



International 5-month Course
Only Spring semester (February – June)

Language: English

ECTS: 30

Programme:

Fundamentals of Logotherapy and Existential Analysis (3ECTS)

Course prerequisites:

Basic orientation in personality psychology, psychopathology, and psychotherapy.

The course aims at describing and exploring the main ideas, assumptions and methods of V. Frankl's Logotherapy and Existential Analysis approach as practiced today, especially as represented in the works of Frankl's most renowned students E. Lukas and A. Längle.

The main topics contained in the lectures, practical tasks, and exercises include the working image of Man in existential analysis, his/her noëtic resources and needs, the ways of fulfilling his/her tasks through meaningful responding to the value-laden challenges of life, the nature of existential losses encountered and their eventual psycho- as well as somato-pathological consequences. The main diagnostic and therapeutic tasks and methods are introduced and illustrated with practical examples and/or self-experiential exercises.

The course is concluded and the knowledge displayed is graded with a written test consisting of a set of essay-type questions selected from the topics presented in the lectures and/or in the teaching hand-outs.

Rational Emotive Behavior Therapy Basics (3ECTS)

Course prerequisites:

Fundamental orientation in the fields of personality psychology, psychopathology and psychotherapy.

The topics to be explored encompass Albert Ellis' rational psychotherapeutic approach to treating cognitively induced self-concept infringement as well as emotional, psychophysiological and/or behavioral disturbances. His A-B-C (etc.) theory of healthy personality functioning is one of the basic resources for the subsequent development of the cognitive behavior therapy. In the course, this approach is exemplified with its elaborated diagnostic and therapeutic applications. The student participants are provided with an opportunity to experience the impact of the methods presented using hands-on demonstrations thereof.

The course is concluded and the knowledge displayed is graded with a written test consisting of a set of essay-type questions selected from the topics presented in the form of lectures and/or of the teaching hand-outs.

Fundamentals of Family Therapy (3ECTS)

Course prerequisites:

Basic knowledge in the fields of health psychology and psychotherapy.

The topics to be addressed in the lectures and practical exercise include the image of the family in the context of today's European culture from the viewpoint of healthy family functioning and of its eventual dysfunctional defelopment. Basic family diagnostic and family therapeutic concepts concerning family tasks and functions in its interaction, structure, and development will be introduced and illustrated with case examples and/or experiential role-play.

The course is concluded and the knowledge displayed is graded with a written test consisting of a set of essay-type questions selected from the topics presented in the form of lectures and/or of the teaching hand-outs.

Cultural psychology, mind and consciousness (3ECTS)

Students will explore and evaluate studies and theories in cultural psychology with special attention to mind and consciousness. They will learn how mind and consciousness is defined in different cultures and what consequences it has for that culture and its members. Students will also critically reflect upon the scientific and indigenous conceptions of mind and consciousness and discuss their application into practice.

Dreams: Their nature, function, and interpretation (3ECTS)

The course combines the perspective of psychological theories and empirical dream research. The theoretical part includes the classical and contemporary psychoanalytic approach, phenomenological approach, neurobiological interpretation of dreaming, and cognitive research of dream content. The objectives of the course are to provide students with a broad theoretical understanding of dreams and dreaming and an overview of dream research.

Group Dream Work (3ECTS)

The course consists of group work with participants' dreams using projective and phenomenological methods. Students will re-experience their dreams and explore their meanings. They will share their dreams with others to an extent that they will choose. The objective of the course is to provide students with increased abilities to recall and use their dreams in their lives in helpful ways, and an ability to understand other persons through the communication of dreams.

Students are asked to keep a dream journal for the duration of the course. In-class activities include bringing dreams to share, responding thoughtfully and supportively to others' dream descriptions, and listening attentively to others' dreams and comments. Students may choose to relate or not relate a dream on a particular day. The basis for grading dream group participation will be attendance, attentiveness, thoughtfulness, responsiveness, and support, not the profundity or "correctness" of comments about the dreams.

Introduction to Daseinsanalysis (3ECTS)

This course is for those interested in the philosophical background of psychotherapeutic encounter. How are such philosophical categories as freedom, truth, togetherness or mortality connected to men's psychosomatic health? How is it possible after all, that a right speech can have a healing effect?

Daseinsanalysis is a phenomenological-hermeneutic method, that attempts to uncover and revitalize an authentic relationship to one's own being, being of others and the world.

Seminar will have two parts, the first will take you through the basics of daseinsanalysis, the second will be dedicated to practical training of conducting a psychotherapeutic interview in the spirit of daseinsanalysis.

Mindfulness and relaxation techniques (3ECTS)

Mindfulness and relaxation techniques teach us how to stay in the present moment with non-judgmental attitude, reduce stress and rumination, support our working memory, increase feelings of calm, comfort, and connection with others. Furthermore, some studies compare benefits of mindfulness to those of antidepressants. Therefore, knowing these techniques can support our well-being greatly.

This course consists of theory and practice of mindfulness and relaxation techniques. These techniques are practised so students experience and understand their impact and use in practice. Additional theory serves as a mean of understanding the benefits, philosophy and methodology of practiced techniques. Consequently, students will learn how to use the techniques with their future clients or patients.

