

**The University of Jordan**

**Accreditation & Quality Assurance Center**

**Course Name:**

**Therapeutic Modalities in Psychotherapy**

**Course Number:**

**0701731**

**Course Syllabus**

**SCHOOL OF NURSING**

**Course Syllabus**

**DEPARTMENT: Clinical Nursing**

**1ST sEMESTER 2016-2017**

**The Mission of THE University OF JORDAN**

The mission of The University of Jordan is to apply and promote the concepts of quality assurance efficiently and effectively, to control performance and evolve administrative procedures in order to develop distinctive educational, administrative and research system through applying modern quality assurance methodologies that achieve the mission of The University of Jordan and its objectives.

**Thevision of the SCHOOL of Nursing**

To be a leading, global school in the areas of nursing education, research, and community service.

**The Mission of the SCHOOL of Nursing**

The School of Nursing dedicates itself to improve health and wellbeing of society through preparing professional nurses to provide quality nursing care, conduct research and provide community service. The school provides a model learning environment that encourages life-long learning, innovation, and professional and personal development.

**SCHOOL of nursing’s Core values**

Our values are derived from the Islamic Arabic heritage and the nursing profession which include: ***integrity, equality, and justice; transparency and accountability; innovation and excellence; leadership and teamwork; discipline; response; and most importantly caring***

Approved ------------------------------------

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| **1** | Course title | Therapeutic Modalities in Psychotherapy |
| **2** | Course number | 0701731 |
| **3** | Credit hours (theory, practical) | 3 credit hours (Theory) |
| Contact hours (theory, practical) | 3 contact hours (Theory) |
| **4.** | Class room: | Room 3 |
| **4** | Prerequisites/co-requisites | --- |
| **5** | Program title | Master |
| **6** | Program code | - |
| **7** | Awarding institution | The University of Jordan |
| **8** | School | Nursing |
| **9** | Department | Nursing |
| **10** | Level of course | Second year |
| **11** | Year of study and semester(s) | 2016- First semester |
| **12** | Final Qualification | - |
| **13** | Other department(s) involved in teaching the course | None |
| **14** | Language of Instruction | English |
| **15** | Date of production/revision | 9- 2016 |

16. Course Coordinator:

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| *Name:* Ayman M. Hamdan-Mansour  Office number: 227  Office hours: Sunday 10-12, Thursday 2-4pm  Phone numbers: 23183  Email addresses: a.mansour@ju.edu.jo  Academic website: http://eacademic.ju.edu.jo/a.mansour/default.aspx  E-Learning website: https://elearning.ju.edu.jo/ |

17. Other instructors:

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**18. Course Description:**

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| *As stated in the approved study plan.*  This course will provide master students with required knowledge and skills in the field of counseling and psychotherapy practice, including its approaches, models, techniques and ethical considerations. This course is to provide an overview of current methods of psychological intervention, with a strong emphasis on empirically supported forms of treatment. Students can expect to learn about many widely used cognitive and behavioral methods, including relaxation procedures, cognitive restructuring, exposure-based treatments, skills training, and mindfulness and acceptance-based approaches. Other topics to be addressed include working with children and multicultural populations and psychotherapy outcome. Students can also expect to become familiar with some of the available manuals for treating a variety of problems. |

1. 19. Course aims and outcomes:
2. Aims:

This course will help the students to acquire knowledge and skills in practicing counseling and psychotherapy with clients with mental health needs. This course is to provide an overview of the major counseling theories and practices. Emphasis will be placed upon enabling students to develop a theoretical foundation upon which to base a counseling approach.

