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| Course title | Specifics of Scientific Research Work in Psychotherapy | | | | | | |
| Type | 20 hours of lectures + 10 hours of seminars = 30 hours | | | | | | |
| Course leader | Assoc. Prof. Grgo Grbešić, PhD | | | | | | |
| Course co-leader | Prof. Silvija Ručević, PhD | | | | | | |
| The goal or purpose of the course | The aim of the course is to introduce students to conducting research work and to train them to find, organize, and evaluate relevant information independently. | | | | | | |
| Prerequisites for enrolment | No prerequisites | | | | | | |
| Learning outcomes | After successfully completing the course, the student will be able to: Define and operationalize research terms (e.g., construct, concept, sample, etc.) and methods of quantitative and qualitative research; Plan and develop a research draft (mixed approach) that will provide an answer to the set research goals, problems, and hypotheses; Evaluate research results and explain their implementation for the field of psychotherapy; Analyze ethical aspects of research in the field of psychotherapy and propose a practical way to resolve ethical dilemmas. | | | | | | |
| The relation between learning outcomes, teaching methods, and assessment | Teaching activity | ECT S | Learning outcome | Student activity | Methods of assessment | Points | |
| | | | | | | min | max |
| | Attending lectures | 0.5 | 1-4 | Class attendance | Records | 5 | 10 |
| | Group work | 0.5 | 1-4 | Group tasks, discussion | Quiz | 10 | 15 |
| | Knowledge assessment (research draft) | 2 | 1-4 | Independent preparation of a seminar paper - research draft | Evaluation of seminars | 35 | 50 |
| | Knowledge assessment (critical review) | 1 | 1-4 | Independent preparation of a seminar paper - a critical review of a selected article | Evaluation of seminars | 10 | 25 |
| | Total: | 4 | | | | 60 | 100 |
| Office hours | Consultation time with prior notice by email: grgo.grbesic@gmail.com srucevic@ffos.hr | | | | | | |
| Acquired competences | Upon completion of the course, students are expected to be able to create an adequate research draft, i.e., formulate the goal, research questions, and hypotheses, and, in accordance with them, define the sample and the method of conducting the research (with an emphasis on a mixed approach). In addition, students are expected to successfully evaluate the results of previous research and connect them to the research problem that interests them. | | | | | | |
| Content | The purpose of the course is to introduce students to the process of scientific research, with an emphasis on its application in psychotherapy. Namely, psychotherapy is a scientific profession, and research in the context of psychotherapy represents a continuous, structured, and methodological process of reflection on clinical practice. To answer questions such as whether and which psychotherapies are effective, what mechanisms underlie change, and which therapist competencies lead to successful therapies, it is necessary to use a theory grounded in science, along with quantitative and qualitative methods. Given the above, the course will cover the following topics: Scientific and research approaches in psychotherapy (e.g., interventional, associational, descriptive); Research concepts – goals and research problems, hypotheses, defining and selecting a sample; Research draft – quantitative and qualitative methodology; Measuring instruments for data collection; Evaluation of the effect of psychotherapy; Critical evaluation of works in the field of psychotherapy; Ethical aspects of research in psychotherapy and practical ways of resolving ethical dilemmas. | | | | | | |
| Required reading | G. MILAS, <i>Istraživačke metode u psihologiji i drugim društvenim znanostima</i> , Jastrebarsko, 2005. | | | | | | |

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| | <p>B. PETZ, V. KOLESARIĆ, D. IVANEC, <i>Petzova statistika. Osnovne statističke metode za nematematičare</i>, Jastrebarsko, 2012.</p> <p>B. PHILIPS, F. FALKENSTRÖM, What Research Evidence Is Valid for Psychotherapy Research?. u: <i>Frontiers in psychiatry</i>, 11, 625380. https://doi.org/10.3389/fpsyt.2020.625380</p> |
| Recommended reading | <p>Articles from current periodicals – depending on the topics of students' exam tasks</p> <p>L. TIMULAK (ed.), <i>Research in psychotherapy and counselling</i>, London, 2008.</p> |
| Teaching methods | Lectures, group work, independent exercises and assignments, analyses of selected examples |
| Methods of knowledge assessment and examination | <p>Through two seminar papers:</p> <p>A draft of a possible research on a topic that the participants are interested in from their professional environment, which they could carry out with the resources available to them</p> <p>Critical analysis of professional/scientific work with a topic in the field of psychotherapy</p> |
| Language of instruction and opportunities | Croatian |
| Method of monitoring the quality and success of each course and/or module | Anonymous survey, quizzes |