



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	Fail (U), pass (G) or pass with distinction (VG)
Department	Department of Clinical Neuroscience
Decided by	Programnämnden för Psykologprogrammet
Decision date	2008-10-30
Course syllabus valid from	Spring 2009

### **Specific entry requirements**

For admission to a higher semester, a student may have no more than 15 outstanding credits from the previous semester, and no outstanding credits from preceding semesters.

### **Objectives**

Part 1 Communication and interviewing skills 2 On completion of the course, the student should be able to: - account, theoretically, for central principles in interview and communication methodology (e.g. open-closed questions, summarising, reflecting) - use these principles in role-playing exercises including both everyday and client oriented communication - describe strengths and weaknesses regarding one's own skills in the communication methodology Part 2 Investigation methods and report writing. On completion of the course, the student should be able to: - account for and give examples of psychological (including neuropsychological) tests for children, youths and adults. - describe the usability of different psychological tests and discuss important psychometric properties (for example reliability, validity, norms) - discuss test results from clinical, scientific and ethical aspects. - carry out aptitude tests for children (Wechsler Intelligence Scale for Children - fourth edition; WISC-IV) and relate to the test result clinically, scientifically and ethically. - describe principles for the writing of assessment reports - account for ethical and legal considerations that govern testing and report writing

Part 3 Clinical neuropsychology 1 On completion of the course, the student should be able to: - describe an integrated neurobiology and psychological model of neuropsychological problems. - define and describe specific neuropsychological aspects (e.g., visuospatial functions, working memory capacity) and relate these to knowledge of different problem areas (e.g., stroke, epilepsy, brain damage). - at a general level account for how neuropsychological knowledge is applied in examination/diagnostics (e.g., in testing with WAIS-R or WISC-IV), and treatment (e.g., rehabilitation interventions) with clients

Part 4 Psychopathology, psychiatric diagnoses and treatment. On completion of the course, the student should be able to: - account for symptoms, diagnostic criteria and empirically based knowledge in various psychiatric syndromes in children and adults (e.g., anxiety disorders, depression syndromes). - orient himself/herself in the diagnostic classification system Diagnostic and Statistical Manual of Mental Disorders 4th. Edition (DSM-IV), its structure, included diagnoses, axes, codes. - define and reflect around the importance of the concept of evidence in relation to clinical psychology, and relate this to the meaning of the concept of proven experience. - account for psychological theories (for example, learning psychological, cognitive, psychodynamic) Briefly describe evidence-based interventions in commonly occurring psychiatric syndromes and problem areas for children and adults (for example, anxiety disorders, depression syndromes, dependency problems). - describe and discuss ethical considerations and issues within clinical psychology. - give examples of, define and reflect critically around research, issues, research design (e.g., randomised controlled studies.), and concepts (e.g., power, statistical/clinical significance) used in the area of clinical psychology

## Content

The course gives an introduction to the area of clinical psychology and gives the student basic knowledge of conversation and investigation methodology, and how psychologists relate to and communicate test results (reporting). Within the framework of clinical neuropsychology, knowledge from previous courses on the development of the brain and functional neuro-anatomy is integrated with the situation of knowledge on various neuropsychological problem areas/syndromes. Furthermore, the course provides central knowledge of psychopathology in children and adults, psychiatric diagnoses and general knowledge of various theoretical perspectives (cognitive, learning psychological, psychodynamic) and the evidence of interventions based on these. Consistently, ethical and legal aspects are discussed in relation to the respective parts of the course. Contentwise, the course is divided in the following four parts: Part 1: Communication and interviewing skills 2, 1.5 HE credits. (Communication and interviewing skills 2) The course starts with lectures and discussions of principles of talk and interview methodology and advantages and disadvantages with different approaches. Examples are drawn from everyday as well as clinical research-related situations. The students may practice general principles in role play including both everyday situations and communication directed towards client situations, and help in reflecting on professional development in communication methodology. Part 2: Investigation methods and report writing, 4.5 HE credits. (Investigation methods and report writing) Within the framework of this part, the student may get acquainted with psychological (including neuropsychological) tests for children and adults, through lectures, illustrations and own exercises The aim of this part of the course is that the student should acquire solid knowledge of the investigation procedure, which tests are at the disposal of the psychologist, principles in offering tests, psychometric aspects (reliability, validity, norms), reporting, ethics etc The student may also learn a test more thoroughly, WISC-IV, an aptitude test for children. The aim of the course is also to help the students to reflect on investigation and test results. Part 3: Clinical neuropsychology 1, 4.5 HE credits. (Clinical neuropsychology 1) In this part, previously acquired knowledge in cognitive neuroscience and its relation to diagnoses with a neuropsychological problem profile are summarised and developed. The course gives the student an integrated psychological/neurobiological model of neuropsychological problems and an understanding of how such knowledge is applied in psychological investigation and treatment work. A study visit is done in a neuropsychological investigation unit. Part 4: Psychopathology, psychiatric diagnoses and treatment, 12 HE credits. (Psychopathology, psychiatric diagnoses and treatment) The course is initiated with lectures about general disease theory. After that, an introduction to the use of a diagnostic classification system (DSM-IV) follows in order to diagnose different psychiatric syndromes. Different theories (psychodynamic, cognitive, learning psychological theory/treatment) are discussed and illustrated. Further, the student is introduced to the concept of

