



Course syllabus for

Clinical Psychology 1, 22.5 credits

Klinisk psykologi 1, 22.5 hp

This course syllabus is valid from spring 2016.

Please note that the course syllabus is available in the following versions:

[Spring2009](#) , [Spring2010](#) , [Spring2011](#) , [Spring2012](#) , [Spring2013](#) , [Spring2014](#) , [Spring2015](#) ,
[Spring2016](#) , [Spring2017](#) , [Spring2018](#) , [Spring2020](#)

Course code	2PS007
Course name	Clinical Psychology 1
Credits	22.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychology
Level	G2 - First cycle 2
Grading scale	Fail (U), pass (G) or pass with distinction (VG)
Department	Department of Clinical Neuroscience
Decided by	Programnämnden för Psykologprogrammet
Decision date	2008-10-30
Revised by	Programme Committee 8
Last revision	2015-11-04
Course syllabus valid from	Spring 2016

Specific entry requirements

Passed results of the first and second semester (30 credits and at least 15 credits, respectively) of the Study Programme in Psychology.

Student who has failed clinical placement (clinical placement or the equivalent) as a consequence of serious deficiencies in knowledge, skills or attitude that client or patient security or the clients/ patients/ employers' trust in the field/the healthcare unit has been jeopardised, are qualified to a new clinical placement only when an individual action plan has been completed.

Objectives

Module 1: Communication and interviewing skills 2

The part is based on the introductory part in communication methodology on semester 2.

On completion of this module, the student should be able to:

- account for central principles within interview and communication methodology
- use these principles in role-playing exercises that include both everyday and client-oriented talks

- describe and reflect on strengths and weaknesses regarding own skills within the communication methodology

Module 2: Evaluation methods and report-writing

On completion of this module, the student should be able to:

- describe psychological evaluation methods
- carry out aptitude test for children (Wechsler Intelligence Scale for Children) - WISC) and reflect on own skills
- discuss evaluation results from clinical and scientific aspects
- independently write a report based on WISC
- account for and demonstrate an understanding of the importance of ethical and legal considerations at investigation and report-writing

Part 3: Clinical neuropsychology

On completion of this module, the student should be able to:

- define and describe specific neuropsychological functions/dysfunctions and relate these to knowledge of different diseases and injuries
- account for how neuropsychological knowledge can be applied at assessment/diagnostic procedures and treatment
- describe and reflect on professional skills and attitudes at neuropsychological assessment, diagnostic procedures and treatment

Part 4: School of thoughts in clinical psychology

On completion of this module, the student should be able to:

- account for psychological theories and reflect on typical features, similarities, differences and evidence

Module 5: Psychopathology, diagnostics and treatment On completion of this module, the student should be able to:

- show basic skills in diagnostics from the diagnostic classification system "Diagnostic and Statistical Manual of Mental Disorders" (DSM)
- account for mental syndromes at children and adult regarding aetiology, diagnostics and treatment

Module 6: Clinical placement

- account for clinical psychological activities and reflect on ethics, law and professional attitudes within mental health care

Content

This course provides an introduction to the field of clinical psychology from a biopsychosocial model. Based on the student's knowledge from previous courses, basic clinical knowledge will be covered during the course. Also, basic clinical skills will be introduced. Furthermore, during the course the student begins to integrate his/her knowledge in clinical psychology with clinical skills. Throughout the course ethical and legal considerations in clinical psychology will be discussed as well as various aspects of the professional approach. A scientist/practitioner-perspective is emphasized. The course contents are divided into the following six (6) steps:

Communication and interviewing skills 2, 1.5 hp Part 1 starts with lectures and discussions about principles of interviewing methodology and advantages and disadvantages of different perspectives. Examples are given from everyday, clinical and research-related situations. The students will practice

central principles of interviewing in role plays that include both everyday and client-related situations. They are expected to reflect on their professional development within the interview methodology through feedback from the teachers. **Assessment methods and report writing, 4.5 hp** Within the framework of part 2, the student obtains knowledge with psychological (including neuropsychological) tests. The part provides knowledge of evaluation standards, which tests that are to the psychologist's disposal, principles for the administration of tests, psychometric aspects (reliability, validity and norms), report-writing, legal and ethical aspects. During this part the students will acquire practical skills concerning WISC and a number of other assessment instruments. **Clinical neuropsychology, 4.5 hp** In part 3, earlier acquired knowledge in cognitive neuroscience and its connection to neuropsychology is summarised and developed. The part gives the student a biopsychosocial model to neuropsychological dysfunctions and understanding of how such knowledge is applied in neuropsychological evaluation and treatment. A study visit is made to a clinical unit within the field. **School of thoughts in clinical psychology, 3 hp** In part 4, different psychological theories from historical and current perspectives are presented. The concepts of evidence and research methods within clinical psychology are discussed. **Psychopathology and diagnostics, 7 hp** In part 5, the students are introduced into the use of the diagnostic classification system (DSM) for mental disorders. Mental disorders among children, youths and adults are discussed. In a group assignment, the students deepen their knowledge of a mental disorder and share this knowledge with other students through an oral presentation and a poster presentation. **Clinical placement, 2 hp** The part contains an auscultation at a mental health care clinic. Ethical, legal and professional aspects on mental health care are discussed during this part.

