Application of Clinical Psychology in Counselling

In Brief

Course time: 5 ECTS units (credits), January to March 2015.

Location: HSE Psychology department. Volgogradsky prosp. 46B (Tekstilshiki), rooms TBA.

Teachers:

- **Lectures**: Stankovskaya Elena (Ph.D., Senior lecturer), e-mail: stankovskaya@hse.ru. Office location: Room 102, Volgogradsky prosp. 46B; office hours TBA.
- **Seminars**: Stankovskaya Elena (Ph.D., Senior lecturer), e-mail: stankovskaya@hse.ru. Office location: Room 102, Volgogradsky prosp. 46B; office hours TBA.

Place of the Course in the Program Structure

The course aims to briefly review the history and modern models of clinical psychology and to provide students with knowledge and competencies necessary to plan counselling process with their clients and to make a correct decision about addressing the clients to clinical psychologists. Special attention is paid to the possibilities of integration of the clinical knowledge into transactional-analytical counselling.

This course is elective and is to be considered as a part of the counselling training within M.S. program “Counselling psychology. Personology” (track “Transactional Analysis and Multimodal Counselling”).

Course Objectives

Within this course you will:

- learn about history of clinical psychology, it’s modern models and emerging trends;
- learn about areas of clinical practice and professional ethics;
- learn about clinical working with different populations and research conducted in the field;
- study how clinical psychology and counselling overlap each other and differ from each other and learn how to decide on addressing a client to a clinical psychologist;
- practice in transactional-analytical contract-making relevant to different types of clients.
Prerequisites

You are expected to have some knowledge of clinical psychology and research methods at an undergraduate level.

Course Overview

<table>
<thead>
<tr>
<th>Course Units</th>
<th>Approx. number of academic hours^x</th>
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<tbody>
<tr>
<td></td>
<td>Lectures</td>
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<tr>
<td>Module 3 (January-March)</td>
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<tr>
<td>1. Introduction to the practice of clinical psychology.</td>
<td>32</td>
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<tr>
<td>2. Applying clinical psychology to trascational-analytical counselling</td>
<td>8</td>
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<tr>
<td>Total course time</td>
<td>32</td>
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^x In Russia, one unit of study time (“academic hour”) equals 40 minutes.

Course Content

Each unit is supplied with a description of material to be covered in the lectures, a list of sources that cover that material (recommended reading), and some additional sources (supplementary reading for advanced study or focusing on specific issues); complete references are provided in the Course Literature section.

1. Introduction to the practice of clinical psychology

History of clinical psychology, it’s contemporary models and emerging trends. Clinical psychology in Russia, the USA, the UK: brief overview and popular misconceptions about it. Areas of clinical practice and the scope of careers in the field. Unity of theory/research and clinical practice. The importance of matching the treatment to the person, and not just to the disorder. Professional ethics and consequences of its violation.

Recommended reading:


Supplementary reading:


2. Applying clinical psychology to transactional-analytical counselling


Recommended reading:


Novak, E. Combining Traditional Ego State Therapy and Relational Approaches to Transactional Analysis in Working with Trauma and Dissociation // Transactional Analysis Journal, 43 (3), 2013, pp. 186-196.

Supplementary reading:


Educational Technologies

The lectures include brief discussions and active student feedback. The seminar hours include the following forms of work:

- Problem discussions, based on the literature recommended by the seminar leader;
- Cases: discussion of clinical examples
- Practical sessions – short role play relevant to the topic at hand.

There are a number of suggestions for discussion and practical activities during the seminars:

1. Introduction to the practice of clinical psychology

   Seminar activities. 1) Class discussion of ethical principles and the ways in which a practitioner can minimize potential harm to their clients. 2) Discussion of autobiography written by a mental health client to clarify client’s perspective on treatment and disorder. 3) Discussion of contribution of research and science to clinical practice. Work with cases in small groups: What disorder/problem interest you most? What treatment was scientifically proved to be the best? What does it require of a client? What characteristics of the client are especially relevant in this instance?

2. Applying clinical psychology to transactional-analytical counselling

   Seminar activities. 1) Clinical psychology and transactional-analytical counselling – group discussion of overlapping areas and the borders between them. 2) Work with cases in small group: pick a problem/disorder and find out similarities and differences in approaches to it from clinical and transactional-analytical perspective. 3) Practice to make different types of contracts relevant to a case. 4) Class discussion of possibilities of creating integrative approach to counselling.
Evaluation and Grading

The general criteria for ongoing evaluation:

1) S: activity at the seminars (rated by the seminar leader at the end of the module);
2) H: homework: the student is expected to complete an essay, which is scored by the seminar leaders;
4) Final Exam: at the end of the 3-nd module, 20 multiple choice questions + 2 case questions.

The formulae for evaluation:

\[ \text{Coursework} = 0.5 \times H + 0.5 \times S. \]
\[ \text{Final Score} = 0.6 \times \text{Coursework} + 0.4 \times \text{FinalExamScore} \]

The scores S and H are not rounded. The total score FS is rounded to the nearest integer.

“Automatic” pass policy:

Those students whose Coursework score (H and S combined) equals 7.5 or above, have the option of having this score counted as course final score.

If a student who received an “Automatic pass” chooses to take the final exam, his/her exam score will only be counted in case it makes the exam / course total score higher, compared to the “automatic pass” score.

Learning Resources

Since it is difficult to detect a single graduate-level textbook providing sufficient coverage of the course material, you are provided with an electronic reader containing all of the course materials (recommended and supplementary literature). Most of the books, chapters, and papers provided in the reference list are available either electronically or in paper versions at the library.

The materials are provided on Google Drive and LMS.

Course Literature


Novak, E. Combining Traditional Ego State Theory and Relational Approaches to Transactional Analysis in Working with Trauma and Dissociation // Transactional Analysis Journal, 43 (3), 2013, pp. 186-196.


