



Course syllabus for

Clinical Practice with Children and Adolescents for Psychologists, 6 credits

Psykologarbete bland barn och ungdom, 6 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:

Autumn2015 , [Autumn2016](#) , [Autumn2017](#)

Course code	2PS033
Course name	Clinical Practice with Children and Adolescents for Psychologists
Credits	6 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	Programme Committee 8
Decision date	2014-11-07
Revised by	Programme Committee 8
Last revision	2015-05-07
Course syllabus valid from	Autumn 2015

Specific entry requirements

To be eligible to advance to this course, students must have no more than 15 credits remaining from the previous term, and no credits remaining from any terms preceding this.

Students who fail a clinical placement (or equivalent) as a result of demonstrating such a serious lack of knowledge, skills or attitude that patient safety or the patients' confidence in medical care is at risk, will only be qualified for a new clinical placement once the individual action plan has been carried out.

Objectives

Module 1 On completion of this module, the student is expected to show the following knowledge and understanding:

- Be able to account for basic theories and models within psychological practice with children and youths (e.g. models of prevention and consultation)

- Be able to describe the content of important evidence-based treatments and preventive interventions for children and youths within the health-care and school systems.
- Be able to describe the contents of Applied Behavioural Analysis (ABA) and understand the theoretical base for the method.

Module 2 On completion of this module, the student is expected to show the following skills, approaches and attitudes:

- Be able to carry out the stages in ABA of problems at children i.e observation/measurement, functional analysis and implementation/follow up of suggested interventions.
- Be able to formulate useful advices based on theory and empirical work in consultative practice as psychologist.
- Be able to account for psychologists' role and assignments in practice with children and youths and to specify how it differs from practice with adults.
- Show a professional approach and attitude in the consultative work as psychologist.

Content

The student is expected from earlier courses (Developmental psychology and Clinical psychology 1) to have basic knowledge about assessment- and testing methodology, communication methodology and behavioural analysis. This course above all intends to provide knowledge about how these skills can be applied in psychological work among children and youths.

The course consists of two (2) part:

Theories, models and methods concerning children and youth, 2 hp The theoretical part in the course treats subjects that can be divided into three themes. The first theme is about theories and models that concern psychologist work with children as for instance knowledge of risk and protective factors, prevention models, system theory and functional analysis. The other theme is evidence-based methods for treatment and prevention of problems at children and youths as for instance parent training, group-based anxiety treatment and interventions in the school-settings. Beside specific methods, this theme also includes general aspects of work with children and youths. Examples of it is therapeutic attitude and cooperation with legal guardians and school. During the third theme, a specialisation in analysis and the treatment method ABA takes place that also will be applied in practice during the second part of the course. **Applied clinical practice with children and youth, 4 hp** The second part of the course include two activities, of which the first is located in pre-schools. In that activity, the student will visit pre-schools and use ABA of the interaction between staff and children. No individual children will be subjected for observation or documentation. Teaching and supervision connected to this activity will concern both ABA specifically and how psychologists can work consultatively in general with staff in pre-school/school.

The other activity of the second part of the course concerns knowledge of psychologists' role and assignments in work with children and youths and how it differs from psychologist work with adult.

Teaching methods

Module 1 The teaching consists of teacher-supervised lectures, film showing and practical exercises. Researchers and clinically active psychologists with experiences in work with children and youths will lead the teaching.

Module 2 The first activity of the part starts with teacher-supervised lectures and seminars, where the student obtains necessary knowledge before the visits to the pre-schools. They will thereafter visit the pre-schools in small groups at three to four occasions to carry out ABA (observation, measurement, feedback and follow up). Between the visits at the pre-schools, the student obtains supervision in small groups.

In the second activity of the second module, the student should find a psychologist that is active in the

area of children and/or youths. They should interview the psychologist and share the experiences to his fellow students.

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 course element could mean that the student can not retake the element until the next time the course is offered.

Examination

Module 1 The module is examined through a written examination at the end of the course. Examination includes the reading list and the contents on lectures and seminars. Furthermore, the students should hand in a written report that is based on an applied behavioural analysis of a fictitious case.

The examination and the written assignment will be given one of the grades Pass with distinction (VG), Pass (G) or Fail (U). For Pass with distinction on the part, Pass with distinction on the written examination is required and the written assignment and attendance on compulsory course elements. For Pass on the module, Pass on examination is required and the written assignment and attendance on compulsory elements.

Module 2 The module is examined through a written report of it applied the behavioural analysis that the students carry out on the pre-schools. Even if the visits at the pre-schools take place in groups, each student should hand in an individual report. After the second activity of the module, the student should summarise the replies from the psychologist they chose to interview on Ping Pong.

The report of the applied behavioural analysis will be given one of the grades Pass with distinction (VG), Pass (G) or Fail (U). On the second examination assignment, the grade Pass or U are given. For Pass with distinction on the module, Pass with distinction on the first examination assignment and Pass on the other assignments are required. In addition, for the grades Pass with distinction or Pass on the module, attendance on compulsory elements is required.

The grade on the whole course becomes Pass with distinction, if the student obtains Pass with distinction in on both modules. If the student obtains Pass with distinction on a part and Pass on the other become the collected course certificate G.

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 If the student has failed six examinations/tests, no additional examination is given. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. *In* case a student is registered for an examination but does not attend, this is not regarded as an examination. Regarding VFU (placement in clinical placement or equivalent), 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.

The examiner may, with immediate effect, interrupt a student's clinical placement (or equivalent) if the student demonstrates such serious deficiencies in knowledge, skills or attitudes that client or patient safety or patient/client/employer confidence in healthcare is at risk. If a clinical placement is interrupted in this way the student is deemed to have failed that element and to have used up one clinical placement opportunity. In such cases, an individual action plan should be established, where it is clear which activities and examinations that are required before the student is given possibility to a new course date.

Transitional provisions

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

Other directives

Course evaluation takes place from the expected learning outcomes of the course syllabus take 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

CBT with Children, Young People and Families

SAGE Publications Ltd,

LIBRIS-ID:17602641