



**Karolinska
Institutet**

Course syllabus for

Clinical Practice with Children and Adolescents for Psychologists, 6 credits

Psykologarbete bland barn och ungdom, 6 hp

This course syllabus is valid from autumn 2020.

Course code	2PS042
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	Fail (U) or pass (G)
Department	Department of Clinical Neuroscience
Decided by	Education committee CNS
Decision date	2020-04-01
Course syllabus valid from	Autumn 2020

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

Upon completion of the course, the student should be able to:

Module 1, Theories, models and methods that concerning children and adolescents

- give an account of basic theories and models in psychologist work with children and adolescents e.g. concerning development and maintenance of problems
- describe attitudes and basic strategies in psychological interventions that target children and adolescents, e.g., how guardians can be involved and how one can handle a lack of motivation
- describe the contents of consultation based on behavioural analysis (hereafter behaviour consultation) and understand the theoretical principles behind the method

Module 2, Practical psychologist work with children and adolescents

- carry out behaviour consultation, including interviewing a pedagogue/teacher, doing child observations and giving oral and written feedback to the pedagogue/teacher
- integrate theoretical knowledge of children and consultative work (from module 1) in the practical implementation of behaviour consultation
- 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 mainly all intends to provide knowledge about how these skills can be applied in psychological work with children and youths.

The course is divided in the following two (2) modules:

Theories, models and methods concerning children and adolescents, 3.0 hp

Grading scale: GU

A smaller part of the module is devoted to theories and models that concern psychologist work with children and adolescents, as for instance knowledge of risk and protective factors, prevention models, system theory and models of interaction. The larger part of the module is about attitude and basic strategies in psychological interventions. This includes, aspects of the psychologist work that are central in work with children and adolescents - in particular consultative work with parents and school staff.

Applied clinical practice with children and adolescents, 3.0 hp

Grading scale: GU

The other module of the course include a placement where the student conduct a behavioural consultations with a pedagogue/teacher at a preschool. This includes interviewing a pedagogue/teacher, observe the interplay between pedagogues/teachers and children, analyze the interplay and give feedback to the pedagogue/teacher. Furthermore, the student should take into consideration ethical aspects during the work with the behavioural consultation. No individual children will be subjected to observation or documentation.

Teaching methods*Module 1, Theories, models and methods concerning children and adolescents*

The teaching consists of teacher-led lectures. Researchers and clinically active psychologists with experiences from work with children and youths will do the teaching.

Module 2, Practical psychologist work in children and adolescents

The main part of the module is devoted to the placement activity at pre-schools. The students will either individually or in pairs visit a preschool at four occasions. During these visits, each student will carry out consultative work with a pre-school pedagogue/ teacher. Before and between the visits, the student will participate in compulsory lectures and seminars to obtain necessary guidance in the practical work.

Examination*Module 1, Theories, models and methods that concerning children and adolescents*

The module is assessed through work with assigned questions that are presented during an examination seminar and through a written test. The assigned questions are based on the main course literature book, and the written test is based on the scientific articles and the contents on lectures and seminars.

On this module, one of the grades Fail or Pass is given. For Pass on the module, Pass on the examination seminar and Pass on the test are required.

Module 2, Practical psychologist work in children and adolescents

The behavioural consultation and the ability to integrate theoretical and practical knowledge is assessed through an individual written report of the work that the student carries out at the pre-school.

Assessments from the responsible pedagogue/ teacher at the pre-school will also be obtained to assess the student's professional approach during the work with the behavioural consultation.

The report about the behavioural consultation is given the grade Fail or Pass. The student's professional attitude is also given the grade Fail or Pass. To receive the grade Pass on the module, one needs to have Pass on the report and Pass on professional approach. Furthermore, attendance on compulsory teaching elements as per schedule is required.

Course grade

In the course, one of the grades Fail or Pass is given

For the grade Pass on the full course, one is required to have Pass on module 1 and Pass on module 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 of the number of theoretical 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 trails, 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.

Limitation of placement/clinical modules

A student who has not passed on a placement/ clinical module has the right to participate (and thereby be examined) at one (1) additional occasion, this can however be the following time the course is given.

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 attitude that patient safety or patient 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 set up stating which activities and tests are required before the student is qualified for a new clinical placement on the course.

Possibility of exception from the course syllabus' regulations on examination

If there are special grounds, or a need for adaptation for a student with a functional disability, the examiner may decide to deviate from the syllabus's 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 knowledge, skills and attitudes may not be changed, removed or reduced.

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

Mandatory literature

Rosengren, Anna

KBT ur ett barnperspektiv : förhållningsätt och anpassningar i psykiatriskt arbete

Första utgåvan : [Stockholm] : Natur & kultur, [2019] - 325 sidor

ISBN:9789127823242 LIBRIS-ID:x73m8949vlkckdnd

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