

6.00 credits

45.0 h + 15.0 h

Q1

Teacher(s)	De Mol Jan ;Deplus Sandrine (compensates De Mol Jan) ;Lahaye Magali (compensates 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-prospect 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.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <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 <p>1</p> <ul style="list-style-type: none"> - 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>
Inline resources	Moodle
Bibliography	<p>Weis, R. (2013). Introduction to abnormal child and adolescent psychology (Second edition). Thousand Oaks: Sage Publications.</p> <p>Carr, A. (2005). The Handbook of Child and Adolescent Clinical Psychology. London: Routledge.</p>

<p>Other infos</p>	<p>This course is given in an “English-friendly” format. For details, please see below. The course is given in French, but a set of English slides is available for international students:</p> <ul style="list-style-type: none"> • no <p>The core reading for the course is in French, but equivalent core reading is available for international students in English</p> <ul style="list-style-type: none"> • yes <p>The standard exam is a written exam in French. However, international students taking this course:</p> <ul style="list-style-type: none"> • Will be allowed to use a dictionary when taking the written exam in French: yes • Will be allowed 33% more time when taking the written exam in French: yes • Are provided with the opportunity to take the written exam in English: yes • Are provided with the opportunity to take an alternative oral exam in English : no <p>The course requires coursework in French. However, international students taking this course:</p> <ul style="list-style-type: none"> • Can provide the coursework in English: yes • Can be exempt from providing the coursework: no
<p>Faculty or entity in charge</p>	<p>EPSY</p>

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