


Teacher(s)	Lahaye Magali ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The aim of the course is first to familiarize students with physical, psychological, family, and social characteristics of the child facing to a somatic disease. Factors implicated in the evolution (from the beginning to the end-of-life) and the management (such as the adherence to treatment) of health problems in paediatrics are addressed. Moreover, the integration of the disease in the daily life is discussed taking into account the specificities of the patient and his/her family. These questions are addressed for the most frequent problematics in paediatric psychology, such as asthma, diabetes or cancer.</p> <p>The second aim of the course is help students determine the most adequate psychological assessment and intervention for each medical disorder and enable them to apply and adapt them to the specificities of the patient and the context.</p> <p>Finally, paediatric psychology is approached from an interdisciplinary perspective, with reference to different theoretical frameworks.</p>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>At the end of the course, the student will be able to adequately analyse a situation in paediatric psychology with reference to available theories and empirical evidence (B1). On this basis, the student will be able to identify relevant psychological interventions that take into account the specificities of the patient and of the context (B2), to distinguish between scientifically based interventions and common-sense interventions (E2), to explain the methodology used for planning, implementing and evaluating the intervention.</p> <p>1 The student will also be capable to communicate in a clear, relevant and straightforward way the result of his/her observations, analysis and intervention (C1-C2) to different persons such as the child, the parents or health care professionals.</p> <p>La contribution de cette UE au développement et à la maîtrise des compétences et acquis du (des) programme(s) est accessible à la fin de cette fiche, dans la partie « Programmes/formations proposant cette unité d'enseignement (UE) ».</p>
Evaluation methods	cf French description
Teaching methods	<p>Each lesson is devoted to a speciality of paediatric psychology, such as pneumology, haematology, oncology, or liaison psychiatry. In each lesson, different interdisciplinary themes are addressed, such transition, school integration, family life, adherence to treatment, palliative care, etc. Some experts are invited to explain their work in pediatric psychology.</p> <p>Each lesson includes theoretical information, discussions and clinical cases.</p> <p>Work in groups is also required in order to develop a more active and collaborative way of work in pediatric psychology.</p>
Content	<p>The aim of the course is first to familiarize students with physical, psychological, family, and social characteristics of the child facing to a somatic disease. Factors implicated in the evolution (from the beginning to the end-of-life) and the management (such as the adherence to treatment) of health problems in paediatrics are addressed. Moreover, the integration of the disease in the daily life is discussed taking into account the specificities of the patient and his/her family. These questions are addressed for the most frequent problematics in paediatric psychology, such as asthma, diabetes or cancer.</p> <p>The second aim of the course is help students determine the most adequate psychological assessment and intervention for each medical disorder and enable them to apply and adapt them to the specificities of the patient and the context.</p> <p>Finally, paediatric psychology is approached from an interdisciplinary perspective, with reference to different theoretical frameworks.</p>
Inline resources	Moodle
Bibliography	<p>Roberts, M. C., &amp; Steele, R. G. (Eds.). (2010). <i>Handbook of pediatric psychology</i>. Guilford Press.</p> <p>Roberts, M. C., Aylward, B. S., &amp; Wu, Y. P. (Eds.). (2014). <i>Clinical practice of pediatric psychology</i>. Guilford Publications.</p> <p>Van Broeck, N., &amp; Van Rillaer, J. (2012). <i>L'accompagnement psychologique des enfants malades</i>. Odile Jacob.</p>

<p>Other infos</p>	<p>The course LPSP1301-Health psychology or an equivalent course in another university represents an important basis for LPSYS2823.</p> <p>This course is given in an “English-friendly” format. For details, please see below.</p> <p>The course is given in French, but a set of English slides is available for international students:</p> <ul style="list-style-type: none"> <li>• no</li> </ul> <p>The core reading for the course is in French, but equivalent core reading is available for international students in English</p> <ul style="list-style-type: none"> <li>• yes</li> </ul> <p>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: yes</li> <li>• Will be allowed 33% more time when taking the written exam in French: yes</li> <li>• Are provided with the opportunity to take the written exam in English: yes</li> <li>• Are provided with the opportunity to take an alternative oral exam in English : no</li> </ul> <p>The course requires coursework in French. However, international students taking this course:</p> <ul style="list-style-type: none"> <li>• Can provide the coursework in English: yes</li> <li>• Can be exempt from providing the coursework: no</li> </ul>
<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 Speech and Language Therapy	LOGO2M	4		
Master [120] in Psychology	PSY2M	4		