

## Integration of Models in Clinical Psychology (H002091)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 3.0** **Study time 90 h**

**Course offerings and teaching methods in academic year 2025-2026**

A (semester 1)	Dutch	Gent	lecture
			independent work
			seminar

**Lecturers in academic year 2025-2026**

Brenning, Katrijn	PP07	lecturer-in-charge
Buyck, Inez	PP07	co-lecturer

**Offered in the following programmes in 2025-2026**

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Science in Psychology(main subject Clinical Psychology)</a>	3	A
<a href="#">Linking Course Master of Science in Psychology(main subject Clinical Psychology)</a>	3	A
<a href="#">Preparatory Course Master of Science in Psychology(main subject Clinical Psychology)</a>	3	A

**Teaching languages**

Dutch

**Keywords**

biopsychosocial model, clinical psychology, multiperspectivism, integration

**Position of the course**

This course stimulates independent integration of the core concepts of the 5 models in clinical psychology and is the finalization of block 2 of the education.

**Contents**

The aim of this course is to situate clinical problems of individuals in a society within a biopsychosocial perspective with the focus on integration of several theoretical models.

- The **(online) lectures** will explore the significance of (integration of) models in clinical psychology. In addition, examples of how current clinical problems can be situated within the biopsychosocial model (e.g. emotional eating, psychosis, sleeping problems, depression, ...) are presented through powerpoint and demonstrations, with special attention to the five different models within clinical psychology. Some of the 7 key questions that were addressed in the models are compared (human functioning, vision of normality, etiology, resilience, impediments to change/moderators, mediators and context). Attention is paid to different perspectives via propositions and to integration.
- In the **integration seminar**, the professors of the five clinical models debate with each other using statements. A moderator asks questions and addresses as many key questions as possible.
- Through guided **self-study/independent work/group work/seminars**, the students have to look into current clinical problems throughout different clinical models. Various perspectives are compared, critically reviewed and integrated by means of several individual and group assignments.

**Initial competences**

This course unit builds on certain course competencies of:

Models in experimental psychopathology  
 Developmental psychopathology models  
 Models in health psychology  
 Interpersonal models  
 Models in psychoanalysis

## Final competences

- 1 Being able to describe theoretical models of clinical disorders and relate them to scientific findings and clinical questions.
- 2 Within theoretical models you can define key questions, frame and distinguish them and compare them between the models.
- 3 A clinical topic can be situated within different models, and you can summarize it concisely.
- 4 To be able to sketch in one single model a clinical topic in a schematic representation.
- 5 To be able to analyze within a single model a clinical topic and reflect critically on it.
- 6 Being able to formulate statements situated in the theoretical models with the aim of comparing or integrating models in function of one question.
- 7 Being able to independently summarize insights within the different clinical models and integrate them based on one key question.
- 8 Being able to approach a clinical topic from multiple perspectives.
- 9 Communicate psychology-related knowledge and insights both through written report and orally.
- 10 Being able to sketch and explain in teams the integration of different model-based schematic representations of a clinical question.
- 11 Reflecting on psychological questions within the social debate.

## Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

## Conditions for exam contract

This course unit cannot be taken via an exam contract

## Teaching methods

Group work, Seminar, Lecture, Independent work

## Study material

Type: Slides

Name: Slides

Indicative price: Free or paid by faculty

Optional: no

Additional information: If slides are not printed

Type: Reader

Name: Backgroundmaterial

Indicative price: Free or paid by faculty

Optional: no

Additional information: if not printed

Type: Other

Name: Video material

Indicative price: Free or paid by faculty

Optional: no

## References

### Course content-related study coaching

Interactive support via Ufora (forums) weekly on Tuesdays between 8.30 am and 5 pm.

No guidance is provided by email.

Contact: Inez Buyck

### Assessment moments

continuous assessment

### Examination methods in case of periodic assessment during the first examination period

### Examination methods in case of periodic assessment during the second examination period

### Examination methods in case of permanent assessment

Participation, Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

### Extra information on the examination methods

The evaluation is conducted in the form of non-periodic continuous assessment through various individual and group tasks that are divided into evaluation blocks.

