



Course syllabus for

# **Clinical Psychology 1, 22.5 credits**

Klinisk psykologi 1, 22.5 hp

This course syllabus is valid from autumn 2023.

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

Autumn2023 , [Spring2024](#) , [Spring2025](#)

|                            |   |
|----------------------------|---|
| Course code                | 2PS049                                  |
| 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) or pass (G)                    |
| Department                 | Department of Clinical Neuroscience     |
| Decided by                 | Education committee CNS                 |
| Decision date              | 2023-04-05                              |
| Course syllabus valid from | Autumn 2023                             |

## **Specific entry requirements**

Passed results of the first and second semester (60 credits) and at least 15 credits from the third semester of the Study Programme in Psychology.

Student who has failed clinical placement (clinical placement or the equivalent) as a consequence of serious deficiencies in knowledge, skills or attitude in such a way that patient security or the patients' trust in the field/ the healthcare unit may have been jeopardized, are qualified to a new clinical placement only when an individual action plan has been completed.

## **Objectives**

### *Module 1, Communication and interviewing skills 2*

The module is based on the introductory module in communication skills at semester 2.

On completion of this module, the student should be able to

- account for central principles in communication and interviewing skills
- use these principles in role-play exercises, including both everyday and patient-oriented communication
- describe and reflect on strengths and weaknesses regarding his/her own communication skills

### *Module 2, Evaluation methods and report-writing*

On completion of this module, the student should be able to

- describe frequently used psychological methods of assessment
- administer and evaluate an aptitude test for children (WISC) and reflect on his/her own skills
- summarize, evaluate and write a psychological report on a fictitious case, thereby observing clinical and ethical aspects and relevant laws (hälso- och sjukvårdslagen 2017:30, socialtjänstlagen 2001:453, patientsäkerhetslagen 2010:659, offentlighets- och sekretesslagen 2009:400, and patientdatalagen 2008:355)

### *Module 3, Psychological theories*

On completion of this module, the student should be able to

- define and describe specific neuropsychological functions and dysfunctions and relate these to knowledge of different diseases and injuries
- account for how neuropsychological knowledge can be applied at assessment, diagnostic procedures and treatment
- describe and reflect on professional skills and attitudes at neuropsychological assessment, diagnostic procedures and treatment
- show skills in the communication with laypersons on neuropsychology

### *Module 4, Psychological theories*

On completion of this module, the student should be able to

- account for psychological theories and reflect on typical features, similarities, differences and evidence

### *Module 5, Psychopathology and diagnostics*

On completion of this module, the student should be able to

- show basic skills in diagnostics from the diagnostic classification system "Diagnostic and Statistical Manual of Mental Disorders" (DSM)
- account for mental syndromes among children and adults regarding aetiology, diagnostics and treatment

### *Module 6, Clinical training (VIL)*

On completion of this module, the student should be able to

- account for clinical psychological activities and reflect on ethics and professionalism within mental health care while considering relevant laws (hälso- och sjukvårdslagen, 2017:30, patientsäkerhetslagen, 2010:659, och lagen om psykiatriskt tvång, 1991:1128)

## **Content**

This course provides an introduction to the field of clinical psychology from a biopsychosocial model. Based on the student's knowledge from previous courses, basic clinical knowledge will be covered during the course. Also, basic clinical skills will be introduced. Furthermore, during the course the student begins to integrate his/her knowledge in clinical psychology with clinical skills. Throughout the course ethical and legal considerations in clinical psychology will be discussed as well as various aspects of the professional approach. A scientist-practitioner-perspective is emphasized.

The course contents are divided into the following six modules:

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

Grading scale: GU

During modul 1, communication and interviewing skills are practiced in small groups. The student reflects individually over his/her own strengths and fields of improvement.

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

Grading scale: GU

Within the framework of module 2, the student obtains knowledge with psychological (including neuropsychological) tests. The module provides knowledge of assessment procedures, which tests that are to the psychologist's disposal, principles for the administration of tests, psychometric aspects (reliability, validity and norms), report-writing, legal and ethical aspects.

During this module, the student will specifically practice the administration of the WISC test and use those skills testing a child.

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

Grading scale: GU

In module 3, earlier acquired knowledge in cognitive neuroscience and its connection to neuropsychology is summarised and developed. The module gives the student a biopsychosocial model to neuropsychological dysfunctions and understanding of how such knowledge is applied in neuropsychological evaluation and treatment. A study visit is made to a clinical unit within the field.

### **Psychological theories, 3.0 hp**

Grading scale: GU

In module 4, different psychological theories from historical and current perspectives are presented. The concepts of evidence and research methods within clinical psychology are discussed.

### **Psychopathology and diagnostics, 7.0 hp**

Grading scale: GU

In module 5, the student is introduced into the use of the diagnostic classification system (DSM) for mental disorders. Mental disorders among children, young persons and adults are discussed. In a group assignment, the student deepens his/her knowledge of a mental disorder and share this knowledge with other students through an oral and written presentation.

### **Clinical training, 2.0 hp**

Grading scale: GU

The module contains an auscultation at a mental health care clinic. Ethical, legal and professional aspects on mental health care are discussed during this module.

## **Teaching methods**

The teaching consists of teacher-led lectures, web tutorials, films, discussion seminars, group assignments, role plays with feedback, self-evaluation of skills, reflection sheets, study visits and an auscultation.

## **Examination**

*Module 1, Communication and interviewing skills 2, 1.5 credits*

The module is examined through

- 1) compulsory roleplay exercises

- 2) roleplay examination
- 3) written assignment

The grading scale for this module is Passed/Failed. For the grade Passed (G), active presence is required at 1) and the grade Passed (G) at 2) and 3).