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| Intended Learning Outcomes (ILO) | | |
| ILO 1: Provide Quality Nursing Care | | |
| Specific Course Objectives | | NA |
| Relevant Competency (JNC) | |  |
| Evaluation Methods | |  |
| ILO 2:Communicate Effectively | | |
| Specific Course Objectives | | 2.1 Identify different types of therapeutic modalities and related interventions  2.2 Illustrate assessment abilities for clients with different psychiatric disorders |
| Relevant Competency (JNC) | | professional communication, collaboration and consultation |
| Evaluation Methods | | Case studies |
| ILO 3:Think Critically | | |
| Specific Course Objectives | 3.1 Identify different therapeutic modalities for patients with psychiatric disorders  3.2 Illustrate therapeutic modalities for clients with different psychiatric disorders  3.3 Differentiate between therapeutic modalities for patients with psychiatric diagnosis  3.4 Recognize ethical issues related to mental health field | |
| Relevant Competency (JNC) | Evidence-based nursing practice | |
| Evaluation Methods | Brain storming  Case studies  Class reports | |
| ILO 4: Promote Professionalism | | |
| Specific Course Objectives | 4.1 Apply systematic problem-solving and decision-making models/tools to maximize the quality of therapeutic modalities for patients with psychiatric disorders.  4.2. Identify appropriate strategies for actively creating constructive psychiatric nursing care and intervention necessary to achieve to psychiatric nursing goals of care.  4.3. Develop political and personal power-building techniques that can be used in the change agent, advocate, and leader–manager roles | |
| Relevant Competency (JNC) | Professional communication, collaboration and consultation | |
| Evaluation Methods | Terms papers | |
| ILO 5: Maintain Quality and Safety | | |
| Specific Course Objectives | 5.1. Describe major components of an effective and efficient therapeutic modalities for patients with psychiatric disorders  5.2. Discuss strategies and tools used to measure effectiveness of therapeutic modalities for patients with psychiatric disorders. | |
| Relevant Competency (JNC) | Standards of psychiatric nursing care  Safety | |
| Evaluation Methods | Frequent logs and reports from clinical application of case studies | |
| ILO 6: Develop Leadership | | |
| Specific Course Objectives | * 1. Demonstrate ability to understand concepts, principles regarding therapeutic modalities for patients with psychiatric disorders   2. Analyze selected psychiatric theories pertinent to the delivery of quality therapeutic modalities for patients with psychiatric disorders in various settings. | |
| Relevant Competency (JNC) | Evidence-based practice  Professional communication, collaboration and consultation | |
| Evaluation Methods | Class presentation for case studies | |
| ILO 7: Implement Evidence based Practice | | |
| Specific Course Objectives | 7.1 provide integrated and supportive literature review for a proposed therapeutic modalities for patients with psychiatric disorders  7.2 address theoretical gaps and application of therapeutic modalities for patients with psychiatric disorders | |
| Relevant Competency (JNC) | Evidence-based practice  Professional communication, collaboration and consultation | |
| Evaluation Methods | Midterm paper: integrated literature review | |

20. Topic Outline and Schedule:

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Topic | Week | Instructor | Achieved ILOs | Evaluation Methods for ILOs | Reference  Reading and Activities | | **Glory story of counseling and psychotherapy** |  | Ayman mansour | 2.1 | Case studies | Corey, G. (2009). | | 1. Individual psychotherapy | 1 | Ayman mansour | 4.1, 6.1, 6.2, 5.1, 5.2 | | 1. Group psychotherapy | 2 | Ayman mansour | 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 6.1, 6.2 | Case scenarios |  | | **II. Psychodynamic** |  | Ayman mansour | 2.1, 2.2, 3.1, 4.1, 4.2, 6.1, 6.2 | Case studies | Yalom,I., Leszcz, M. (2005). | | A. [Overview of psychodynamic therapies](http://users.rider.edu/~suler/freud.html) B. Two essentials: Dreams & childhood memories: | 3 | Ayman mansour | 2.1, 2.2,, 4.1, 6.1, 6.2, 5.1, 5.2 | | D. Contemporary psychoanalytic approaches ([the shadow exercise](http://users.rider.edu/~suler/shadow.html))  E. Basic elements of psychodynamic and eclectic therapies | 4 | Ayman mansour | 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 6.1, 6.2 | Case studies | Corey, G. (2009). | | F. Role plays | 5+6 | Ayman mansour | 2.1, 2.2, 3.1,3.2, 3.3, 4.1, 4.2, 6.1, 6.2 | Class report | | **III. Behavioral and Cognitive Therapies** |  | Ayman mansour | 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 6.1, 6.2 | 1. Case studies and class report | Corey, G. (2009). | | A. Overview of behavior and cognitive therapies | 7 | Ayman mansour | 2.1, 2.2, 3.1, 4.1, 4.2, 6.1, 6.2 | | B. Aversion, exposure, flooding, implosion (implosion exercise) | 8 | | C. Relaxation techniques D. Modeling and behavioral rehearsal (assertiveness training) | 9 | | E. Cognitive restructuring (Exercise: A sample of cognitive interventions) | 10 | | **IV. Humanistic-Existential Therapies**   1. Client- centered therapy [(reflection exercise)](http://users.rider.edu/~suler/reflection.html) | 11 | Ayman mansour | 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2 | Case studies and class report | Yalom,I., Leszcz, M. (2005). | | 1. Existential therapy | 1. 12 | | 1. Gestalt therapy 2. Eastern methods of transformation | 1. 13 | | 1. [The vision quest](http://users.rider.edu/~suler/vquest.html) 2. Death, dying, and the "after-life" | 1. 14 | | FINAL EXAM |  | Ayman mansour | All ILOS | Term paper |  | |