evidence within clinical psychology, clinical studies and research design and methodology that are used to answer clinical issues. Theories and empirical treatment results concerning the most important psychiatric syndromes in children and adolescents (e.g., anxiety disorders, depression syndromes) and adults (e.g., anxiety disorders, depression syndromes, eating and sleep disorders, schizophrenic syndromes, personality disorders) are reviewed. Throughout the part, an evidence-based perspective integrating cognition and learning psychology with neurobiology, is in focus. The student will also compile, problematise and reflect around facts about a psychiatric disorder in a group assignment that results in a short written report. The aim is that student should have access to current updated information about different psychiatric problem areas for future clinical psychology parts in the education. During the course, the student makes a study visit at a psychiatric clinic. . Through the study visit, the student is expected to get examples of a professional approach of a psychologist concerning psychiatric/neuropsychological investigation and treatment, and aims also to integrate theoretical and practical knowledge.

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

Grading scale: GU

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

Grading scale: VU

## **Clinical neuropsychology 1, 4.5 hp**

Grading scale: GU

## **Psychopathology, psychiatric diagnoses and treatment, 12.0 hp**

Grading scale: VU

## **Teaching methods**

Working forms The teaching consists of teacher-supervised lectures, films and discussion seminars, exercise seminars with role play, self-assessment of one's own skills and study visits/auscultation in a workplace with psychologists active in the area. Further, the teaching of a group assignment that aims to make the student investigate, examine and compile information on psychiatric problems, and discuss and reflect around this information.

## **Examination**

Part 1: The student's knowledge in Conversation and interview methodology 2 is examined through 1) role-playing exercises 2) Written assignment The grading scale for this part is Passed/Failed. The Pass grade (G), requires a Pass in the role-playing exercises, and the written assignment (examination assignments 1 and 2). Part 2: The student's knowledge in Evaluation methods and reporting are examined through 1) presentation of psychological tests and implementing WISC-IV-testing 2) Written assignment A Pass with distinction (VG) in part 2 requires a Pass in WISC-testing (examination assignment 1) and a Pass with distinction in the written assignment (examination assignment 2). A Pass grade (G) requires a Pass in WISC-testing (examination assignment 1) and a Pass in the written assignment (examination assignment 2). Part 3: The student's knowledge in Clinical neuropsychology 1 is evaluated through 1) an individual investigation, a written work and an oral presentation of this In this independent work one of the grades Pass/Fail is given. Part 4: The student's theoretical knowledge in the area of Psychopathology, diagnostics of psychiatric syndromes and treatment are examined through: 1) a written examination at the end of the course 2) a group assignment that should result in a minor report on a psychiatric syndrome and evidence-based treatment for this, and an oral presentation of the report. A Pass with distinction (VG) in part 4 requires a Pass with distinction in examination assignments 1 and

2. For the Pass grade, Pass grades in the examination assignments 1 and 2 are required. A Pass in the entire course requires at least a Pass grade in all examination assignments under parts 1, 2, 3 and 4. A Pass with distinction in the course requires a Pass in parts 1 and 3, and a Pass with distinction in parts 2 and 4. For a student, who has not met the criteria for at least a Pass (G) a re-examination session and supplementary written assignments in accordance with KI's local guidelines are arranged

## Other directives

Certain seminars and exercise sessions are compulsory. Course evaluation takes place according to KI's local guidelines. Results and possible actions are communicated to the students in the course web page.

