

Course title	Psychotherapy Theories and Schools						
Type	20 hours of lectures + 10 hours of seminars = 30 hours						
Course leader	Assoc. Prof. Josip Bošnjaković, PhD						
Course co-leader							
The goal or purpose of the course	The aim of the course is to introduce students to various psychotherapy theories and schools, starting with the earliest approaches (psychoanalysis and the psychodynamic approach) and moving to more recent ones. It also aims to highlight the specificities, the circumstances of their emergence, and the possibilities of applying individual psychotherapy theories and schools in practice, as well as to motivate students to study psychotherapy schools and understand their circumstances of emergence personally.						
Prerequisites for enrolment	No prerequisites						
Learning outcomes	After successfully completing the course, the student will be able to: Recognize psychotherapy theories and schools regarding their emphases and specificities; Relate the similarities and differences in the approaches of psychotherapy theories and schools; Distinguish the main concepts and characteristics of psychotherapy theories and schools; Critically assess the applicability of psychotherapy theories and schools in practice; Write a seminar paper on the specificities of individual psychotherapy schools and techniques.						
The relation between learning outcomes, teaching methods, and assessment	Teaching activity	ECTS	Learning outcome	Student activity	Methods of assessment	Points	
						min	max
	Co-creative learning process	1	1-5	Active participation and interaction	Records of monitoring students and their active engagement	20	30
	Lectures on psychotherapy schools	1	1-5	Critical analysis	Discussion	20	30
	Group work	1	1-5	Group work	Participant feedback	10	20
	Seminar paper	1	1-5	Individual work	Evaluation	10	20
	Total:	4				60	100
Office hours	Consultation time with prior notice by email: jobosnjakovic@gmail.com						
Acquired competences	After successfully completing the course, the student will understand the circumstances of the emergence of psychotherapy, distinguish the specificities of individual psychotherapy schools and techniques, and recognize the specificities of psychotherapy schools. In addition, the student will be able to connect similar processes across different psychotherapy schools and assess their practical applicability. Through the seminar work, the student will learn more about three psychotherapy schools and associated techniques.						
Content	Psychotherapy has its own history, starting with psychoanalysis, then the behavioral-cognitive approach, the psychodynamic approach, Gestalt therapy, and continuing to today, when there are over 400 psychotherapy directions. Individual approaches have their own unique theoretical explanations, some overlap in certain understandings of psychological health and pathology, while each approach also has its own specificity. Individual psychotherapy approaches also have their own unique methods and techniques. The purpose of the course is to introduce students to basic psychotherapy theories and techniques. Circumstances of the origin and development of psychotherapy; Individual psychodynamic psychotherapy; Cognitive-behavioral psychotherapy; Individual interpersonal psychotherapy; Systemic psychotherapy; Gestalt psychotherapy; Transactional analysis; Logotherapy; Individual supportive psychotherapy;						

	Integrative approach in psychotherapy
Required reading	G. COREY, <i>Teorija i praksa psihološkog savjetovanja i psihoterapija</i> , Jastrebarsko, 2004. F. DUMONT, R. J. CORSINI (ur.), <i>Šest terapeuta i jedan klijent</i> , Zagreb, 2003. V. JUKIĆ, Z. PISK (ur.), <i>Psihoterapija. Škole i psihoterapijski pravci u Hrvatskoj danas</i> , Zagreb, 2008. D. KOZARIĆ-KOVAČIĆ, T. FRANČIŠKOVIĆ (ur.), <i>Psihoterapijski pravci</i> , Zagreb, 2014.
Recommended reading	E. BERNE, <i>Koju igru igraš</i> , Beograd, 2003. V. FRANKL, <i>Čovjekovo traganje za smislom</i> , Zagreb, 2010. G. O. GABBARD, <i>Psychotherapeutic Treatments</i> , Washington, 2009. H. L. HACKNEY, S. CORMIER, <i>Savjetovatelj – stručnjak</i> , Jastrebarsko, 2012. C. R. ROGERS, <i>On Becoming a Person</i> , New York, 1995. T.G. PLANTE, <i>Contemporary Clinical Psychology</i> , New Jersey, 2022. T. RADIONOV, <i>Geštalt terapija</i> , Jastrebarsko, 2013. M. SZENTMARTONI, <i>Osjetljivost za čovjeka – pastoralna psihologija</i> , Zagreb, 2009. D. F. WALKER, C. A. COURTOIS, J. D. ATEN (ur.), <i>Spiritually Oriented Psychotherapy for Trauma</i> , Washington, 2015.
Teaching methods	Lectures accompanied by PowerPoint presentations, audio-video examples, individual and group work
Methods of knowledge assessment and examination	Written seminar paper
Language of instruction and opportunities	Croatian
Method of monitoring the quality and success of each course and/or module	Anonymous survey, written or oral feedback during lectures