21. Teaching Methods and Assignments:

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| Development of ILOs is promoted through the following teaching and learning methods: (*Choose from table below*) |

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| **Teaching Methodologies:**  The following approaches that are guided by *Adult Learning Theory* will be used to achieve course and clinical objectives related to the ILOs: | |
| Instructional Methods |  |
| * Direct Instruction | * Interactive lectures |
| * Interactive Instruction | * Group discussions * E-learning using Moodle |
| * Experiential Learning | * Application exercises |
| * Independent Study | * Application exercises * Reflective Journaling |

22. Evaluation Methods and Course Requirements:

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements: |

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| **Evaluation Methods** | |
| **Exams** | **Assigned Points** |
| **Review paper (40% )** | **25%** |
| **Practice of psychological intervention** | **25%** |
| **Field visit** | **10%** |
| **Class Presentation** | **10%** |
| **Term paper** | **30%** |
| **Total** | **100%** |

23. Course Policies:

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| A- Attendance policies:   * Students must attend all classes of this course. * Any student with absence of 15% of the classes of any course, will be illegible to sit for the final exam and will be given the university zero (C grade) in this course. * In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course. * Students are not allowed to come late to classes. Any student coming late will not be allowed to attend the class and he/she will be marked absent.   B- Absences from exams and handing in assignments on time:   * Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a makeup exam. * Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester. * Assignments and projects should be submitted to the instructor on the due date.   C- Health and safety procedures: NA  D- Honesty policy regarding cheating, plagiarism, misbehaviour:   * Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:   + Copying from another student’s work.   + Using materials not authorized by the institute.   + Collaborating with another student during a test, without permission.   + Knowingly using, buying, selling, or stealing the contents of a test.   + Plagiarism which means presenting another person’s work or ideas as one’s own, without attribution.   + Using any media (including mobiles) during the exam * The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students’ Discipline rules and regulations No. (94, 49, 47,27, 29): <http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>   E- Examination Instructions for Students   * Bring with you all exam requirements (blue pen, pencils, sharpener, eraser, calculator etc.), borrowing from others is not allowed. * Do not bring any material related to the exam * Do not bring your mobile phone to the Exam room * Be in the exam room at least 10 minutes before exam starting time * It’s not allowed to enter the exam room late. In case of coming late you have to contact the course coordinator immediately * It’s not allowed to leave the Exam room before the end of the END OF AT LEAST ONE-THIRD OF THE EXAM TIME. * Write your name and university number on the exam paper and computerized sheet using **Blue** pen only. * Use pencil **ONLY** to shade your answers on the computerized answer sheet. * Do not leave examination room except under exceptional circumstances at the discretion of the Senior Invigilator and you should be accompanied by an invigilator, if needed. * For Re-exam issue refer back to the university rules.   F- Grading policy:  A grade of (D) is the minimum passing grade for the course.   |  |  | | --- | --- | | **Mark Range** | **Grade** | | 0-50 | C | | 50-59 | C + | | 60-69 | B - | | 70-75 | B | | 76-80 | B + | | 81-84 | A - | | 85-100 | A |   G- Available university services that support achievement in the course:   * Faculty members website * E-Learning website |

24. Required equipment:

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| * Audio-Visual Aids * Faculty member’s Website * E-Learning Website |

