

6.00 credits	45.0 h + 15.0 h	Q1
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Teacher(s)	Zech Emmanuelle ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>This course intends to acquire advanced psychotherapeutic relational skills within the person-centered and experiential approach. The theoretical and empirical bases of the efficacy of psychotherapeutic relationships will be presented together with the efficacy of teaching programs to helping skills. The acquisition in depth of psychotherapeutic relational competences will be done through the illustrations of themes and critical situations and practical exercises facilitating the development of the student's congruence (i.e., the identification-awareness of what is going on in oneself and in relation to other persons and the adequate expression of the psychologist's experience during his/her contacts with clients), empathy and unconditional positive regard. It will also occur when reflecting and analyzing other factors that contribute to therapeutic change (i.e., the client's characteristics and extra-therapeutic factors, therapeutic techniques and tools, client's expectations).</p> <p>Themes/illustrations/witnesses will be provided where the psychologist is confronted to interpersonal difficulties that are at the intersection of their own person, that of the client. For example, how to deal with the therapeutic distance, the therapeutic setting, and therapeutic ruptures/drop outs, the (lack of) motivation to change. These will help to develop the student's knowledge (psychological processes involved), know-how-to-do and way of being. In addition to face-to-face settings, more complex situations will be explored and experienced (couple, family, and group). The critical situations involved deal with for example suicide, death-bereavement-grief, the affective bonds between the therapist and the client, ambivalence to change (no or partial change or relapses).</p>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>In line with the LOs of the Master in psychological sciences,  <b>On successful completion of this course, each student will be able to:</b></p> <p>Primary LOs :</p> <p><b>F1. To use the means and opportunities for self-development as a person;</b>  <b>D1. To actively listen to others in learning situations</b>  <b>B3. To implement an interpersonal intervention, totally or partially, and to evaluate its effectiveness</b>  <b>D2. To interact and collaborate in a network in a manner appropriate for learning situations</b>  <sup>1</sup> <b>E3. To act as a professional in the field of psychology, referring to the principles of, among others, ethics and deontology</b></p> <p>Secondary LOs :</p> <p><b>A1. To master knowledge that may help explain and understand an individual</b>  <b>B1. To master knowledge concerning interventions intended to improve a given situation (individual, group);</b>  <b>C1. To present a summary verbally and in writing, adapting it to suit the different target objectives</b>  <b>D3. To adopt an open and critical attitude to others and oneself in learning situations</b></p>
Evaluation methods	<p>At the first session (January), the written exam with open (long or short development) and/or closed questions, potentially related to cases (written or recorded), provides 100% of the grade. The student will be evaluated on the personal integration that he/she will have made between the theoretical contents (his/her knowledge of the studied material) and his/her practice of psychotherapeutic relationships as experienced in these cases (development of know how and way of being).</p> <p>Mathematical rounding is carried out when the final mark (addition of the marks of the questions/parts of examination) is <math>\geq 10/20</math> (= the success threshold, e.g. 10.5 = 11 but 10.49 = 10). Below 10/20, the final score is rounded down (e.g. 9.78 = 9/20).</p> <p>The assessment procedures are different for the second session (August-September). It is an oral exam.</p> <p>At both sessions, the exam will take place in person or in distance depending on the health situation related to COVID-19.</p>

