

Integration of Models in Clinical Psychology (H002091)

Course size (nominal values; actual values may depend on programme)
Credits 3.0 Study time 90 h Contact hrs 30.0 h

Course offerings and teaching methods in academic year 2018-2019

Offering	Language	Teaching Method	Hours
A (semester 1)	Dutch	lecture: response	6.25 h
		lecture	
		guided self-study	6.25 h
		integration seminar	5.0 h
		self-reliant study	7.5 h
		activities	
		seminar: coached	5.0 h
		exercises	

Lecturers in academic year 2018-2019

Braet, Caroline PP07 lecturer-in-charge

Offered in the following programmes in 2018-2019

Programme	crdts	offering
Bachelor of Science in Psychology (main subject Clinical Psychology)	3	A
Linking Course Master of Science in Psychology (main subject Clinical Psychology)	3	A
Linking Course Master of Science in Psychology (main subject Teacher Education and Training)	3	A
Preparatory Course Master of Science in Psychology (main subject Clinical Psychology)	3	A
Preparatory Course Master of Science in Psychology (main subject Teacher Education and Training)	3	A

Teaching languages

Dutch

Keywords

bio-psycho-social model, clinical psychology, multiperspectivism, integration

Position of the course

This course provides an integration and deepening of the knowledge and insights in the 5 models in clinical psychology and is the finalization of block 2.

Contents

The aim of this course is to situate clinical problems of individuals within a bio-psycho-social perspective with the focus on integration of several theoretical models.

- **In the lectures and response lectures**, examples of how current clinical problems can be situated within the models (e.g. emotional eating, addiction, child abuse, burn-out, bullying, discrimination ...) are shown via powerpoint and demonstrations, with special attention to the five different models within clinical psychology. Some of the 7 key questions that were discussed in the models are compared (human functioning, vision of normality, etiology, resilience, individual markers of change/moderators, mediators and context). Attention is paid to different perspective through propositions and integration. Attention is also paid to diversity and to well-known ecological models such as Bronfenbrenner (1977) and Belsky (1980). In preparation, the students make an entry test. Throughout this course there are assignments spread over 7 weeks (1-7).
- **Guided self-study / independent work / seminar: coached exercises (1):** The students 'choose' a clinical psychological problem (from a predetermined list of 10 topics) and read in the recent professional literature (or via their courses). The

assignment is to summarize the topic independently from one model (task 1), to schematize it (task 2) and to reflect on it (task 3). The key question about etiology will be the central focus .

- **Group work / seminar: coached exercises (2-3):** The students then integrate schematically on the basis of (1) in a group of 5 the 5 different models about one current clinical problem within a bio-psycho-social model and also formulate propositions that witnesses of respectful critical thinking (task 4).
- **Group work / seminar: coached exercises (4-5):** On the basis of the tasks and the group work, the students make a poster about 1 topic in their group. The poster design is transferred to the instructor (task 5).The posters are then grouped by topic and briefly explained during a guided tour. Via peer-review, the posters are assessed on predetermined criteria (according to presentation, coherence, relevance, attention to different models) (task 6).
- **Integration seminar (6):** One of the topics will be discussed in an evening debate, based on statements and the 7 key questions. The 5 professors who teach the five clinical models will be present and also a guest speaker is invited. The student reflects on this (task 7).
- **Guided self-study / independent work (7):** The student completes an individual integration work in which the already elaborated topic of the group work is approached from different models but now on the basis of one of the other 7 core questions (task 8)

Initial competences

Models in experimental psychopathology
Developmental psychopathology models
Models in health psychology
Interpersonal models
Models in psychoanalysis

Final competences

- 1 Being able to describe theoretical models of clinical disorders and relate them to scientific findings and clinical questions.
- 2 Within theoretical models you can define key questions, frame and distinguish them and compare them between the models.
- 3 A clinical topic can be situated within different models, and you can summarize it concisely.
- 4 To be able to sketch in one single model a clinical topic in a schematic representation.
- 5 To be able to analyze within a single model a clinical topic and reflect critically on it.
- 6 Being able to formulate statements situated in the theoretical models with the aim of comparing or integrating models in function of one question.
- 7 Being able to independently summarize insights within the different clinical models and integrate them based on one key question.
- 8 Being able to approach a clinical topic from multiple perspectives.
- 9 Communicate psychology-related knowledge and insights both through written report and orally.
- 10 Being able to sketch and explain in teams the integration of different model-based schematic representations of a clinical question.
- 11 Reflecting on psychological questions within the social debate.

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, group work, integration seminar, self-reliant study activities, seminar: coached exercises, lecture: response lecture

Extra information on the teaching methods

- plenary colleges (6,25h)
- guided self-study (6,25h)
- individual tasks (7,5h)
- practicum/ group work (5h)
- integration seminars (5h)

Learning materials and price

Achtergrondteksten op Minerva
Materiaal voor werkcolleges via Minerva
Total cost: 30 EUR

References

- Belsky, J. (1980). Child maltreatment: an ecological integration. *American Psychologist*, 35, 320-335.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-520.

Course content-related study coaching

MINERVA

Coordinator seminars with coached exercises: Inez.Buyck@ugent.be (email or make an appointment)

Evaluation methods

end-of-term evaluation and continuous assessment

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

Open book examination

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

Open book examination

Examination methods in case of permanent evaluation

Portfolio, 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

Continuous assessment

- Pre-test (no points)
- Presence and active contributions in the 4 practica (2 points)
- The 8 tasks were stored in student's portfolio (8 points)
- The poster assignment (rated at group level) (5 points)

Feedback on the guided tutorial, group work/ seminar: coached exercises

There is permanent feedback on the pre-test and the poster. Feedback on the end points, the 8 individual tasks and the Individual Integration Test are scheduled on the feedback days organized by the faculty.

Calculation of the examination mark

A combination of end-of-term assessment (25%) and continuous evaluation (75%). Participation in all parts of the evaluation is compulsory.

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).