



Course syllabus for

## **Clinical Psychology 1, 22.5 credits**

Klinisk psykologi 1, 22.5 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

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	Pass with distinction, Pass, Fail
Department	Department of Clinical Neuroscience
Decided by	Programnämnden för Psykologprogrammet
Decision date	2008-10-30
Revised by	Education committee CNS
Last revision	2020-10-14
Course syllabus valid from	Spring 2020

### **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 frequently used psychological methods of assessment
- administer and evaluate an aptitude test for children (WISC) and reflect on his/her own skills
- summarize, evaluate and write a psychological report on a fictitious case, thereby observing clinical and ethical aspects and relevant laws (hälso- och sjukvårdslagen, 2017:30, socialtjänstlagen, 2001:453, patientsäkerhetslagen, 2010:659, och offentlighets- och sekretesslagen, 2009:400)

### ***Module 3, Clinical neuropsychology***

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

- define and describe specific neuropsychological functions and 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

### ***Module 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***

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

- account for clinical psychological activities and reflect on ethics and professionalism within mental health care (hälso- och sjukvårdslagen, 2017:30, patientsäkerhetslagen, 2010:659, och lagen om psykiatriskt tvång, 1991:1128)

## **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) modules:

## **Communication and interviewing skills 2, 1.5 hp**

Grading scale: GU

## **Assessment methods and report writing, 4.5 hp**

Grading scale: GU

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 student will specifically practice the skills of WISC-testing and use those skills testing a child.

## **Clinical neuropsychology, 4.5 hp**

Grading scale: VU

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, 3.0 hp**

Grading scale: VU

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, 7.0 hp**

Grading scale: VU

In part 5, the student is 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 student deepens its knowledge of a mental disorder and share this knowledge with other students through an oral presentation and a poster presentation.

## **Clinical placement, 2.0 hp**

Grading scale: GU

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, study visit and 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.

## **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 (G), 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 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 (G), 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.

*Module 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 (G), 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 (VG), Pass is required on examination assignment 2, Pass with distinction is required on examination assignment 1, and attendance on compulsory educational activities according to instructions in schedule.

*Module 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 (G), Pass is required on examination assignments 1. For the grade Pass with distinction (VG), Pass with distinction is required on examination assignment 1.

*Module 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

The grading scale for this module is Pass with distinction/Passed/Failed. For the grade Pass (G), Pass is required on examination assignments 1, 2 and 3, and attendance on compulsory educational activities according to instructions in schedule. To Pass with distinction (VG) on module 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.

*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 (G), Pass is required on examination assignment 1 and participation in the placement (VFU) according to instructions in schedule.

*Course grade*

For the grade Pass (G) in the whole course, at least grade Pass is required on all the modules 1, 2, 3, 4, 5 and 6.

To Pass the course with distinction (VG), Pass (G) is required on the modules 1, 2 and 6 and Pass with distinction (VG) is required on module 3 or 4, and on module 5.

*Absence from compulsory course elements*

The examiner decides whether, and if so how, absence from compulsory course elements can be made up for. 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 examiner. Absence from a compulsory educational activities 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 examiner for more information.

*Limitation on 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 examiner 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.

*Possibility of exception from the course syllabus' regulations on the examination*

If there are special grounds, or a need for adaptation for a student with a disability, the examiner may decide to deviate from the syllabus' regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected skills, knowledge and attitudes may not be changed, removed or reduced.

## **Transitional provisions**

The course has been cancelled and was offered for the last time in the spring semester of 2020.

Examination will be provided until the fall semester of 2021 for students who have not completed the course.

## **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**

### **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 literature***

*Selander, Ulla-Britt; Nyman, Håkan*

**Psykologutlåtan och intyg**

2. [uppdaterade] uppl. : Lund : Studentlitteratur, 2011 - 120 s.  
 ISBN:978-91-44-07443-6 LIBRIS-ID:12285545

[Library search](#)

Test Manuals (available as loan)

*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](#)

**Part 3*****Mandatory literature***

*Kolb, Bryan; Whishaw, Ian Q.*

**Fundamentals of human neuropsychology**

7. ed. : New York : Macmillan Education, 2015 - xxiv, 808, [75] p.  
 ISBN:9781319154042 LIBRIS-ID:22417095

[Library search](#)

***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*****Recommended literature***

*Sommers-Flanagan, John; Sommers-Flanagan, Rita*

**Counseling and Psychotherapy Theories in Context and Practice : Skills, Stra**

John Wiley & Sons, 2012  
 ISBN:9781118402535 LIBRIS-ID:16004971

[Library search](#)

## **Psykiatri**

*Herlofson, Jörgen; Ekselius, Lisa; Lundin, Anders; Mårtensson, Björn; Åsberg, Marie*

2., [rev. och omarb.] uppl. : Lund : Studentlitteratur, 2016 - 879 s.

ISBN:9789144094977 LIBRIS-ID:19600701

[Library search](#)

### ***Additional non-mandatory literature***

Additional non-mandatory literature according to teacher's instructions.

## **Part 5**

### ***Mandatory literature***

## **Psykiatri**

*Herlofson, Jörgen; Ekselius, Lisa; Lundin, Anders; Mårtensson, Björn; Åsberg, Marie*

2., [rev. och omarb.] uppl. : Lund : Studentlitteratur, 2016 - 879 s.

ISBN:9789144094977 LIBRIS-ID:19600701

[Library search](#)

### **MINI-D 5 : diagnostiska kriterier enligt DSM-5**

Pilgrim Press, 2014 - 410 s.

ISBN:9789198997916 LIBRIS-ID:17238133

[Library search](#)

### ***Additional non-mandatory literature***

*Arborelius, Lotta*

### **Neurofarmakologi : för psykologer, psykoterapeuter och beteendevetare**

Natur & Kultur Akademisk, 2016 - 304 s.

ISBN:9789127137790 (inb.) LIBRIS-ID:17417857

[Library search](#)

## **Part 6**

Literature may be added according to teacher's instructions.