

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).



4 credits

30.0 h

Q1

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| Teacher(s) | Lahaye Magali ; |
| Language : | French |
| Place of the course | Louvain-la-Neuve |
| Main themes | <p>The aim of the course is first to familiarize students with physical, psychological, family, and social characteristics of the child facing to a somatic disease. Factors implicated in the evolution (from the beginning to the end-of-life) and the management (such as the adherence to treatment) of health problems in paediatrics are addressed. Moreover, the integration of the disease in the daily life is discussed taking into account the specificities of the patient and his/her family. These questions are addressed for the most frequent problematics in paediatric psychology, such as asthma, diabetes or cancer.</p> <p>The second aim of the course is help students determine the most adequate psychological assessment and intervention for each medical disorder and enable them to apply and adapt them to the specificities of the patient and the context.</p> <p>Finally, paediatric psychology is approached from an interdisciplinary perspective, with reference to different theoretical frameworks.</p> |
| Aims | <p>At the end of the course, the student will be able to adequately analyse a situation in paediatric psychology with reference to available theories and empirical evidence (B1). On this basis, the student will be able to identify relevant psychological interventions that take into account the specificities of the patient and of the context (B2), to distinguish between scientifically based interventions and common-sense interventions (E2), to explain the methodology used for planning, implementing and evaluating the intervention.</p> <p>1 The student will also be capable to communicate in a clear, relevant and straightforward way the result of his/her observations, analysis and intervention (C1-C2) to different persons such as the child, the parents or health care professionals.</p> <p>La contribution de cette UE au développement et à la maîtrise des compétences et acquis du (des) programme(s) est accessible à la fin de cette fiche, dans la partie « Programmes/formations proposant cette unité d'enseignement (UE) ».</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>Written work. The details are described on Moodle (LPSYS2823)</p> |
| Teaching methods | <p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>Each lesson is devoted to a speciality of paediatric psychology, such as pneumology, haematology, oncology, or liaison psychiatry. In each lesson, different interdisciplinary themes are addressed, such transition, school integration, family life, adherence to treatment, palliative care, etc. Some experts are invited to explain their work in pediatric psychology.</p> <p>Each lesson includes theoretical information, discussions and clinical cases.</p> |
| Content | <p>The aim of the course is first to familiarize students with physical, psychological, family, and social characteristics of the child facing to a somatic disease. Factors implicated in the evolution (from the beginning to the end-of-life) and the management (such as the adherence to treatment) of health problems in paediatrics are addressed. Moreover, the integration of the disease in the daily life is discussed taking into account the specificities of the patient and his/her family. These questions are addressed for the most frequent problematics in paediatric psychology, such as asthma, diabetes or cancer.</p> <p>The second aim of the course is help students determine the most adequate psychological assessment and intervention for each medical disorder and enable them to apply and adapt them to the specificities of the patient and the context.</p> <p>Finally, paediatric psychology is approached from an interdisciplinary perspective, with reference to different theoretical frameworks.</p> |
| Inline resources | Moodle |

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| Bibliography | Roberts, M. C., & Steele, R. G. (Eds.). (2010). <i>Handbook of pediatric psychology</i> . Guilford Press. Roberts, M. C., Aylward, B. S., & Wu, Y. P. (Eds.). (2014). <i>Clinical practice of pediatric psychology</i> . Guilford Publications. Van Broeck, N., & Van Rillaer, J. (2012). <i>L'accompagnement psychologique des enfants malades</i> . Odile Jacob. |
| Other infos | The course LPSP1301-Health psychology is a prerequisite. |
| Faculty or entity in charge | EPSY |

| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Aims |
| Master [120] in Speech and Language Therapy | LOGO2M | 4 | |  |
| Master [120] in Psychology | PSY2M | 4 | |  |