

Developmental Psychotherapy (H002092)

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

Credits 5.0

Study time 150 h

Course offerings and teaching methods in academic year 2024-2025

A (semester 2)

Dutch

Gent

practical

lecture

independent work

Lecturers in academic year 2024-2025

Brenning, Katrijn

PP07

lecturer-in-charge

Verbeken, Sandra

PP07

co-lecturer

Wante, Laura

PP07

co-lecturer

Offered in the following programmes in 2024-2025

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

crdts

offering

5

A

Teaching languages

Dutch

Keywords

child and adolescent psychotherapy, evidence-based, case conceptualisation, developmental psychopathology

Position of the course

This course is part of block 4 that deals with the various treatments used in clinical psychology and, more specifically, it deals with developmental psychotherapy in children and adolescents for different problems. This course builds on the acquired knowledge and insights about developmental psychopathological models (block 2) but also requires knowledge of the other models from this block. The practicum also builds on the knowledge and skills acquired in the assessment of developmental psychopathological processes (block 3) and prepares for the internship (block 5).

Contents

In this course topics that are covered are: tics, obesity, anxiety, post-traumatic stress, depression, alcohol and substance abuse, eating problems, self-mutilation, compulsive acts, social deficits in children and adolescents whereby the following topics are discussed:

- case conceptualisation for children and adolescents
- developments in 'evidence based mental health' and 'stepped care' related to children and adolescents;
- consulting the international guidelines (Practice Parameters)
- the selection of an intervention
- the interpretation of meta-analyses, effectivity studies (RCT's), moderator analyses and predictor analyses;
- contextual factors in clinical work with children;
- specific focus on working with adolescents;
- psychotherapy with youths: multidisciplinary team work within the flemish situation (Integrale Jeugd Zorg)
- transdiagnostic processes (emotion regulation)
- first line interventions for children and adolescents

As part of the practical session, the above topics are explored in-depth by adopting a

(Approved)

developmental psychopathological approach to clinical issues with students being taught how to adequately analyse the issue.

Initial competences

This course unit builds on certain course competencies of Models in Developmental Psychopathology, Integration Models in Clinical psychology, Assessment Developmental Psychopathology.

Final competences

- 1 To describe and explain clinical disorders through different developmental phases.
- 2 To describe, to argue and to relate theoretical models about clinical disorders with scientific findings and clinical research questions.
- 3 To define, to situate, to distinguish and to compare theoretical constructs within theoretical models.
- 4 To communicate psychology related knowledge and insights.
- 5 To reflect on the interaction between psychology and the public debate.
- 6 To formulate identifying and interpreting working hypotheses based in presenting conditions.
- 7 To choose between a multitude of intervention methods and techniques.
- 8 To design and to develop methods for diagnosis and intervention.
- 9 To give attention to the clients' singularity and particularities.
- 10 To defend personal decisions in an ethical way.

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

Lecture, Practical, Independent work

Extra information on the teaching methods

Lectures & guestlectures (25h) + guided self-study (5h)

PRACTICUM (22,5h)=

- practicum 18,75h
- integration seminar 3,75h

Study material

Type: Handbook

Name: Prins, P., Bosch, J.D. & Braet, C. (Red.) (2018). Methoden en technieken van gedragstherapie bij kinderen en jeugdigen. Revisie. Houten: Van Loghum (415 blz.). DOI: 10.1007/978-90-368-1972-5

Indicative price: € 52

Optional: no

Additional information: Selected chapters

Type: Slides

Name: slides

Indicative price: Free or paid by faculty

Optional: no

Additional information: When not printed (0 euro)

Type: Handouts

Name: Practicum material

Indicative price: Free or paid by faculty

Optional: no

Additional information: If not printed

References

Prins, P. & Braet, C. (2014). Klinische ontwikkelingspsychologie. (Herdruk). Houten: Bohn Stafleu Van Loghum

Braet, C. & Bogels, S. (2014; 2020). Protocolaire behandelingen voor kinderen met psychische behandelingen. Uitgeverij Boom.

Pameijer, N.K. & Draaisma, N. (2011). Handelingsgerichte diagnostiek in de jeugdzorg. Leuven: ACCO (€31,40)

Bosmans, G., Bijtbeier, P., Noens, I. & Claes, L. (2017). Diagnostiek bij kinderen, jongeren en gezinnen, Deel 4, specifieke klachten onder de loep. Leuven: ACCO

Course content-related study coaching

Support through UFORA

Coordinator practica: Tina.Wullaert@Ugent.be (email or make an appointment)

Assessment moments

end-of-term and continuous assessment

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

Written assessment with open-ended questions

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

Written assessment with open-ended questions

Examination methods in case of permanent assessment

Oral assessment, Participation

Possibilities of retake in case of permanent assessment

examination during the second examination period is not possible

Extra information on the examination methods

A combination of periodic evaluation for the theoretical part (written exam, 60% of the final mark) and permanent evaluation for the practical part (40% of the final mark).

Practical sessions: partially based on the evaluation of progress through small tasks during the practical sessions and partially on a final integration exercise (case study; oral).

Feedback: individual feedback on the fixed feedbackmoments organised by the faculty

Calculation of the examination mark

The periodic evaluation accounts for 60% and the non-periodic evaluation for 40%. Results of the non-periodic evaluation are carried over to the next exam period within the same academic year. Those who do not participate in all mandatory components of the periodic and non-periodic evaluation can no longer 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 results are never rounded.

Facilities for Working Students

- **No** possibility of exemption from attendance with a replacement assignment given the nature of the practical courses
- Only for students with a special status: possibility of an oral exam with written preparation at a different time within the academic year
- Possibility of feedback during and after office hours and by appointment

Addendum

Deze studiefiche werd aangepast op 3 juli 2024 wegens een nieuw verantwoordelijk lesgever.