



**Karolinska  
Institutet**

Course syllabus for

## **Clinical methods in psychology, 6 credits**

Klinisk metod inom psykologiområdet, 6 hp

This course syllabus is valid from spring 2025.

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

[Spring2011](#) , [Spring2012](#) , [Spring2013](#) , [Spring2014](#) , [Spring2015](#) , [Spring2020](#) , [Spring2021](#) , [Spring2022](#) , [Spring2025](#)

Course code	2PS021
Course name	Clinical methods in psychology
Credits	6 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychology
Level	AV - Second cycle
Grading scale	Pass, Fail
Department	Department of Clinical Neuroscience
Decided by	Programnämnd 8
Decision date	2010-11-25
Revised by	Education committee CNS
Last revision	2024-09-25
Course syllabus valid from	Spring 2025

## **Specific entry requirements**

Passed results of the Study Programme in Psychology semester 1-6 comprising 180 credits and at least 15 credits from semester 7.

## **Objectives**

*Module 1, Pedagogy - education and supervision*

The student is expected after completed module to

- be able to prepare and communicate a psykoeducational message that is communicated to laymen
- be able to account for and use basic concepts within teaching and learning and rhetoric

*Module 2, Psychological treatment: treatment planning*

The student is expected after completed module to

- in a professional way be able to carry out an assessment before psychological treatment which includes to be able to take medical history, make a functional analysis and make psychiatric

diagnostic assessment

- be able to account for and apply legal regulations relevant to psychological treatment
- be able to account for and apply ethical principles central for psychological treatment, including consideration of the human rights and men's violence against women
- be able to account for what is included in and write medical record
- be able to analyze how organizational- and societal factors can affect the assessment and psychological treatment.

## Content

The course contains the following two modules:

### **Pedagogy - education and supervision, 1.5 hp**

Grading scale: GU

In module 1, the student may take part of theory of teaching and learning and rhetoric. The student shall prepare a psychoeducational effort that should be given individually in the form of oral presentation. The psychoeducational effort is presented in full on an examining seminar, where the students are given detailed feedback on the effort. Further, the student shall write a PM discussing applications of pedagogical concepts.

### **Psychological treatment: treatment planning, 4.5 hp**

Grading scale: GU

In module 2, earlier acquired knowledge in clinical psychology that is relevant is summarised and integrated to start individual client work. This part of the course provides the student knowledge of the assessment procedures that are required for the course in psychological treatment for example through information about/repetition about forms, screening instrument, psychiatric assessment and functional analysis. Focus is on implementation of medical history taking, functional analysis and psychiatric assessment, and ability to build a good alliance with the patient during the first part of the client work. During this part of the course, the student also obtains knowledge of central generic parts in psychological treatment, which includes to be able to apply laws and rules ethical guidelines at to for example medical records keeping. In addition, the student gets analytic skills analyze how organizational- and societal factors can affect the assessment and psychological treatment. The students obtain knowledge of aim of supervision at psychological treatment and which responsibility supervisor and student has. This module of the course also include knowledge about men's violence against women.

## Teaching methods

The teaching consists of teacher-supervised lectures, films and discussion and practice seminars, with role plays and reflections.

Some course elements are compulsory, see heading "Examination".

## Examination

*Module 1, Pedagogy - education and supervision*

The module is examined in the following way:

- a) oral presentation of a psychoeducational message on examining seminar, is graded U or G
- b) minor essay around basic concepts within pedagogy, is graded U or G

The module is graded U or G. The grade G on the module requires G on examination assignment a and b.

*Module 2, Psychological treatment: treatment planning*

The module is examined in the following way:

- a) two clinical roleplays in which the student's ability to conduct diagnostic assessment and functional analysis are tested, is graded U or G
- b) take-home examination regarding different organizational- and societal factors, aspects of ethics and law of relevance for psychological treatment, is graded U or G
- c) take-home examination including writing medical records and assessment of clinical cases, is graded U or G
- d) active participation at compulsory workshops according to schedule
- e) active participation at compulsory clinical training sessions according to schedule

The module is graded U or G. The grade G on the module requires G on examination assignment a), b) and c) as well as fulfillment of compulsory course elements.

*Course grade*

The entire course is graded U or G. The grade G on the entire course requires G on module 1 and 2.

*Absence from or unfulfillment of compulsory course elements*

The examiner decides whether, and if so how, absence from or unfulfillment of compulsory course elements can be made up for. Study results cannot be reported until the student has participated in or fulfilled compulsory course elements, or compensated for any absence/ failure to fulfill in accordance with instructions from the examiner. Absence from or unfulfillment of a compulsory course element may imply that the student can not retake the element until the next time the course is offered.

*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

If the course is cancelled or undertakes major revisions, you will find information on transition rules under this heading.

## Other directives

Course evaluation takes place in accordance with KI's local guidelines. Results and possible actions are communicated to the students in the course web page.

## Literature and other teaching aids

**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](#)

*Farmer, Richard F.; Chapman, Alexander L.q (Alexander Lawrence)*

**Behavioral interventions in cognitive behavior therapy : practical guidance for putting theory into action**

Washington, DC : American Psychological Association, 2008 - 341 s.

ISBN:1--43380241-4 LIBRIS-ID:10664333

[Library search](#)

**KBT inom psykiatri**

*Öst, Lars-Göran*

2. rev. & utökade utgåvan : Stockholm : Natur & Kultur, 2013 - 424 s.

ISBN:9789127135604 (inb.) LIBRIS-ID:14291372

[Library search](#)

*Lindqvist Grinde, Janne*

**Klassisk retorik för vår tid**

1. uppl. : Lund : Studentlitteratur, 2008 - 373 s.

ISBN:9789144047881 (inb.) LIBRIS-ID:10953093

[Library search](#)

*Anholt, Robert Rene Henri*

**Dazzle 'em with style : the art of oral scientific presentation**

2. ed. : Burlington : Elsevier, 2006 - 171 s.

ISBN:0-12-369452-3 LIBRIS-ID:10035541

[Library search](#)

***Recommended articles***

*Hattie, John*

**Which Strategies Best Enhance Teaching and Learning in Higher Education?**

2011 Ingår i:

*Mashek, Debra J.; Hammer, Elizabeth Yost.*

**Empirical research in teaching and learning : contributions from social psychology**

Chichester : Wiley-Blackwell, 2011. - xii, 187 p.

ISBN:144433719x LIBRIS-ID:12104094

(2011) s. 130142 [Library search](#)

*Boström, Lena; Lassen, Liv M.*

**Unraveling learning, learning styles, learning strategies and meta-cognition**

Education + Training, 2006

URL: [Sök på artikelns namn i KIB:s sökmotor](#)

*Search the article's title in KIB's search engine*