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4.00 credits

30.0 h + 15.0 h

Q2

Teacher(s)	Zech Emmanuelle ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<ul style="list-style-type: none"> - Definition and types of interviews - The setting of the helping interview : definition, contexts, rules of functioning of the psychologist/ speech therapist (e.g., length and timing of the session, frequency and interval, honorarium, taking notes and recordings, personal contacts), ethics and deontology (respect, professional secrecy, acting out), importance and usefulness of the setting - Relational responses (exploratory, estimative, reassurance, interpretative, comprehensive, solution-problem) - The relational attitudes of the psychologist and speech therapist (authenticity/congruence, empathy, unconditional positive regard) - The techniques and tools of the helping interview (types of questions and types of reflections) - Nonverbal communication (proxemics, kinesthesia, paralanguage, autonomic responses, silences)
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>On successful completion of this course, each student will be able:</p> <p>At a conceptual level</p> <ul style="list-style-type: none"> - to master knowledge that help explain and understand the quality of interactions between a psychologist/speech therapist and a client (A1). - to master knowledge concerning helping interviews intended to improve a given situation (B1) - to analyze a situation (individual) in relation to theories, concepts, research findings, methods and tools dealing with the provision of a helping interview(A2) <p>At a practice level</p> <ul style="list-style-type: none"> - to plan an intervention in the form of a helping interview intended to improve a given situation (at the individual level) (B2) <p>¹</p> <ul style="list-style-type: none"> - to listen to others: to listen actively and understand in an empathic and respectful manner a person in the interpersonal context of a consultation/interview at a basic level (i.e., only one client/patient; adult; face-to-face situation; simple problems) (D1) - to interact and collaborate in a subgroup in a manner appropriate for learning situations, during the practical exercises outside the classroom (at home) and in the supervised series (D2) - to adopt a critical constructive attitude to others and oneself in learning situations, during the practical exercises outside the classroom (at home) and in the supervised series(D3) - to act as a professional in the field of psychology and speech language, referring to the principles of, among others, ethics and deontology(E3) - to use the means and opportunities for one's own self-development as a person and professional (F1 and F2)
Evaluation methods	<p>Written exam with open-ended (short and long development) and/or closed questions: 100% of the points. Mathematical rounding is achieved when the final grade (addition of exam parts) is >= at 10/20 (= pass threshold, e.g. 10.5 = 11 but 10.49 = 10). Below 10/20, the final score is rounded to the lower unit (e.g. 9.78 = 9/20). The format of the exam is the same for the first (June) and second (August-September) session.</p>

Teaching methods	<p>Lectures are given alternatively with supervised practical sessions and autonomous e-learning (Zech, E. & Jaeken, M. (2021). <i>Formation à l'entretien et aux compétences d'aide en auto-apprentissage : HelpingSkills</i> (2e ed.). Université catholique de Louvain. https://ucline.uclouvain.be/course/view.php?id=306 dedicated to learning basic helping skills).</p> <p>Supervised practical work requires the personal and active involvement of students. Participation in supervised practical work is not mandatory. However, in case of participation, it is required that students commit to respect a duty of confidentiality regarding the information that will be exchanged there, through an informed consent relating to participation, the professionalism and self-disclosure that they will have to sign during the first TP session. Participation in practical work is strongly recommended and is not subject to a certificative evaluation. In case of breach of this consent and the duty of confidentiality in particular, a disciplinary procedure could be initiated before the VRAE on the basis of Articles 34 and 35 of the RGEE.</p>
Content	<p>The lectures (volume 1 ; 30 hours) present the key-concepts with illustrations of helping interviews situations and the presentation of the practical exercises frame to be performed by the students in subgroups of 4. Attention will be paid to see the content of the lectures before the practical sessions so that the practical exercises can be carried out on the basis of the theoretical knowledge acquired.</p> <p>The Volume 2 (15 hours) deals with the practical exercises. They are subdivided in</p> <p>(1) sessions organized in series supervised by facilitators that have themselves a practice of the interview (7 sessions of 2 hours). If necessary due to the health situation, these sessions will be provided remotely and their duration will be subject to change.</p> <p>(2) work done « at home » in subgroups of 4 students (6 exercises). The practical exercises consist of role plays and several guided exercises that intend to acquire know-how and way of being in relation to doing helping interviews at a basic level of skill. If necessary due to the health situation, these homework assignments will be adapted so that they can be carried out remotely while preserving the safety of the students.</p> <p>(3) self-learning of basic relational skills with an e-learning website (this site presents theoretical backgrounds, videos clips, exercises and decoding of the responses, MCQ tests, Jaeken & Zech, 2021) : https://ucline.uclouvain.be/enrol/index.php?id=306.</p>
Inline resources	MoodleUCL et helpingskills website
Bibliography	<p>Le manuel qui se rapproche le plus de ce qui est enseigné en partie théorique est : Bioy, A., & Maquet, A. (2003). <i>Se former à la relation d'aide</i>. Dunod. (conseillé mais pas obligatoire)</p> <p>Les bases conceptuelles des attitudes relationnelles en entretien d'aide (authenticité, considération positive inconditionnelle, empathie) sont explicitées dans le livre: Zech, E., Demaret, G., Priels, J.-M., & Demaret, C. (Eds.). (2021). <i>La psychothérapie centrée sur la personne et expérientielle: Fondements et développements contemporains</i>. De Boeck Supérieur. (conseillé mais pas obligatoire)</p>
Other infos	<p>Explicit relationships with the course LPSP1309 : Deontology of the psychological practice and the course LPSP1201 : Clinical psychology (partum on person-centered and experiential therapies).</p> <p>Materials: syllabus (theory and exercises), lecture presentations with illustrations (audio and/or video cases), practical work sessions supervised by teaching assistants, MoodleUCL (series management, provision of working documents, forums), e-learning website for self-learning. Registration for the course on MoodleUCL is mandatory. <i>English-friendly course</i></p> <p>The standard exam is a written exam in French. However, international students taking this course:</p> <ul style="list-style-type: none"> • Will be allowed to use a dictionary when taking the written exam in French: Yes • Will be allowed 33% more time when taking the written exam in French: No (unless PEPS status) • Are provided with the opportunity to take the written exam in English: Yes (questions in French and answers in English)
Faculty or entity in charge	EPSY

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Psychology and Education: General	PSP1BA	4		
Bachelor in Psychology and Education : Speech and Language Therapy	LOGO1BA	4		