Teaching methods

The teaching consists of teacher-supervised lectures, web tutorials, film showing, discussion seminars, group assignments, role plays with feedback, self evaluation of own proficiencies, reflection sheets and study visit/auscultation. Some of these elements are compulsory (not examining) working methods that contribute to achieve the expected learning outcomes for the different parts of the course. The course coordinator decides whether, and if so how, absence from compulsory course elements can be made up. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory educational activity can imply that the student can not recover the activity until next time the course is given. During the auscultation, 100% attendance at the auscultation placement is mandatory. The teacher responsible for clinical placements arranges the placements of the regular auscultation. In case of absence, the student should see the course coordinator for more information.

Examination

Module 1: Talk- and interview methodology 2, 1.5 credits The part of the course is examined through

- 1) role plays
- 2) Written assignment

The grading scale for this module is Passed/Failed. For the grade Pass (Pass) Pass is required on examination assignments 1 and 2 and attendance on compulsory educational activities according to instructions in schedule.

Module 2: Evaluation methods and written advice, 4.5 credits The part of the course is examined through

- 1) individual administration of WISC-IV testing (practical examination)
- 2) oral and written presentation of group assignment (test workshop)
- 3) written assignment, child testing
- 4) written assignment, report-writing

The grading scale for this module is Passed/Failed. For the grade Pass (Pass) Pass is required on examination assignment 1, 2, 3 and 4, attendance on compulsory educational activities according to instructions in schedule, complete child test, complete observation of child test.

Part 3: Clinical neuropsychology, 4.5 credits The part of the course is examined through

- 1) Written examination
- 2) written minor essay

The grading scale for this module is Pass with distinction/Passed/Failed. For the grade Pass (Pass) Pass is required on examination assignment 1 and 2 and attendance on compulsory educational activities according to instructions in schedule. For the grade Pass with distinction (Pass with distinction) Pass is required on examination assignment 1, Pass with distinction is required on examination assignment 2, and attendance on compulsory educational activities according to instructions in schedule.

Part 4 Theories, 3 credits The part of the course is examined through

- 1) Written examination

The grading scale for this module is Pass with distinction/Passed/Failed. For the grade Pass (Pass) Pass is required on examination assignments 1. For the grade Pass with distinction (Pass with distinction) Pass with distinction is required on examination assignments 1.

Part 5 Psychopathology and diagnostics, 7 credits The part of the course is examined through

- 1) oral and written presentation of group assignment (poster)
- 2) oral seminar (diagnostic workshop)
- 3) Written examination

To pass with distinction (Pass with distinction) on part 5 Pass is required on examination assignments 1 and 2 and Pass with distinction on examination assignment 3, and attendance on compulsory educational activities according to instructions in schedule. For the grade Pass (Pass) Pass is required on examination assignments 1, 2 and 3, and attendance on compulsory educational activities according to instructions in schedule.

Module 6: Placement, 2 credits The part of the course is examined through

- 1) Written assignment

The grading scale for this module is Passed/Failed. For the grade Pass (Pass) Pass is required on examination assignment 1 and participation in the placement (VFU) according to instructions in schedule.

For the grade Pass in the whole course, at least grade Pass is required on all examination assignments under the parts 1, 2, 3, 4, 5 and 6. To pass the course with distinction, Pass is required on part 1, 2 and 6 and Pass with distinction on 3 or 4 part 5.

Limitation of the number of examinations Students who do not pass a regular examination are entitled to re-sit the examination on five more occasions. If the student has carried out six failed tests, no additional tests will be offered. Each occasion the student participates in the same test counts as an examination. Submission of blank exam is counted as an examination session. Examination session to which the student registered but not participated is not counted as an examination session.

Regarding the auscultation, which is a placement (VFU), the number of times a student has the right to auscultate (and thereby be examined) is limited to two (2) times. For more detailed information, see Guidelines for examination compiled by Karolinska Institutet.

