

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 2024-2025

A (semester 1)

Dutch

Gent

lecture

independent work

seminar

Lecturers in academic year 2024-2025

Buyck, Inez

PP07

co-lecturer

Offered in the following programmes in 2024-2025

crdts

offering

[Bachelor of Science in Psychology\(main subject Clinical Psychology\)](#)

3

A

[Linking Course Master of Science in Psychology\(main subject Clinical Psychology\)](#)

3

A

[Preparatory Course Master of Science in Psychology\(main subject Clinical Psychology\)](#)

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.
- In the **online response lecture**, questions from students regarding the individual final paper are discussed.

Initial competences

This course unit builds on certain course competencies of:

Models in experimental psychopathology

Developmental psychopathology models

Models in health psychology

Interpersonal models

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

Extra information on the teaching methods

lecture 2.5h
online lecture 1.5h
online response lecture 1h
guided self-study 2h
integration seminar 1.5h
independent work 8.5h
seminar 7h
group work 6h

Study material

None

References

Course content-related study coaching

Interactive support via Ufora (forums), from 27/9 to 13/12 (excluding 1/11) 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 a non-periodic permanent evaluation based on various individual and group assignments that are divided into evaluation blocks.

- **Evaluation block 1**

- The student will watch (independent) video fragments and based on the fragments, they have to answer questions on different models in clinical psychology. This is done at the start of the course. It is an individual assignment and has a strict deadline.

• **Evaluation block 2**

- This block consists of sub-steps, and has three strict deadlines:
 - a) In weeks 1-2, students choose a current clinical psychological problem (from a predetermined list of topics).
 - b) In groups of five they each choose (in mutual consultation after the first lecture) one model to approach the topic (choice of 5 different courses / models).
 - c) Each student reads at least the selected article that matches the chosen model and looks for a second related (overview) article on the topic (in the web of science) prior to the first seminar in week 3.
 - d) Subsequently, the students each make a visual diagram based on one clinical psychological model as well as their own choice of an additional (overview) article and integrate these into an integration schema (in which the connections between psychological concepts in relation to the topic are central). This is an individual assignment and has a strict deadline (after seminar 1).
 - e) The students present this to each other in the first seminar and together they then integrate the 5 different models about one current clinical problem within a biopsychosocial model schema in the format of a poster, in a group of 5. This will be further elaborated in a second seminar.
 - f) In a subsequent third seminar, the group works on a poster presentation via an audio clip that explains the poster.
 - g) The posters are grouped by topic and including the audio presentation, put on UFORA by a certain deadline, after seminar 3.
 - h) The students have one week to view and listen to the other posters of their topic
 - i) In a final step, the students in their group of 5 will formulate propositions or questions per poster that show respectful critical thinking about the poster and poster presentation of the other groups within their topic. They get one week to do this and they also post it on UFORA by a certain deadline.
 - j) In a final (fourth) seminar, the students reflect on the propositions/questions about this together in a reflection seminar, in which each group takes a turn and is assessed both in terms of content and form with regard to critical reflection (permanent evaluation)

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• **Evaluation block 3**

- The students critically reflect on a poster from another topic and supplement this poster (schematically) with information they have obtained from one self-chosen article from the web of science that adds value to the topic from one or more clinical psychological models. They supplement the schedule with a motivation/reflection paper on their additions. This is done at the end of the course, is an individual assignment and has a strict deadline.

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- Participation in the seminars is part of the evaluation. Students who are legitimately absent from (one of) these seminars must contact the lecturers for a replacement assignment and can only pass the course if these replacement assignment(s) are submitted on time (strict deadline). Due to the nature of the working methods, passing is no longer possible in the case of more than two legitimate absences or any unauthorized absence. The final feedback on the points and tasks takes place on the fixed feedback days organized by the faculty.

Participation in the seminars is part of the evaluation. There are 4 compulsory seminars.

Students who are legitimately absent from (one of) these seminars should contact the lecturers for a replacement assignment.

The final feedback regarding the marks and the assignments takes place on the fixed feedback days organized by the faculty.

Calculation of the examination mark

Evaluation is based on the execution of a series of individual and group assignments and the participation in a number of compulsory seminars.

Both the timely submission of all individual and group assignments (via Ufora) and the full 'live' participation in all compulsory seminars (according to the Ufora schedule) is a binding condition for passing the course. If one does not participate in the evaluation of one or more components and/or is absent from (one of) the compulsory seminars for more than fifteen minutes, or when not meeting deadlines without attest, one can no longer pass the entire course and the final mark will be reduced to the highest non-deliberable grade (7/20) if the final grade is higher. Partial scores are not rounded.

The following weighting factors are used to determine the final grade: individual assignments

(Approved)

10/20; group assignments 10/20 on the understanding that no less than 4/10 is obtained for any part. If one obtains less than 4/10 for at least one of the components, one can no longer pass the entire course. If the final score would nevertheless be a score of 10 or more out of 20, the final score will be reduced to the highest non-deliberable score (7/20). Partial scores are not rounded.

If there is clearly different input from the different group members in the group assignments, the final score may differ per student belonging to 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 for each missed deadline.

For individual assignments, a second exam opportunity is possible in a modified form, provided that the group part of the evaluation has been passed. In that case, the score of the group assignments is transferred to the second examination period.

No second exam chance is possible for group assignments.

It is not possible to start this course after week 3 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.