*Module 2, Assessment and report-writing, 4.5 credits*

The module is examined through

- 1) attendance at compulsory lectures and practice seminars according to schedule
- 2) individual administration of WISC
- 3) oral and written presentation of a group assignment
- 4) written assignment, child testing
- 5) written assignment, report-writing

The module is graded G or U. The grade G requires attendance at compulsory lectures and practice seminars according to schedule, and G on examination assignment 2, 3, 4 and 5.

*Module 3, Clinical neuropsychology, 4.5 credits*

The module is examined through

- 1) compulsory seminar
- 2) written examination
- 3) written minor essay

The grading scale for this module is Passed/Failed. For the grade Passed (G), active presence is required at 1) and the grade Passed (G) at 2) and 3).

*Module 4, Psychological theories, 3 credits*

The module is examined through

- 1) compulsory seminar
- 2) written examination
- 3) written assignment

The grading scale for this module is Passed/Failed. For the grade Passed (G), active presence is required at 1) and the grade Passed (G) at 2) and 3).

*Module 5, Psychopathology and diagnostics, 7 credits*

The module is examined through

- 1) compulsory workshop in diagnostics
- 2) oral and written presentation of a group assignment
- 3) oral seminar
- 4) written examination

The grading scale for this module is Passed/Failed. For the grade Passed (G), active presence is required at 1) and the grade Passed (G) at 2), 3) and 4).

*Module 6, Clinical training, 2 credits*

The module is examined through

- 1) Compulsory clinical training
- 2) Written assignment

The grading scale for this module is Passed/Failed. For the grade Passed (G), active presence is required at 1) and the grade Passed (G) at 2).

*Course grading*

The grading scale for the course is Passed/Failed. For the grade Passed (G) at the entire course, grade Passed (G) is required on all the modules 1, 2, 3, 4, 5 and 6.

*Absence from or not completing of compulsory course elements*

The examiner 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 examiner. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

#### *Limitation of the number of examinations*

Students who do not pass the regular examination are entitled to retake the examination on five occasions more. 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.

Regarding the auscultation, which is clinical training (VIL), 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.

#### *Guidelines in case of failure*

The examiner may, with immediate effect, interrupt a student's auscultation if the student demonstrates such serious deficiencies in understanding, skills or attitudes that patient security or the patients' trust for the activities/ the healthcare is jeopardised. If an auscultation is interrupted in this way, the student fails the module. This counts as one failed auscultation opportunity. In such cases, an individual action plan should be established, where it is made explicit what activities and examinations are required before the student is qualified for a second opportunity to auscultation 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 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 based on the expected learning outcomes of the syllabus takes place in accordance with KI's local guidelines. Results and possible actions are communicated to the students in the course web page.

Teaching in English may occur.

## **Literature and other teaching aids**

### **Module 1**

#### ***Mandatory literature***

*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](#)

## Module 2

### *Mandatory literature*

*Eriksson, Åsa; Maurex, Liselotte*

#### **Psykologisk utredning och utlåtandeskrivning**

Lund : Studentlitteratur AB, [2022] - 263 sidor  
 ISBN:9789144144054 LIBRIS-ID:7n95q38v5lxf4v4  
[Library search](#)

Test Manuals (available as loan)

*Smedler, Ann-Charlotte; Tideman, Eva*

#### **Att testa barn och ungdomar : om testmetoder i psykologiska utredningar**

1. utg. : Stockholm : Natur & kultur, 2009 - 279 s.  
 ISBN:978-91-27-11692-4 (inb.) LIBRIS-ID:10919498  
 URL: [Omslagsbild](#)  
[Library search](#)

## Module 3

### *Mandatory literature*

*Nyberg, Lars*

#### **Kognitiv neurovetenskap : nya teorier och tillämpningar**

Tredje upplagan : Lund : Studentlitteratur, [2020] - 207 sidor  
 ISBN:9789144138138 LIBRIS-ID:n0h3c9stlxpkt9b9  
[Library search](#)

### *In-depth literature*

#### **Kognitiv medicin**

*Wahlund, Lars-Olof; Nilsson, Christer; Wallin, Anders*

1. uppl. : Stockholm : Norstedt, 2011 - 448 s.  
 ISBN:978-91-1-302322-9 (inb.) LIBRIS-ID:12033738  
[Library search](#)

## Module 4

### *Recommended literature*

*Sommers-Flanagan, John; Sommers-Flanagan, Rita*

#### **Counseling and Psychotherapy Theories in Context and Practice : Skills, Stra**

John Wiley & Sons, 2012  
 ISBN:9781118402535 LIBRIS-ID:16004971  
[Library search](#)

#### **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](#)

### ***In-depth literature***

Additional in-depth literature according to teacher's instructions.

## **Module 5**

### ***Mandatory literature***

#### **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](#)

#### **MINI-D 5 : diagnostiska kriterier enligt DSM-5**

Pilgrim Press, 2014 - 410 s.

ISBN:9789198997916 LIBRIS-ID:17238133

[Library search](#)

### ***In-depth literature***

*Arborelius, Lotta*

#### **Neurofarmakologi : för psykologer, psykoterapeuter och beteendevetare**

Natur & Kultur Akademisk, 2016 - 304 s.

ISBN:9789127137790 (inb.) LIBRIS-ID:17417857

[Library search](#)

## **Module 6**

Literature may be added according to teacher's instructions.