## Literature and other teaching aids

*Lindh, Gunnel; Lisper, Hans-Olof*

### **Samtal för förändring**

*Furugren, Bo*

Lund : Studentlitteratur, 1990 - 104 s.

ISBN:91-44-30091-3 LIBRIS-ID:7277778

[Library search](#)

*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](#)

*Ek, Ulla; Linder, Susanne; Wetter, Ilse*

### **Rätt & vett : om juridik och etik i psykologiskt arbete**

Lund : Studentlitteratur, 2007 - 224 s.

ISBN:978-91-44-03573-4 LIBRIS-ID:10341879

[Library search](#)

*Lezak, M.D.; Howieson, D.B.; Loring, D.W.*

### **Neuropsychological Assessment**

4. ed. : Oxford; New York : Oxford University Press, 2004 - xiv, 1016 s.

ISBN:0-19-511121-4 (cloth : alk. paper) LIBRIS-ID:9127656

[Library search](#)

*Selander, Ulla-Britt; Nyman, Håkan*

### **Psykologutlåtanden och intyg**

1. uppl. : Lund : Studentlitteratur, 2008 - 94 s.

ISBN:978-91-44-04779-9 LIBRIS-ID:10920306

[Library search](#)

*Smedler, Ann-Charlotte*

### **Att testa barn : om testmetoder i barnpsykologiska utredningar**

Hägersten : Psykologiförl., 1993 - 142 s.

ISBN:91-7418-189-0 (inb.) LIBRIS-ID:7641271

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### **Fysiologi**

*Lännergren, Jan*

3., [uppdaterade] uppl. : Lund : Studentlitteratur, 2005 - 310 s.

ISBN:91-44-03803-8 LIBRIS-ID:9818662

[Library search](#)

*Lezak, M.D.; Howieson, D.B.; Loring, D.W.*

**Neuropsychological Assessment**

4. ed. : Oxford; New York : Oxford University Press, 2004 - xiv, 1016 s.

ISBN:0-19-511121-4 (cloth : alk. paper) LIBRIS-ID:9127656

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*Nyman, Håkan; Bartfai, Aniko*

**Klinisk neuropsykologi**

Lund : Studentlitteratur, 2000 - 363 s.

ISBN:91-44-01328-0 LIBRIS-ID:8352896

[Library search](#)

*Baldwin, John D.; Baldwin, Janice I.*

**Behavior principles in everyday life**

4. ed. : Upper Saddle River, N.J. : Prentice Hall, cop. 2001 - viii, 407 p.

ISBN:0-13-087376-4 (hft.) LIBRIS-ID:8275497

[Library search](#)

*Morrison, James*

**Psykiska symtom med medicinska orsaker**

*Zetterström, Gun*

Lund : Studentlitteratur, 2001 - 254 s.

ISBN:91-44-01848-7 LIBRIS-ID:8353098

[Library search](#)

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

**Abnormal psychology**

13th ed. : Boston ; a London : Pearson/Allyn and Bacon, c2007 - xxxi, 668 p. , (various pagings).

ISBN:978-0-205-45942-1 (cased) LIBRIS-ID:10862217

[Library search](#)

*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](#)

*Lundh, Lars-Gunnar; Eriksson, Bengt*

**Psykoterapins skolbildningar**

Lund : Studentlitteratur, 1994 - 248 s.

ISBN:91-44-47011-8 LIBRIS-ID:7279079

[Library search](#)

*Herlofson, Jörgen; Landqvist, Mats*

**MINI-D IV. diagnostiska kriterier enligt DSM-IV-TR.**

Danderyd : Pilgrim Press, 2002 - 311 s.

ISBN:91-973050-9-x

[Library search](#)

*Oatley, Keith; Dacher, Keltner; Jenkins, Jennifer M.*

**Understanding emotions**

2. ed. : Malden, Mass. : Blackwell, 2006 - xxvi, 508 s.

ISBN:1-4051-3103--9 (hft) LIBRIS-ID:10097003

[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](#)

*Öst, Lars-Göran*

**Kognitiv beteendeterapi inom psykiatrin**

Stockholm : Natur och kultur, 2006 - 288 s.

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

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