

Clinical Psychological Skills and Diagnosis (H000015)

Course size (nominal values; actual values may depend on programme)

Credits	3.0	Study time	90 h	Contact hrs	30.0 h
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Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	Dutch	lecture	20.0 h
		practicum	10.0 h

Lecturers in academic year 2018-2019

Verhofstadt, Lesley	PP05	lecturer-in-charge
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Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	3	A

Teaching languages

Dutch

Keywords

helping skills; change processes in clinical psychological context, therapeutic alliance, process of problem identification

Position of the course

B.1.3. Have insight into related disciplines and explain their added value.

B.2.2. Being able to scientifically indicate educational and pedagogical theories, practice and policy.

B.3.1. Demonstrate a critical, deontological and ethical attitude towards research and practice.

B.4.4. Being able to communicate, collaborate and act appropriately depending on the situation.

Contents

In this course the following topics are discussed:

- review of current theories and hypotheses concerning change processes (and acceptance of differences) in clinical psychological context;
 - the process of problem identification including decision-making and pathology specific evidence-based practice within clinical psychology;
 - review of theories, hypotheses, and empirical research concerning the impact of the therapeutic alliance and common factors on change processes and acceptance (empathy and emphatic accuracy, creating motivation, listening responses, action responses, verbal skills and other skills such as timing within a session, communication with more than one person, the importance of nonverbal behaviour, ...);
 - techniques to enhance commitment during therapy and risk factors for drop-out;
 - modifications and adaptations in function of a culture specific context, specific client variables (SES, verbal skills, age, ..), client system (individual, couple, family, ..) and setting (ambulatory, residential);
 - possible problems of helpers, the importance of intervision and supervision.
- During the exercises, video taped demonstrations of sessions with clients are analysed and helping skills are practiced.

Initial competences

- To be acquainted with the different topics within the large field of scientific psychology and to be able to apply them to the current educational context.
- To have basic knowledge in orthopedagogics.
- To be able to problemise the life situation of people with special needs

Final competences

- 1 Being able to apply empirical-analytical, interpretative, and action-directed research methods
- 2 Being able to work in team and in an interdisciplinary way
- 3 Being able to understand behavior of children and adults from a psycho-pedagogic and clinical perspective
- 4 Being able to apply orthopedagogic interventions and to reflect critically about their impact and relevance
- 5 Being able to reflect on the impact of (cultural) context on one's orthopedagogic actions
- 6 Being able to reflect from an ethical and deontological perspective on one's orthopedagogic actions

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, practicum

Extra information on the teaching methods

Lectures with possibilities to ask questions and discussion supported by case illustrations.

Video demonstrations, role play and exercises in small groups.

Learning materials and price

- Selected readings and study materials.
- PowerPoint presentations used during the lectures.
- Syllabus available on Minerva

Cost: 10 EUR

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References

- Lang & van der Molen (2008). Psychologische gespreksvoering: Een basis voor hulpverlening. Boom, Amsterdam.
- Bosch & Suykerbuyk (2005). Begeleiding van seksueel misbruikte mensen met een verstandelijke beperking. Uitgeverij Nelissen, Soest.
- Van der Pas (2006). Handboek methodische ouderbegeleiding. Uitgeverij SWP, Amsterdam.

Course content-related study coaching

- Interactive support using Minerva.
- By appointment.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions

Examination methods in case of permanent evaluation

Participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is not possible

Extra information on the examination methods

Information periodic evaluation:

- theory; written examen, open questions, closed book

- exercises: written exam, open questions, closed book; analysis of videotaped demonstration of clinical psychological skills

Information non-periodic evaluation:

Only concerns the exercises.

- form: "participation": evaluation of the degree of active participation during the exercises

"assignment": written assignment

- frequency: after each session of the exercises.
- presence and participation during the exercises are necessary requirements to pass the non-periodic evaluation
- feedback: at least one time during the exercises.

Calculation of the examination mark

A combination of periodic evaluation (90%) and permanent evaluation (10%).

Students who do not participate in all required elements of the periodic and permanent evaluation will at the most receive a non-deliberative quotation (7/20).

Those who do participate in, but do not pass all required elements of the periodic and permanent evaluation, will at most receive a non-deliberative quotation (7/20).