<p>Teaching methods</p>	<p>The advanced helping skills and therapeutic attitudes are learned progressively by the means of lectures followed by practical exercises.</p> <p>In line with the person-centered and experiential approach, the lectures present the theoretical, empirical and practical knowledge related to the development, maintaining and ending of psychotherapeutic relationships during situations called "critical", i.e., complex. To illustrate, situations dealing with losses and grief or suicide that clients face are presented. Practitioners or witnesses may be invited to contribute to the course. The theory and empirical bases of the efficacy of trainings to advanced helping/therapeutic skills are presented, leading to show the usefulness of the various learning methods that are used in this course.</p> <p>Practical exercises promote the student's experiencing and reflexivity. They require the personal and active involvement of students. Participation in practical exercises is not compulsory but is strongly recommended as it aims at integrating learning outcomes. It is not subject to a certificative evaluation. However, in case of participation, it is required that the students respect a duty of confidentiality regarding the information to be exchanged there, through an informed consent relating to participation, the professionalism and self-disclosure that they will have to sign during the first PE session. In the event of breach of this consent and of the duty of confidentiality in particular, disciplinary proceedings could be initiated before the VRAE on the basis of Articles 34 and 35 of the RGEE.</p> <p>The practical exercises facilitate student's experience and reflexivity. They include:</p> <ol style="list-style-type: none"> <li>1. supervised practical sessions in subgroups of 16-20 students which involve the collective debriefings of the homework, several practical exercises on oneself and role plays that are video-recorded and debriefed</li> <li>2. guided but unsupervised practical sessions "at home" in subgroups of 3 to 4 students (debriefed role plays, recordings, written summaries of the exercises that are done)</li> <li>3. a part centered on the personal development of the student by means of a non directive encounter group that facilitate the student's authentic way of being, their personal and interpersonal emotional competences. Encounter groups of max. 16 to 20 students are formed (12h, i.e., 3X4hours) and are co-facilitated by two persons (from the team composed of the professor and the assistants).</li> <li>4. a personal investment in self-learning with the website (e-learning) developed by Jaeken et Zech (2014) to develop 5 advanced helping skills (those following the 7 basic helping skills learned during the course LPSP1308: Helping interview)</li> <li>5. the use of a reflective journal to address, confidentially and personally, the student's learnings throughout the semester of courses and his/her personal and professional experiences</li> </ol> <p>The practical exercises aim at directly experiencing relationships, at developing an open and critical attitude toward the components of the psychotherapeutic efficacy/effectiveness but also student's personal and interpersonal therapeutic skills (know how) and attitudes (way of being), including his/her presence, authenticity, empathy and unconditional positive regard.</p>
<p>Content</p>	<p>This course proposes a person-centered and experiential approach, both in its contents and learning methods.</p> <p>The courses covers:</p> <ol style="list-style-type: none"> <li>1. the <b>theoretical and empirical bases</b> of the efficacy and effectiveness of psychotherapeutic relationships with adults as well as of the forms of trainings to helping skills.</li> </ol> <p>The chapters deal with aspects related to how one can facilitate therapeutic efficacy through an empathic, congruent and respectful relationship: dealing with the therapeutic distance, affective bonds between client and therapist, the therapeutic setting, client's ambivalence to change, the therapist's role, his/her training, his/her self-care.</p> <ol style="list-style-type: none"> <li>2. <b>Illustrations of themes and critical (i.e., complex) situations</b> are provided where the psychologist is confronted with relational difficulties that are related to his/her own person and his/her client/s such as those of loss and bereavement and suicide prevention.</li> </ol>
<p>Inline resources</p>	<ol style="list-style-type: none"> <li>1. e-learning of the advanced helping skills on the website helping skills (Zech, E. &amp; Jaeken, M. (2021). Self-learning training in basic and advanced helping skills: HelpingSkills (2nd ed.). Université catholique de Louvain. <a href="https://uclouvain.be/course/view.php?id=306">https://uclouvain.be/course/view.php?id=306</a> (In French)</li> <li>2. MoodleUCL course (powerpoint and miscellaneous resources)</li> </ol>
<p>Bibliography</p>	<p>Les ouvrages suivants sont conseillés :</p> <ul style="list-style-type: none"> <li>- Zech, E., Demaret, G., Priels, J.-M., &amp; Demaret, C. (Eds.). (2021). <i>La psychothérapie centrée sur la personne et expérientielle : Fondements et développements contemporains</i>. De Boeck Supérieur.</li> <li>- Zech, E. (2006). <i>Psychologie du deuil. Impact et processus d'adaptation au décès d'un proche</i>. Editions Pierre Mardaga.- Séguin, M. et Huon. Ph. (1999). <i>Le suicide. Comment prévenir, comment intervenir</i>. Editions Logiques.</li> <li>- Lafleur, Ch., &amp; Séguin, M. (2008). <i>Intervenir en situation de crise suicidaire</i>. Chronique sociale.</li> </ul>

<p>Other infos</p>	<p><i>Course registration</i></p> <p>The official course registration is to be done in conjunction with the submission of a letter of motivation explaining the coherence between the participation to this course with regard to the student's learning trajectory and professional projects (to be provided in paper version after the first lecture and by the second lecture). The participating student is required to register on MoodleUCL.</p> <p><i>Learning supports</i></p> <p>The slides of the course are available on MoodleUCL. The students are required to register in Moodle for their assignment to the practical working subgroups and for the exchange of information. The main references are also available on MoodleUCL (articles and chapters) or at the library.</p> <p><i>Target audience</i></p> <p>This course is a deepening and personal development course especially for students in adult clinical psychology and health psychology.</p> <p><i>English-friendly course</i></p> <p>This course is given in an "English-friendly" format. The course is given in French as well as its core readings and activities. However, equivalent core reading is available for international students in English.</p> <p>For the first session (January), the standard exam is a written exam in French. However, international students taking this course:</p> <ul style="list-style-type: none"> <li>• Will be allowed to use a dictionary when taking the written exam in French</li> <li>• Will be allowed 33% more time when taking the written exam in French</li> <li>• Are provided with the opportunity to take the written exam in English</li> </ul> <p>For the second session (August-September), the standard exam is an oral exam in French. However, international students taking this course will be allowed to take the oral exam in English.</p>
<p>Faculty or entity in charge</p>	<p>EPSY</p>

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Psychology	PSY2M	6		