



Course syllabus for

Clinical methods in psychology, 6 credits

Klinisk metod inom psykologiområdet, 6 hp

This course syllabus is valid from spring 2022.

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

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

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	Fail (U) or pass (G)
Department	Department of Clinical Neuroscience
Decided by	Programnämnd 8
Decision date	2010-11-25
Revised by	Education committee CNS
Last revision	2021-10-04
Course syllabus valid from	Spring 2022

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 account for the set-up of client work under supervision at the Study Programme in Psychology and account for the function of the supervision and which responsibility supervisor or student has under the supervision
- 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. Further, the teaching of meeting in a supervisory group with a licensed psychologist is constituted, and auscultation on the treatment unit where the client work can be carried out. On both module 1 and 2, all seminars and lectures are compulsory to participate in.

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
- c) active participation at compulsory seminar on rhetoric

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

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) writing medical records based on a video-recorded clinical case, is graded U or G
- d) active participation at compulsory workshops 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.

Limitation on the number of examinations

Student who do not pass the regular examination are entitled to retake the examination on five more occasions. If the student has carried out six failed examinations/tests no additional examinations will be given. As examination trials, the occasion when the student has participated in the same test are counted. Submission of blank exam is counted as an examination trial. An electronic examination that has been opened via the learning management system counts as an examination trial, even if the examination is not submitted. Examination to which the student registered but not participated in, will not be counted as an examination trial. In order for an examination assignment to be relevant for assessment, it must have been submitted by the appointed time, otherwise the student is referred to the re-examination opportunity.

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 psykiatrin***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

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