**25. References:**

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| 1. Required book (s), assigned reading and audio-visuals:  * Corey, G. (2009). *Theory and practice of counseling and psychotherapy (8th ed.)*. Pacific Grove, CA: Brooks/Cole. * Yalom,I., Leszcz, M. (2005). The theory and practice of group psychotherapy. 5th ed. Basic Boks. New York. * Boyd, M.A. (2012). Psychiatric Nursing: contemporary practice (5th ed). Lippincott Williams & Wilkins; Philadelphia, PA. * Mohr, W.K. (2009). Psychiatric –mental health nursing: Evidenced-based concepts, skills and practices (7th ed). Lippincott Williams & Wilkins; Philadelphia, PA. * Patel S.C., & Jakopac, K.A. (2012). Manual of Psychiatric Nursing Skills. Jones & Bartlett; Sudbury, MA. * Tasman, A. & Mohr, W.K. (2011). Fundamentals of psychiatry. Wiley-Blackwell. Oxford, UK.  1. Recommended books, materials, and media:  * Wheeler K. (2008). *Psychotherapy for the advance practice psychiatric nurse*. St Louis, Mo: Mosby. * American Nurses Association, American Psychiatric Nurses Association, & International Psychiatric Nurses (2007). *Scope and standards of psychiatric-mental health nursing practice.* Washington, DC: ANA * American Psychiatric Association. (2000). Quick *reference to diagnostic criteria from DSM-IV-TR.*  Washington, DC: Author. * American Psychological Association. (2009). Publication *manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. * Barlow, D. H. (2008).  Clinical hand book of psychological disorders:  A step by step manual (4th Ed.). New York:  Guilford Press. * The Queensland Health “ Make up your own mind about drinking” campaign at http://www.health.qld.gov.au/atod/prevention/young\_women.asp * The North American, ‘What a difference a friend makes’ campaign at www.whatadifference.samhsa.gov/ * The British Royal College of Psychiatrists, ‘Fair Deal” at http://www.rcpsych.ac.uk/campaigns/fairdeal.aspx * SANE Australia: <http://www.sane.org/> * Horsfall, J., Cleary, M., Walter, G., & Hunt, G. (2007). Conducting mental health research: Key steps, practicalities, and issues for the early career researcher. *International Journal of MentalHealth Nursing 16* (s1), S1–S20 * Cutcliffe, J., & Ward, M. (2006). *Key Debates in Psychiatric/Mental Health Nursing*. London: Elsevier. * Sartorius, N. (2004). *Open the doors.* Geneva: The World Psychiatric Association. * Smith, P., & Riley, A. (2009). *Cultural theory: an introduction. (2nd ed).* Oxford: Blackwell * Thornicroft,G., Rose, D., & Kassam, A. (2007). Discrimination in health care against people with mental illness. *International Review of Psychiatry, 19*(2), 113-122. * Wadsworth, L., & Thompson, A. (2005). Media literacy: a critical role for dietetic practice. * *Canadian Journal of Dietetic Practice and Research, 66, 30-6.* * Houghton, S. (2007) Exploring Hope: It’s meaning for adults living with depression and for social work practice. Australian e-journal for the Advancement of Mental Health, 6, 3, Downloadable at www.auseinet.com/journal * Pilgrim, D. (2007). The survival of psychiatric diagnosis. Social Science and Medicine 65, 536-547.  1. **Relevant Website and Journals**  * AusEinet: The Australian Network for Promotion, Prevention & Early Intervention: http://auseinet.flinders.edu.au * The UK Social Perspectives Network (SPN) promotes social approaches in mental health care. http://www.spn.org.uk * An American website focusing on recovery from mental health problems: http://mentalhealthrecovery.com * The National Empowerment Centre: US Centre for the promotion of recovery-based approaches: http://www.power2u.org * Faculty members website * E-Learning website |

26. Additional information:

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Name of Course Coordinator: -------------------Signature: ------------------------- Date: ----------Head of curriculum committee/Department: ------------------------ Signature: ------------------

Head of Department: ------------------------------------------------ Signature: ------------------------

Head of curriculum committee/Faculty: ------------------------- Signature: -----------------------

Dean: ------------------------------------------- -Signature: -----------------------------------------------

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File