

The version you're consulting is not final. This course description may change. The final version will be published on 1st June.

6.00 credits	60.0 h	Q1
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Teacher(s)	Willemsen Jochem ;Zech Emmanuelle ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	The course is assessed by means of a written exam covering the lecture (content of presentations, slides and videos) and compulsory texts. The assessment is based on a MCQ consisting of 40 questions with 5 answer options, and 1 correct answer is expected for each question. One point is awarded for each correct answer; no points are awarded for no answer or incorrect answers. Mathematical rounding is applied when the final mark is $\geq 10/20$ (= the pass mark, e.g. $10.5 = 11$ but $10.49 = 10$ ). Below $10/20$ , the final mark is rounded down to the nearest whole number (e.g. $9.78 = 9/20$ ). Assessment procedures are identical for the first and second sessions. The examination will take place either face-to-face or remotely, depending on developments in the COVID-19 health situation.
Teaching methods	The course consists of lectures (given face-to-face, or remotely if health protocols prevent full occupancy of the auditorium) with clinical illustrations. For the "psychoanalytic" part, in addition to the oral presentation supported by a series of slides, videos of therapists in action will be discussed, and students will be invited to take part in experiential exercises. The "systemic" section will be accompanied by clinical vignettes in which students will be invited, via online surveys, to suggest possible answers, which will then be discussed in a larger group. For the section on "cognitive-behavioral therapies", in addition to an oral presentation supported by a series of slides, students will be invited to take part in experiential exercises.
Content	Objectives (in terms of skills) Following an introduction to the objects and methods specific to clinical psychology, students will be able to distinguish between the different approaches possible and evaluate their operationality in a given clinical situation. They will be able to use the major theories, models and concepts of clinical psychology to describe their approach to the individual, the family and human systems. Purpose of the activity (main themes to be addressed) - The student will be able to articulate the historical development of clinical psychology in terms of approaches, methods, theorization, themes of study and field of intervention; - They will possess epistemological knowledge of clinical psychology in relation to other ways of thinking and practicing: psychology, educational sciences and psychiatry; - Faced with the wealth of clinical approaches studied in this course, students will have an initial opportunity to position themselves with regard to their more specific interests in the field of clinical psychology; - At the same time, the diversity of the subject matter taught will enable him/her to assess the unity of the discipline's field and the requirements of a scientificity appropriate to its specific object. - They will be familiar with the reference paradigms essential to the discipline: cognitive-behavioral psychology, psychoanalysis, systemic psychology and humanistic psychology. Contents The course is divided into five parts: a general introduction, followed by introductions to the four reference paradigms: the psychoanalytic approach (I), the systemic approach (II), the cognitive-behavioral approach (III) and person-centered and experiential psychotherapy (IV). General introduction History of Western man's relationship with madness and mental illness. History of clinical psychology. Definitions of clinical psychology. Activities of the clinical psychologist. Epistemological positioning of clinical psychology. I. Psychoanalytical approach Introduction to the Freudian unconscious. After a closer look at the concepts of fantasy and desire, as well as the offshoots of the unconscious: dreams, symptoms, missed acts, transference and life choices (love and career), the student will be given the first theoretical and technical tools for conceiving psychic conflict. Introduction to the clinical aspects of psychoanalytic treatment and psychoanalytically-oriented psychotherapies, enabling students to differentiate their respective aims and specific modalities, and to evaluate their effectiveness. II. Systemic approach

	<p>Objective: To introduce students to the idea of man in relation to his environment. Firstly, man as a harmonious part of a dynamic environment, and secondly, the disturbances he suffers as a result of a dysfunction in his environment.</p> <p>Contents: The first part will be devoted to an examination of systemics as introduced by the Palo Alto School as a new paradigm in the clinical field. This will be followed by an overview of the central concepts introduced by this approach. These will be set in a historical perspective. Several schools and currents of approach to family therapy will be examined. The final section will be devoted to observing the methods and tools used in family therapy.</p> <p>III. Cognitive-behavioral approach</p> <p>This part of the course will explore what is meant by cognitive-behavioral therapies, with particular emphasis on the notion of evidence-based practice and the concept of validity in clinical psychology. It will detail the various stages of the cognitive-behavioral therapy treatment process (assessment, case conceptualization and intervention). Finally, the three theoretical "waves" that have contributed to the progressive construction of cognitive-behavioural therapies will be explored, with a presentation of the central theoretical models (learning theories, cognitive theories and emotional and meta-cognitive theories) and the main interventions that have been developed on the basis of these models.</p> <p>IV. Person-centred and experiential psychotherapy</p> <p>Following a historical contextualization of the development of person-centered psychotherapy, the basic principles of this approach will be outlined: the actualizing tendency, personality theory, the therapeutic process and the 6 necessary and sufficient conditions of therapeutic change postulated by Carl Rogers. Part of the course will be devoted to the scientific validation of these paradigms. The course will close with an overview of contemporary developments in person-centered and experiential therapies (e.g., pre-therapy, emotion-centered therapy, existential therapy, Focusing).</p>
<p>Inline resources</p>	<p>Slides presented in class, as well as exercises and compulsory (and optional) readings, will be uploaded to Moodle as the course progresses.</p>
<p>Bibliography</p>	<p>Les références recommandées ou obligatoires se trouvent dans les documents postés sur Moodle</p>
<p>Other infos</p>	<p>The courses listed below provide important foundations for understanding and integrating the material in this course.</p> <p>LPSP1001: General psychology: processes and theories</p> <p>LPSP1002: History and epistemology of ideas in psychology and education</p> <p>LPSP1003: Introduction to developmental psychology</p> <p>LPSP1004: Introduction to personality psychology</p>
<p>Faculty or entity in charge</p>	<p>EPSY</p>

**Programmes containing this learning unit (UE)**

Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Psychology and Education: General	PSP1BA	6		