Guidelines at failure Course Coordinator can with immediate impact interrupt a student's auscultation if the student shows such serious deficiencies in knowledge, skills or attitudes that client or patient security or the patients/the clients/the employers' trust for the field/the healthcare unit is jeopardised. When the auscultation is interrupted such as this, it implies that the student fails on the current part and that one possibility to complete the course is consumed. In such cases, an individual action plan should be established, where it makes clear which activities and examinations that are required before the student is given possibility to complete the course again.

Transitional provisions

The transition rules follow KI's local guidelines for examination.

Other directives

Course evaluation based on the expected learning outcomes of the syllabus takes place in accordance with KI's local guidelines. Results and possible actions are communicated to the students in the course web page.

Teaching in English may occur.

Literature and other teaching aids

The whole course

Mandatory literature

Sverne Arvill, Ebba

Etik och juridik för psykologer och psykoterapeuter

4 uppl : 2010

ISBN:978-91-44-06628-8 LIBRIS-ID:11790095

[Library search](#)

Articles and other materials may be added based on instructions

Part 1

Mandatory literature

D'Elia, Giacomo

Det kognitiva samtalet i vården

Stockholm : Natur och kultur, 2004 - 217, [1] s.

ISBN:91-27-09823-0 (inb.) LIBRIS-ID:9658766

[Library search](#)

Part 2

Mandatory litteratur

Selander, Ulla-Britt; Nyman, Håkan

Psykologutlåtanden och intyg

2. [uppdaterade] uppl. : Lund : Studentlitteratur, 2011 - 120 s.

ISBN:978-91-44-07443-6 LIBRIS-ID:12285545

[Library search](#)

Smedler, Ann-Charlotte; Tideman, Eva

Att testa barn och ungdomar : om testmetoder i psykologiska utredningar

1. utg. : Stockholm : Natur & kultur, 2009 - 279 s.

ISBN:978-91-27-11692-4 (inb.) LIBRIS-ID:10919498

URL: [Omslagsbild](#)

[Library search](#)

Testing Manuals (available for loan)

Part 3

Mandatory literature

Kolb, B.; Whishaw, I. Q.

Fundamentals of human neuropsychology

6th edition : New York : Worth Publicers, 2008

Additional non-mandatory literature

Kognitiv medicin

Wahlund, Lars-Olof; Nilsson, Christer; Wallin, Anders

1. uppl. : Stockholm : Norstedt, 2011 - 448 s.

ISBN:978-91-1-302322-9 (inb.) LIBRIS-ID:12033738

[Library search](#)

Part 4

Mandatory literature

The student will choose one of the following: KBT i utveckling, Beteendets ABC, Psykoanalytist orienterad psykoterapi.

Counseling and Psychotherapy Theories in Context and Practice : Skills, Strategies, and Techniques

Hoboken : John Wiley & Sons, 2012

LIBRIS-ID:14724708

Kåver, Anna

KBT i utveckling : en introduktion till kognitiv beteendeterapi

Stockholm : Natur och kultur, 2006 - 367, [1] s.

ISBN:91-27-10893-7 (inb.) LIBRIS-ID:10098680

[Library search](#)

Ramnerö, Jonas; Törneke, Niklas

Beteendets ABC : en introduktion till behavioristisk psykoterapi

Lund : Studentlitteratur, 2006 - 249 s.

ISBN:91-44-04374-0 LIBRIS-ID:10082183

[Library search](#)

Sigrell, Bo

Psykoanalytiskt orienterad psykoterapi : [en introduktion]

Stockholm : Natur och kultur, 2000 - 255, [1] s.

ISBN:91-27-08063-3 (inb.) LIBRIS-ID:8348458

[Library search](#)

Additional non-mandatory literature

Öst, Lars-Göran

Kognitiv beteendeterapi inom psykiatrin

Stockholm : Natur och kultur, 2006 - 288 s.

ISBN:91-27-10947-X (inb.) LIBRIS-ID:9989145

[Library search](#)

Part 5

Mandatory literature

Butcher, James Neal; Mineka, Susan; Hooley, Jill M.

Abnormal psychology.

Sixteenth edition : - xix, 764 pages

ISBN:9780205944286 (student edition) LIBRIS-ID:17135220

[Library search](#)

MINI-D 5 : diagnostiska kriterier enligt DSM-5

Pilgrim Press, 2014 - 410 s.

ISBN:9789198997916 LIBRIS-ID:17238133

[Library search](#)

Part 6

Mandatory literature

Same mandatory literature as for the whole course.