

## Developmental Psychotherapy (H000984)

Course size (nominal values; actual values may depend on programme)  
 Credits 7.0 Study time 210 h Contact hrs 52.5 h

### Course offerings and teaching methods in academic year 2018-2019

Offering	Language	Teaching Method	Hours
A (semester 1)	Dutch	practicum	7.5 h
		clinical seminar	11.25 h
		integration seminar	3.75 h
		lecture	28.75 h
		guided self-study	1.25 h

### Lecturers in academic year 2018-2019

Braet, Caroline	PP07	lecturer-in-charge
Verbeken, Sandra	PP07	co-lecturer

Offered in the following programmes in 2018-2019	crdts	offering
<a href="#">Master of Science in Psychology (main subject Clinical Psychology)</a>	7	A
<a href="#">Master of Science in Psychology (main subject Teacher Education and Training)</a>	7	A

### Teaching languages

Dutch

### Keywords

developmental psychopathology, child and adolescent psychotherapy, evidence-based, case conceptualisation

### Position of the course

This course is part of block 4 that deals with the various treatments used in clinical psychology and, more specifically, it deals with developmental psychotherapy in children and adolescents for different problems. This course builds on the acquired knowledge and insights about developmental psychopathological models (block 2) but also requires knowledge of the other models from this block. The practicum also builds on the knowledge and skills acquired in the assessment of developmental psychopathological processes (block 3) and prepares for the internship (block 5).

### Contents

In this course topics that are covered are: tics, obesity, anxiety, post-traumatic stress, depression, alcohol and substance abuse, eating problems, self-mutilation, compulsive acts, social deficits in children and adolescents whereby the following topics are discussed:

- case conceptualisation for children and adolescents
- developments in 'evidence based mental health' and 'stepped care' related to children and adolescents;
- consulting the international guidelines (Practice Parameters)
- to select an intervention
- the interpretation of meta-analyses, effectivity studies (RCT's), moderator analyses and predictor analyses;
- contextual factors in clinical work with children;
- specific focus on working with adolescents;
- psychotherapy with youths: multidisciplinary team work within the Flemish situation (Integrale Jeugd Zorg)
- transdiagnostic processes (emotion regulation)
- first line interventions for children and adolescents

As part of the practical session, the above topics are explored in-depth by adopting a developmental psychopathological approach to clinical issues with students being taught how to adequately analyse the issue.

#### Initial competences

Klinische ontwikkelingspsychologie, Klinische Psychologie

#### Final competences

- 1 To describe and explain clinical disorders through different developmental phases
- 2 To describe, to argue and to relate theoretical models about clinical disorders with scientific findings and clinical research questions
- 3 To define, to situate, to distinguish and to compare theoretical constructs within theoretical models
- 4 To communicate psychology related knowledge and insights
- 5 To reflect on the interaction between psychology and the public debate
- 6 To formulate identifying and interpreting working hypotheses based in presenting conditions
- 7 To choose between a multitude of intervention methods and techniques
- 8 To design and to develop methods for diagnosis and intervention
- 9 To operationalize or to carry out an intervention plan
- 10 To evaluate an intervention in order to correct and remedy
- 11 To stimulate the active participation of the client in diagnosis and intervention
- 12 To give attention to the clients' singularity and particularities
- 13 To defend personal decisions in an ethical way

#### 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

Guided self-study, lecture, integration seminar, practicum, clinical seminar

#### Extra information on the teaching methods

\* Lectures (and guestlectures) supported with PowerPoint presentations and illustrated with demonstrations by video material. Students are invited to ask questions. \* The syllabus is largely assimilated through home study. The slides are presenting the main content of the course.

\* Practicum and Seminars: The students are involved via role play and tasks to practice in taking interviews, applying age-specific tests in function of a problem analysis, discussion groups on a relevant problem from the field of developmental psychopathology and on video demonstrations and clinical case studies with a final integration seminar

#### Learning materials and price

- 1 Braet, C. (2018-2019). Ontwikkelingsgerichte Psychotherapie: capita selecta . Gent: Docunet
  - 2 Braet, C. (2018 -2019) Ontwikkelingsgerichte Psychotherapie: slides. Gent: MINERVA
  - 3 Pameijer, N.K. & Draaisma, N. (2011). Handelingsgerichte diagnostiek in de jeugdzorg. Leuven : ACCO
  - 4 Background information on Minerva
  - 5 Practical work material on Minerva
- Cost: 60 EUR

#### References

Prins, P. & Braet, C. (2014). Klinische ontwikkelingspsychologie. (Herdruk) Houten: Bohn Stafleu Van Loghum

Braet, C. & Bogels, S. (2014). Protocollaire behandelingen voor kinderen met psychische behandelingen.(Herdruk) Uitgeverij Boom

Hibbs, E.D., Jensen, P.S. (1996). Psychosocial Treatments for Child and Adolescent Disorders. Empirically based strategies for clinical practice. Washington, DC: American Psychological Association.

#### Course content-related study coaching

- Support using MINERVA.
- By e-mail.
- By appointment.
- Coordinator: Sandra.Verbeken@ugent.be

#### Evaluation methods

(Approved)

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

Practical course: Evaluation of the progress via small tasks during the sessions (1/4) and final written case-study(3/4).

Feedback on the non-periodical evaluation:

1 for every task during the sessions

2 individual feedback on the fixed feedbackmoments organised by the faculty

Calculation of the examination mark

A combination of periodic evaluation for the theoretical part (60%) and permanent evaluation for the theoretical part (40%).

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.