

## Primary Mental Health Care for Children: Setting and Methods (H002096)

**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 2026-2027**

A (semester 2)

Dutch

Gent

lecture

seminar

**Lecturers in academic year 2026-2027**

De Clercq, Barbara

PP07

lecturer-in-charge

Goossens, Lien

PP07

co-lecturer

Peters, Lien

PP05

co-lecturer

Roeyers, Herbert

PP05

co-lecturer

Van Beveren, Marie-Lotte

PP07

co-lecturer

**Offered in the following programmes in 2026-2027**

[Master of Science in Teaching in Behavioural Sciences\(main subject Psychology\)](#)

crdts 3

offering A

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

3

A

**Teaching languages**

Dutch

**Keywords**

Primary health care, children, adolescents, assessment, short-term interventions

**Position of the course**

This course belongs to a group of courses in clinical psychology with a specific focus on first line care. It is connected with both block 3 (assessment) and block 4 (intervention)

**Contents**

This course covers the following topics:

- Positioning of the primary mental health care and support network for children, with specific attention for the role of the pupil guidance centre (CLB) and the broader school context
- Core tasks of the primary clinical psychologist in settings for youth
- Principles, guidelines and ethical issues with regard to screening and referral of primary mental health problems in youth
- Methods and skills to communicate with children and adolescents in primary mental health care
- Interventions in primary mental health care for youth from transdiagnostic factors (child x context)

**Initial competences**

This course unit builds on certain course competencies of Assessment developmental disorders, Assessment of developmental psychopathological processes

**Final competences**

- 1 To apply development-oriented models in primary health care cases.
- 2 To make evidence-based decisions of referral towards relevant youth health care services.
- 3 To substantiate decision making processes regarding child and youth mental health problems from a developmentally oriented assessment perspective.

- 4 To implement a short term intervention in order to obtain stabilization and recovery.
- 5 To reflect upon intercultural aspects and diversity in case studies and to adapt psychological acting in function thereof
- 6 To translate the awareness on cultural diversity and culture-specific manifestations of psychopathology into professional functioning.
- 7 To reflect upon how one is influenced as future psychologist by client, organisation and society and on how one can take proper care of oneself within this role.

#### **Conditions for credit contract**

This course unit cannot be taken via a credit contract

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Seminar, Lecture

#### **Extra information on the teaching methods**

This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.

#### **Study material**

Type: Slides

Name: Slides and background articles are provided via Ufora

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

Online Available : Yes

Available in the Library : No

Available through Student Association : No

#### **References**

Brown, R. (2004). *Handbook of Pediatric Psychology in School Settings*. Mahwah, New Jersey: Lawrence Erlbaum Associates Inc.

Stancin, T., & Perrin, E. (2014). Psychologists and pediatricians: Opportunities for collaboration in primary care. *American Psychologist*, 69, 332-343.

Agentschap Zorg en Gezondheid (2017). Een geïntegreerde zorgverlening in de eerste lijn.

#### **Course content-related study coaching**

Interactive support using Ufora

By 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**

Participation

#### **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**

Periodic evaluation: open questions, including case elaboration.

The learning content of the seminars will be integrated in the case elaboration of the periodic evaluation

#### **Calculation of the examination mark**

Students who eschew one or more parts of the evaluation can no longer pass the course. In that case, the final scores will be reduced to the highest non-

deliberative quotation (7/20) in case the final score is higher.