COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL	*Undergraduate*		
COURSE CODE	**PSY-3621**	**SEMESTER**	6th and above
COURSE TITLE	NEW MEDIA IN CLINICAL PSYCHOLOGY		
TEACHING ACTIVITIES	**WEEKLY HOURS**		**ECTS**
Lectures, experiential exercises, on-line activities, blogging	**3**		**6**

COURSE TYPE	Skills development (Seminar)
PREREQUISITES COURSES:	Psychopathology courses
INSTRUCTION/EXAM LANGUAGE:	English
OFFERED TO ERASMUS STUDENTS	NO
COURSE WEB PAGE (URL)	BlackBoard Frie University, Berlin

2. LEARNING OUTCOMES

Learning Outcomes
This course will introduce students to the field of media psychology and its interface with clinical psychology. Specific topics of discussion will include the complex interactions between new media technologies, individuals and societies and the differences between online and in-person communications. The course will focus on how new media can be used in clinical psychology as a means to help others, how the use of new media can become a risk factor to one's psychological adjustment, and how new media can be used to harm others. Questions that will be posed include: How does social networking affect our views of ourselves and others? How does our personal selectivity in news media consumption impact our choices and communications behavior? What kinds of actions are taken by individuals through social media engagement that might be harmful to oneself or to others? Students will critically evaluate this content, queries and the available literature focusing on these issues.   By the end of the course, students will: • Have acquired a knowledge base on the uses of new media in clinical psychology   • Analyze and critically think about the applications of new media in clinical psychology   • Apply pre-existing knowledge of clinical psychology subject matter in experiential exercises

- Identify and critically evaluate psychological research methods used in papers describing the new media applications in clinical psychology

- Create blogs focusing on clinical issues

- Evaluate empirical data presented in research readings

- Assess the significance and importance of research reports.

- Communicate clearly and effectively about the interface between clinical psychology and new media applications.

General Competencies

- Critical analysis using inductive and deductive reasoning of complicated theoretical and empirical information
- Formulate arguments by analyzing and synthesizing readings and lectures
- Demonstrate ability in conducting thorough literature searches
- Demonstrate ability in surmising and analyzing empirical readings
- In relationship to writing, will show the ability in planning, structuring and integrating theory with new media methodologies

3. COURSE CONTENT

Theoretical topic	Questions posed	Overarching theme
1. **Basics of online interaction**	What is the difference between 'chatting' about a problem online and talking face-to-face?	New media: an instrument used in providing help
2. **Online therapy basics**	Online therapy protocols and How do we imagine clinicians who are writing to us online?	
3. **Expressive writing: writing about emotionally significant topics**	What does online-therapy look like for participants? (Insights into Online- or web-based interventions)	
4. **How can we transform and adapt established methods of CBT for the online-setting?**	What does online-therapy look like for participants? (Calendars and diaries to increase positive activity)	
5. **PC games and forums as helpful tools for children and adolescents**	Games and apps in clinical settings: Hands-on-experiences with Challenger, Treasure Hunt	New Media: a risk
6. **Online addiction: Chats,**	Mindfulness-based approaches:	

Sales, Sex, and Violence – Why new media can be addictive	online addictions	factor
7. **Violence, body schemes, and beauty ideals**	Researching in one's own environment: Collecting pictures, magazines, protocolling your own media consumption	
8. **Eating Disorders and Pornography: How "sick" is our view of our own bodies?**	Differences between different eating disorders; Practical example of what "Binge-Eating" means	
9. **Suicide in the media: Is suicide contagious? Do suicide-webpages need to be forbidden?**	How to react to suicidal clients? Face-to-face, Telephone, Internet	
10. **Sexism and Violence in PC-Games: Do shooter video games make people aggressive and misogynic?**	Researching in one's own environment: Collecting pictures, magazines, protocolling own media consumption	New Media: as an instrument of harm
11. **Basics of cyber aggression "Unfriended on Facebook"– What does cyber aggression look like – when is it relevant for clinical psychology?**	Empathy training against violent behavior	
12. **Cyberbullying: Practical aspects of prevention-- Intervening before it's too late: Specific methods against cyberbullying**	Participant-Roles: Role-play as a method of changing group dynamics	
13. **Summary and project presentations**	Feedback session	

4. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION

INSTRUCTION METHOD	Skype interactive lectures, experiential exercises, online

	homework and deskwork and face to face instruction
INFORMATION AND COMMUNICATION TECHNOLOGIES USED	Use of ICT in teaching Support for learning through the Blackboard, Skype lectures and class lectures

TEACHING ORGANIZATION	*Activity*	*Semester Workload*	*ECTS credits*
	Lectures	33 hours	1.32
	Experiential Exercises	17 hours	0.68
	Independent Study and Writing	100 hours	4.00
	Course Total	*150 hours*	*6*

STUDENT EVALUATION	Evaluation in English I. Participation in experiential exercises (20%) II. Weekly reflective practice journal notes (20%) III. Online tasks (blogging and researching online environment, 20%) IV. Final paper (40%) The evaluation criteria are accessible to students through the website of the course.

5. BIBLIOGRAPHY

Online-Interventions

Andersson, G., Cuijpers, P., Carlbring, P., Riper, H. & Hedman, E. (2014). Guided Internet-based vs. face-to-face cognitive behavior therapy for psychiatric and somatic disorders: a systematic review and meta-analysis. *World Psychiatry*, *13*(3), 288–295. doi:10.1002/wps.20151

Johansson, R. & Andersson, G. (2012). Internet-based psychological treatments for depression. *Expert Review of Neurotherapeutics*, *12*(7), 861–870. doi:10.1586/ern.12.63

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Baikie, K.A. & Wilhelm, K. (2005). Emotional and physical health benefits of expressive writing. *Advances in Psychiatric Treatment*, *11* (5), 338–346. doi:10.1192/apt.11.5.338

Aggression against others and oneself: Cyberbullying and Suicide on the Internet

Olweus, D. (2012). Cyberbullying: An overrated phenomenon? *European Journal of Developmental Psychology*, *9* (5), 520–538. doi:10.1080/17405629.2012.682358

Hinduja, S. & Patchin, J.W. (2012). Cyberbullying: Neither an epidemic nor a rarity. *European Journal of Developmental Psychology*, *9* (5), 539–543.

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Media-Portrayed Body Images (Thin-Ideals, Pornography)

Stice, E. & Shaw, H. (1994). Adverse-Effects of the Media Portrayed Thin-Ideal on Women and Linkages. *Journal of Social and Clinical Psychology*, *13*(3), 288–308. doi:10.1521/jscp.1994.13.3.288

Groesz, L.M., Levine, M.P. & Murnen, S.K. (2002). The effect of experimental presentation of thin media images on body satisfaction: A meta-analytic review. *International Journal of Eating Disorders*, *31*(1), 1–16. doi:10.1002/eat.10005

Duggan, S.J. & McCreary, D.R. (2004). Body image, eating disorders, and the drive for muscularity in gay and heterosexual men: The influence of media images. *Journal of Homosexuality*, *47* (3-4), 45–58. doi:10.1300/J082v47n03_03

Hald, G.M., Malamuth, N.N. & Lange, T. (2013). Pornography and Sexist Attitudes among Heterosexuals. *Journal of Communication*, *63*(4), 638–660. doi:10.1111/jcom.12037