This course will cover:

- Basic relaxation techniques (e.g., grounding; breathing techniques to reduce panic)
- Jacobson progressive muscle relaxation
- Autogenic training
- Core elements of mindfulness
- Body scan
- Loving-kindness meditation

To finish this course students, need to:

- have min 80% attendance,
- keep practising learned techniques in between the sessions (and record their experience in a journal)
- final reflection for one page will be required

Individual project (6ECTS)

Developing soft skills through applied psychology

The social and emotional abilities, mostly known as soft skills, are an important asset for everyone, mainly psychology students. Yet they are not often taught theoretically and not practically. Therefore, this course will provide an overview of the basic principles, evidence-based theories, and applications of soft skills. We will focus on topics which we need and use in personal and professional life.

Every lesson will consist of four parts:

- 1) Reflection of why the basic theory is important
- 2) Introduction to the basic theory and related techniques
- 3) Practical application of the techniques
- 4) Implementation of the theory and the techniques

To complete the course:

- Attendance and active participation during the classes
- Final presentation of the topic – students in pairs will prepare and present their chosen topic
- Write a short essay (2 A4 page) reflecting on the students' ability to apply discussed theories into everyday life

The requirements

1. Interactive presentation during the class on the chosen topic. Will be delivered in a team. The date of the presentation will be agreed on during the first lesson.
2. Attendance at least 80%.

For the presentations, students can choose from the following topics:

- Values, goals setting
- Career planning, IKIGAI
- Giving and receiving feedback
- Non-violent communication
- Stress management
- Mindfulness and relaxation techniques
- Positive psychology - gratitude & loving-kindness meditation

Resources:

- Belchamber, C. (2021). *Payne's handbook of relaxation techniques* (5. vyd.). Elsevier, Inc.
- Bulkeley, Kelly. 2017. *An Introduction to the Psychology of Dreaming*. Praeger.
- Cartwright, R. (2010). *The Twenty-four Hour Mind: The Role of Sleep and Dreaming in Our Emotional Lives*. Oxford.
- Craig, P. E., & Walsh, S. J. (1993). Phenomenological challenges for the clinical use of dreams. In G.M. V. Delaney (Ed.), *New directions in dream interpretation* (pp. 103–154). State University of New York Press.
- Delaney, G. (1998). *All About Dreams*. HarperCollins.
- Edwards, R., Sieminski, S., & Zeldin, D. (2014). *Adult learners, education and training*. Routledge.
- Ellis, A., Dryden, W. (2007). *The practice of Rational Emotive Behavior therapy*, 2nd ed. New York: Springer Publishing.
- Frankl, V. E. (1989). *The will to meaning: Foundations and applications of logotherapy*. New York and Cleveland: The World Publishing Company. New American Library.
- Frankl, V. E. (2004). *On the theory and therapy of mental disorders. An introduction to Logotherapy and Existential Analysis*. London-New York: Brunner-Routledge.
- Goldenberg, I., Stanton, M., Goldenberg, H. (1918). *Family therapy: An overview* (9th ed.). Guilford Press.
- Guy-Evans, O. (2022). What is rational emotive behavior therapy (REBT)? Accessible at <https://www.simplypsychology.org/rational-emotive-behavior-therapy.html>
- Hartmann, E. (1998). *Dreams and Nightmares. The Origin and Meaning of Dreams*. Perseus.
- Hartmann, E. (2011). *The Nature and Functions of Dreaming*. Oxford University Press.
- Heidegger M. & Boss M. *Zollikon Seminars: Protocols - Conversations - Letters*, Northwestern University Press; 1st edition (2001), ISBN-10 : 0810118335
- Hobson, J. A. (2010). *Dreaming. A very short introduction*. Oxford University Press.
- Jacobson, E. (1978). *You must relax* (5. ed., rev.enl). McGraw-Hill.
- Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness* (Revised and updated edition). Bantam Books trade paperback.
- Längle, S. Wurm, Ch. (Eds.). (2016). *Living your own life: existential analysis in action*. London: Karnac.
- Lukas, E. (1984). *Meaningful living*. New York: Grove Press
- Luthe, W., & Schultz, J. H. (Ed.). (1969). *Autogenic therapy*. Grune & Stratton.
- Mattoon, M. A. (2006). Dreams, In: R. K. Papadopoulos (Ed.), *The Handbook of Jungian Psychology* (pp. 244–259). Routledge.
- McCarthy, B., & McCarthy, D. (2006). *Teaching around the 4MAT® cycle: Designing instruction for diverse learners with diverse learning styles*. Corwin Press.
- Metcalf, L. (Ed.), (2018). *Marriage and family therapy* (2nd ed.). Springer Publishing Company.
- Minuchin, S., Reiter, M. D., Borda, Ch. (2014). *The craft of family therapy*. New York: Routledge
- Schulz, B. (2008). The importance of soft skills: Education beyond academic knowledge. *Nawa: Journal of Language & Communication*, 2(1).
- Shafton, A. (1995). *Dream Reader. Contemporary Approaches to the Understanding of Dreams*. SUNY Press.
- Short introduction to Daseinsanalysis is available online at the webpage of International Federation of Daseinsanalysis: <https://i-f-da.org/what-about/>