



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

Language: English

ECTS: 30

Programme:

1. 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.

2. Psychology and Algorithms (3ECTS)

One of the most fundamental realization for a human being in the 21st century is that man is a "hackable" being. Our digital lives, being lived through the social networks are administrated by algorithms, that work more or less autonomously. The task given to these algorithms is simple - to maximize the time the user spent on the social network to maximize the income of personal data and advertising profit. For that, algorithms need to know the user, know his intentions, desires, interests and fears. And here comes the psychological question and the topic of this seminar. How is it possible that an algorithm can know a human being better, than a human being knows himself/herself? We can see that algorithms can recognize not only political, but also religious beliefs or sexual orientation of the user sooner, than does the user himself. What does this situation implies for psychology and education?

At this seminar we will explore various psychological and philosophical questions related to the social networks, algorithms and artificial intelligence. We will work with specific literature, research, and your own experience.

3. 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.

4. Fundamentals of Daseinsanalytically access to adolescents (3ECTS)

What can Daseinsanalysis as an existential psychotherapeutic direction offer to adolescents who suffer from psychological problems for example – lonely, sadness, self harm, suicidal thoughts? What can Daseinsanalysis offer their parents? What is the role of right speech in the psychotherapy?

The course consists of theoretical and practical parts. The theoretical part will take participants through the basics of daseinsanalysis, the practical part brings possibility authentic groups meetings and sharing topics, which are important for humans, primarily for adolescents. Students will be working with case works in smaller groups and then will be sharing their thoughts and observations to individual psychotherapeutic steps in these case works. To complete the course: Attendance at least 80% and active participation during the classes.

5. 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.

6. 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.

7. 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.

8. 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

9. 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.
- Denker, Groth, Jenewein, Zaborowski: *Heidegger und die Psychiatrie*
- 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. (2004). *On the theory and therapy of mental disorders. An introduction to Logotherapy and Existential Analysis*. London-New York: Brunner-Routledge.
- Gion Condrau: *Daseinsanalyse. Philosophisch-antropologische Grundlagen. Die Bedeutung der Sprache*.
- 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>
- Haidt, Jonathan (2024). *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*, Penguin Books Limited
- 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
- Heidegger, Martin (1978). *The Question Concerning Technology*. Basic Writings Edited by David Farrell Krell. Oxfordshire : Routledge
- Hejny, Josef. (2023). E-Learning During the Covid-19 Pandemic in a Philosophical Reflection. *Theology and Philosophy of Education* 2 (2):32–37. <https://tape.academy/index.php/tape/article/view/37>.
- Hobson, J. A. (2010). *Dreaming. A very short introduction*. Oxford University Press.
- Jacobson, E. (1978). *You must relax* (5. ed., rev.enl). McGraw-Hill.
- Johann Goerg Reck: *Sehen und hören lassen, was ist*.
- 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.
- Martin Heidegger: *Being and Time*
- 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
- Plato. (2004). *Protagoras ; and, Meno*. Ithaca : Cornell University Press,
- 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/>
- Schulz, B. (2008). The importance of soft skills: Education beyond academic knowledge. *Nawa: Journal of Language & Communication*, 2(1).
- Zuboff, Shoshana (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. London: Profile Books.