

Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

6 credits	45.0 h + 15.0 h	Q1
-----------	-----------------	----

Teacher(s)	De Mol Jan ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>Acquisition of a scientific model for the clinical practice with children and teenagers and their context. This pattern has four central characteristics:</p> <ol style="list-style-type: none"> 1. The model is multi-contextual because the psychological problems of the children and teenagers must be conceptualized, for the evaluation and the intervention, in their multiple contexts (family, school, peers, social network). 2. The approach is developmental, taking into account the individual development (lifespan development), the developmental psychopathology, and the family life cycle. 3. The model is multi-prospective with biological, behavioral, psychodynamic, cognitive, emotional, and ecological prospects. Consequently, the model focuses on the psychological interpersonal processes. 4. The model is integrative by the various elements of scientific knowledge in a case formulation. The approach is not eclectic to avoid an approach by fragments.
Aims	<ul style="list-style-type: none"> - Evaluation methods scientifically validated for various child and teenager disorders - Formulation of assumptions and development of a process based on these assumptions, in collaboration with other professionals - Learning of the psychotherapeutic interventions scientifically validated in the individual setting (child or teenager). (Interventions for the family, parents, and social network settings are learned in other courses) - How can we scientifically evaluate the interventions in the individual setting and adapt the process. <p>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programmes(s) can be accessed at the end of this sheet, in the section entitled 'Programmes/courses offering this Teaching Unit'.</p> <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>Continuous evaluation: The theoretical course is evaluated by individual work (10 points out of 20). Each student is required to write a theoretical paper in which he/she shares his/her critical reflections on intervention methods for each disorder. The guidelines are explained during the first course.</p> <p>Evaluation in the third session: Same modalities as in the first session.</p> <p>Specific evaluation for volume 2: The practical part is evaluated by a written reflexive work (10 points out of 20). This work includes the active participation of the student at all stages of the process and the submission of a paper at the end of the process. The formalities are explained during the first class and the instructions are available on Moodle.</p> <p>Failure to pass this work and/or the theoretical paper systematically results in a score of 0/20. But you only need to redo the part for which you failed.</p>
Teaching methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <ol style="list-style-type: none"> (1) Formal lectures and response courses (2) Case studies (3) Seminars
Content	<p>The course is divided into two parts. The first part relates to the scientific pattern described in the objectives and to the structure of a process of consultation (reception-evaluation- conclusion).</p> <p>In the second part disorders that characterize each developmental phase (early childhood-medium of childhood-adolescence) are approached. The scientific pattern is used for each disorder to discuss the evaluation methods, the formulation of the assumptions, and the individual interventions. Moreover, clinical problems which are not specifically related to a developmental phase, like sexual abuse or a conflictual parental divorce, are also discussed in the second part.</p>

Inline resources	Moodle
Bibliography	Weis, R. (2013). Introduction to abnormal child and adolescent psychology (Second edition). Thousand Oaks: Sage Publications. Carr, A. (2005). The Handbook of Child and Adolescent Clinical Psychology. London: Routledge.
Faculty or entity in charge	EPSY

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Psychology	PSY2M	6		