Each block consists of sub-steps, and has strict deadlines as announced on Ufora:

#### **Evaluation Block 1:**

(a) Students follow a learning path with video clips on the different models in clinical psychology and answer questions about these clips. This is done at the beginning of the course and is an individual assignment.

b) Students choose a current clinical psychological problem (from a predetermined list of topics) and create visual schemes focusing on the relationships between psychological concepts concerning the topic. This is an individual assignment.

#### **Evaluation Block 2:**

(a) The students present their individual assignment to each other in the first seminar and, in their group of 5 students, they integrate the five different models about one current clinical problem within a biopsychosocial model schematically in one overview: a poster. Further work on this poster is done in the second seminar.

b) In a subsequent third seminar, the group works on the poster presentation via an audio clip explaining the poster. The posters will be grouped by topic and, including the audio presentation, posted on Ufora.

#### **Evaluation Block 3:**

(a) Students will view and listen to the other posters of their topic. Students, in their group of 5, will formulate statements or questions for each poster that demonstrate respectful critical thinking about the poster and poster presentation of the other groups within their topic (seminar 4). They post these statements/questions on Ufora.

b) Students reflect on the statements/questions with each other in a reflection lecture (seminar 5), where each group presents and is assessed on both content and form regarding critical reflection.

#### **Evaluation block 4:**

Evaluation block 4: Students reflect critically on another topic and argue their reflections using self-selected articles from web of science that add value regarding the topic from one or more clinical psychological models. This is done at the end of the course. This is an individual assignment.

- Participation in the seminars is part of the evaluation. There are 5 mandatory seminars. Students who are (legitimately) absent from (one of) these seminars must contact the lecturers for a substitute assignment and can only pass the course if this (these) assignment(s) is (are) submitted on time. Late arrival for more than fifteen minutes also triggers the need to submit a substitute assignment. In the event of an unauthorized absence or late arrival, this will be factored into the final score. In case of more than two (un)legitimate absences, given the nature of the work forms, passing is no longer possible. The final feedback concerning the scores and assignments is given on the fixed feedback days organized by the faculty.

### Calculation of the examination mark

The evaluation is based on the completion of a series of individual and group assignments and participation in several mandatory seminars. Timely submission of all individual and group assignments (via Ufora) and full 'live' participation in all mandatory seminars (according to the Ufora schedule) is a binding condition for passing the course unit.

Failure to participate in the evaluation of one or more components and/or failure to (timely) submit replacement assignments for an absence results in not being able to pass the entire course unit. In such cases, the final grade will be reduced to the highest non-deliberative score (7/20) if the final score is higher. Partial scores are not rounded.

The following weight factors are used to determine the final grade: individual assignments 10/20; group assignments 10/20, provided that no component is scored below 4/10. If a student scores less than 4/10 for at least one component, they cannot pass the entire course unit. If the final score is still 10 or more out of 20, it will be reduced to the highest non-deliberative score (7/20). Partial scores are not rounded.

If there is clearly different input from different group members in the group assignments, the final grading for these assignments may differ for each student in the same group.

Deadlines for submitting assignments must be respected. If not, half a point will be deducted from the total score of the course unit for each missed deadline.

A second exam opportunity is possible for the individual assignments in a modified form, provided that the student has passed the group component of the evaluation. In that case, the score of the group assignments is carried over to the second exam session.

There is no second exam opportunity for the group assignments.

Due to the start of the seminars for group tasks, it is not possible to enroll in this course from the third week of the academic year.

### **Facilities for Working Students**

Working students can notify their group preference to Inez Buyck (inez.buyck@ugent.be) prior to the opening of registration for groups. There are no special facilities for working students, which are evaluated in the same way as regular students. Presence during the compulsory seminars and submission of all individual and group assignments is therefore also required for working students in order to pass the course. The same rules and procedures apply to legitimate absence as for regular students.

### **Addendum**

Studiefiche werd aangepast op 3 juli 2024 wegens een nieuwe verantwoordelijk lesgever.