

Case Studies in Developmental Psychotherapy (H002142)

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 2025-2026

A (Year)

Dutch

Gent

independent work

group work

seminar

practical

lecture

Lecturers in academic year 2025-2026

Wante, Laura

PP07

lecturer-in-charge

Offered in the following programmes in 2025-2026

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

crdts

5

offering

A

Teaching languages

Dutch

Keywords

case conceptualization, clinical decision making, developmental psychopathology, first and second line treatment methods, evidence-based, developmental psychotherapy, conversation techniques, therapeutic relationship

Position of the course

This course is situated in the therapeutical block (block 4) and provides a concrete and specialized exercise of the developmental psychotherapeutical approach in children and adolescents. This course builds on the knowledge regarding the courses of Clinical Developmental Psychology models in developmental psychopathology (Block 2) and assessment of developmental psychopathological processes (Block 2) and Developmental Psychotherapy (Block 4).

Contents

This 'case studies' course involves one plenary lecture and 4 workshops on "strenght- and problem-focused interventions for children and adolescents and their environment". The course involves a concrete and in-depth implementation of the developmental psychotherapy and builds on the courses of Clinical Developmental Psychology models and assesement of developmental psychopathological processes.

This course starts with **one plenary session** in which (a) the programme and the evaluation format is explained and (b) themes such as evidence-based work, building a therapeutic relationship, self-reflection and self-care are discussed. After the plenary session, the students follow **4 workshops** (they can choose from a range of workshops on themes such as solution-focused work, mediation therapy and play therapy techniques). During the workshops attention is paid to the complexity of the practical work and the context of the child/adolescent. There is also focus on communication skills, the therapeutical relationship and the therapeutical process. The workshops are case-oriented and students get the opportunity to share internship experiences.

Initial competences

This course unit builds on certain course competencies of Models in developmental

Final competences

- 1 Discussing theoretical models from a developmental framework.
- 2 Linking theoretical models to clinical questions.
- 3 Choosing an intervention based on scientific evidence (evidence-based working)
- 4 Develop and operationalize an intervention plan, with attention to the age and the developmental phase of a client.
- 5 Communicate psychology-related knowledge and insights clearly to clients, colleagues, and referrers.
- 6 Apply different intervention methods and protocols correctly within a treatment of children/adolescents.
- 7 Evaluate an intervention during and after the treatment phase to be able to adjust or optimize the intervention when needed.
- 8 Motivate and stimulate a client to actively think and work during the diagnostic and intervention phase.
- 9 Building a constructive and empathetic therapeutic relationship with clients.
- 10 Dealing with and taking into account the individuality of and differences between clients.
- 11 Structured reflection on oneself and one's own actions by using a reflection model.
- 12 Focus on your own mental health and self-care.

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, Practical, Independent work

Extra information on the teaching methods

- (Clinical) seminar : Clinical cases are discussed to get more in touch with practice and to practice clinical decision-making.
- Practicum: the student acquires clinical skills that they need during their internship and the exercise of their future profession. The exercise takes place in small teams and is supervised closely. The supervisor discusses practical exercises and guides the students.
- Clinical lecture: one plenary session in which (a) the programme and the evaluation format is explained and (b) themes such as evidence-based work, building a therapeutic relationship, self-reflection and self-care are discussed.
- Guided self-study: the student learns to acquire and process applied themes independently through "homework" assignments
- Team work: Team work in which students apply one of the workshops followed in practice and discuss their findings regarding the course, pitfalls and content with each other (teams of three). They integrate the major issues of the group discussion and their findings in a report.
- In line with the GDPR legislation regarding patient data and because of the importance of independent clinical reasoning and self-reflection as final competencies, it is not permitted to use generative artificial intelligence (GAI) for the editing/creation of the individual paper.

Study material

Type: Handbook

Name: Protocollaire behandelingen voor kinderen en adolescenten met psychische klachten SET
Indicative price: € 218
Optional: yes
Author : Bögels & Braet
ISBN : 978-9-02440-894-8
Number of Pages : 2112
Online Available : No
Available in the Library : Yes
Available through Student Association : Yes

Type: Handbook

Name: Methoden en technieken van gedragstherapie bij kinderen en jeugdigen.
Indicative price: € 52
Optional: yes
Author : Prins, Bosch, & Braet
ISBN : 978-9-03681-971-8
Number of Pages : 322
Online Available : No
Available in the Library : Yes
Available through Student Association : Yes

Type: Handbook

Name: Handboek klinische ontwikkelingspsychologie
Indicative price: € 55
Optional: yes
Language : Dutch
Author : Prins & Braet
ISBN : 978-9-03680-494-3
Online Available : No
Available in the Library : Yes
Available through Student Association : Yes

Type: Slides

Name: Workshops gevallenstudies in de ontwikkelingsgerichte psychotherapie
Indicative price: Free or paid by faculty
Optional: no
Available on Ufora : Yes
Online Available : Yes

References

- Prins, P.J., Bosch, J.D. & Braet, C. (2011). Methoden en technieken van gedragstherapie bij kinderen en jeugdigen. Houten: Van Loghum.
- Prins, P. & Braet, C. (Red.)(2014). Klinische ontwikkelingspsychologie (herdruk). Houten: Van Loghum.
- Braet, C., & Bögels, S (2020). Protocollaire behandelingen voor kinderen en adolescenten met psychische klachten: Deel 1, 2 en 3 (Herwerkte editie). Amsterdam: Boom.

Course content-related study coaching

- Support via ufora
- Via email
- On appointment

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Assessment moments

end-of-term and continuous assessment

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

Oral assessment

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

Extra information on the examination methods

Details on PE (10 points)

- Oral examination with written preparation (open book)

Details on NPE (10 points)

- *Method and frequency:* The students make an individual paper in which they (a) reflect on the content of the workshops followed and their application to the internship and/or case material, (b) create a video clip of a role play in which a technique/intervention is applied, and (c) make a report of their group discussion (group work in teams of 3 students). Students who do not do an internship (yet) can use a didactic case provided by the teacher.

- *Presence and active participation in all practical sessions is conditional for passing this course.* In case of legal absence, an alternative task is provided. In case of legal absence for the majority of the practical sessions, in case of illegal absence and/or failure of active participation, does the docent maintain the final responsibility to take this into account into the permanent evaluation.

- *More specifically:*

- Who passes the written exam, but fails for the paper in the first exam period, has to revise the paper in the second exam period.
- Who fails both for the written exam and the paper in the first exam period, has to participate to the written exam and revise the paper in the second exam period.
- Who fails the written exam in the first exam period and passes for the paper, has to participate to the written exam in the second exam period.
- Final feedback for NPE: possible on the fixed feedbackdays organised by the faculty.

Calculation of the examination mark

- A combination of end-of-term assessment (50%) and continuous assessment (50%).
- Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year. Partial results will never be rounded.
- Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.
- The final score is the weighted average of the components of the evaluation. Students can only pass for this course if they achieve a minimum of 10/20 for each component.
- When students obtain less than 10/20 for at least one of the components, the following rules apply:
 - 8/20 or 9/20 for at least one of the components: the student can no longer pass the entire course unit: if the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).
 - Less than 8/20 for at least one of the components, the student can no longer pass the entire course unit: if the total score is a mark of eight or more out of twenty, then this is reduced to the highest non-deliberative mark (7/20)

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