket udvikler sig livslangt seksuelt, og hver fase har sine udfordringer og problemstillinger.

Forelæsningens pensum:

Kapitel 9, 10, 11 & 12 In: Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på seksualitet*. Munksgaard (pp. 217-299)

Seksuelle dysfunktioner og deres behandling

3. forelæsning v/ Bo Møhl

Beskrivelse: Forelæsningen fokuserer på 1) "The Human Sexual Response Cycle" og andre modeller, der beskriver den menneskelige seksualitet, og bruger disse til at forstå de seksuelle dysfunktioner, som de beskrives i ICD 10 & 11. Hvordan viser de seksuelle dysfunktioner sig? - Hvad skaber seksuelle dysfunktioner? - og hvordan påvirker de parforholdet? samt 2) principper for behandling af seksuelle problemer.

Forelæsningens pensum:

Kapitel 32 In: Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på seksualitet*.

Munksgaard (pp.711-735)

Kapitel 33 In: Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på sexualitet*. Munksgaard (pp.735-781)

Supplerende læsning:

Møhl B Psykoterapeutisk behandling af seksuelle dysfunktioner – samlivsterapi. In: Alberdi F, Rosenbaum B, Sørensen P. (red) *Moderne Psykoterapi. Teorier og metoder*. København: Hans Reitzel 2015 (435-457)

Sexuel diversitet og parafilier

4. forelæsning v/ Bo Møhl

Beskrivelse: Den menneskelige sexualitet er karakteriseret ved at være plastisk og præget af stor diversitet. Normalitetsbegrebet ændrer sig løbende og varierer fra kultur til kultur. Når den anderledes seksualitet bliver et problem for den enkelte eller for omgivelserne taler man om parafille forstyrrelser (parafilic dirordes), der refererer til psykiatriske diagnoser. Forelæsningen gennemgår undersøgelser af diversiteten i den menneskelige seksualitet og vil også fokusere på de hyppigste parafille forstyrrelser og bl.a. se på deres funktion som erotiseret konfliktløsning (R. Stoller 1975)

Forelæsningens pensum:

Kapitel 40, 41 In: Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på sexualitet*. Munksgaard (pp.905-935 & 935-949)

Supplerende læsning:

Kapitel 13 In: Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på sexualitet*. Munksgaard (pp.299-317)

Stoller, R Perversion: The Erotic Form of Hatred. Washington DC: American Psychiatric Press 1975

Sygdom og seksualitet

5. forelæsning v/ Bo Møhl

Både psykisk og fysisk sygdom påvirker seksualiteten hos patient og en eventuel partner. I forbindelse med sygdom er det overordentligt vigtigt at bevare den seksuelle funktion ikke mindst, fordi seksualiteten fungerer som en resurse i forbindelse med fastholdelse af et positivt selvbillede og bidrager til rehabilitering efter et sygdomsforløb. Endelig kan seksualiteten være det mødested, som parret har brug for i forbindelse med at bearbejde de problemer, som sygdommen har medført. Et velfungerende seksuelt liv, som man også kan have trods fysisk og psykisk sygdom, kan ses som en *raskhedsfaktor*

Forelæsningens pensum:

Kapitel 18, 19 & 22 In: Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på sexualitet*. Munksgaard (pp.409-461 samt pp. 501-527)

Sexuelle krænkelser, teori og behandling

6. forelæsning v/ Bo Møhl

Sexuelle krænkelser finder sted i mange sammenhænge og kan både være fysiske og ikke-fysiske f.eks. ved deling af fotos uden den fotograferedes viden og/eller tilladelse. Seksuelle krænkelser i barndommen har voldsomme konsekvenser for barnet og er en risikofaktor for udvikling af psykisk sygdom ligesom krænkelser i voksenalderen så godt som altid har en negativ indflydelse på den krænkedes seksualitet. Forelæsningsen ville gennemgå seksuelle krænkelser af børn og voksne samt fokusere på seksuelle følelser og relationer mellem behandler og klient/patient, som er et tabuemne, der ofte forbigås i klinisk supervision.

Forelæsningsens pensum:

Kapitel 31, 42 & 43 In: Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på seksualitet*. Munksgaard (pp.687-711 samt pp. 949-1001))

Samlet pensumliste

Graugaard, Giraldi & Møhl (red.)(2019). *Sexologi. Faglige perspektiver på seksualitet*. Munksgaard

Kapitlerne: 1, 2, 4, 9, 10, 11, 12, 18, 19, 22, 31, 32, 33, 40, 41, 42, 43.

Forlag til yderligere læsning:

Giddens, A. *Intimitetens Forandring. Seksualitet, kærlighed og erotik i det moderne samfund*. København: Hans Reitzels Forlag 1994

Stoller, R *Perversion: The Erotic Form of Hatred*. Washington DC: American Psychiatric Press 1975

Yderligere forslag vil blive nævnt i forbindelse med forelæsningserne

Pensum udgør i alt 448 sider

Eksamen

Prøven består i tilfredsstillende aktiv deltagelse i kurset, hvilket indebærer 75 % tilstedeværelse samt indløsning af samtlige opgaver, som stilles i løbet af kurset.

Syge- og re-eksamen:

Skriftlig.

Prøven er individuel.

Prøven er en hjemmeopgave, med en af den studerende valgt og af den kursusansvarlige underviser godkendt problemstilling i relation til pensum.

Pensumramme: 500 sider obligatorisk litteratur.

Sidetæl: 5-7 sider.

Bedømmelsesform: Ved bedømmelsen gives bestået/ikke bestået. Besvarelsen bedømmes af eksaminator.

Prøven skal demonstrere, at modulets mål er indfrie.

Studerende, der er dumpet, er berettiget til individuelt feedback fra eksaminator. De studerende kan rette henvendelse til studiesekretær Annette Christensen, annette@hum.aau.dk.