

## Block view of the study programme

Or Th Pr Au Cr

### Block 1

Course organised in odd calendar year only.

The programme is organised around a core curriculum of training, one chosen module and a final piece of work (15 credits)

#### Optional courses

Choose one module from :

YCER0172-1	<i>"Child" module (including the core curriculum and final piece of work)</i> - Stéphane ADAM, Frank LAROI, Thierry MEULEMANS, Laurence ROUSSELLE, Eric VINCENT, Sylvie WILLEMS	TA	-	-	-	15
YCER0173-1	<i>"Adults with brain lesions" module (including the core curriculum and final piece of work)</i> - Stéphane ADAM, Frank LAROI, Laurence ROUSSELLE, Eric VINCENT, Sylvie WILLEMS	TA	-	-	-	15
YCER0174-1	<i>"Adults with severe mental difficulties" module (including the core curriculum and final piece of work)</i> - Stéphane ADAM, Frank LAROI, Thierry MEULEMANS, Laurence ROUSSELLE, Eric VINCENT, Sylvie WILLEMS	TA	-	-	-	15
YCER0175-1	<i>"Normal and pathological ageing" module (including the core curriculum and final piece of work)</i> - Stéphane ADAM, Frank LAROI, Thierry MEULEMANS, Laurence ROUSSELLE, Eric VINCENT, Sylvie WILLEMS	TA	-	-	-	15

#### CONTENT OF THE CORE CURRICULUM (S2 : 40Th 30 Pr)

##### Part 1: Neuropsychological treatment: theoretical and methodological introduction

- Major approaches to neuropsychological rehabilitation - Thierry MEULEMANS
- Ethical issues: general aspects and illustrations - Thierry MEULEMANS

##### Part 2: Evidence-based practice in neuropsychology

- Principles of EBP- Sylvie WILLEMS
- Documentary research - Nancy DURIEUX
- Baselines (paradigms, methods, observations, etc.) and relevant statistical analyses - L. ROUSSELLE, M. GEURTEN, S. WILLEMS, S. ADAM
- Principles of ecological and patient-centred functional medicine - Sylvie WILLEMS
- Support for carers, psychoeducation, patient/parent-partner, including in the context of ageing - L. ROUSSELLE, S. ADAM, F. LAROI, C. CRUTZEN

##### Part 3: Treating emotional and behavioural aspects

- Anxiety - Fanny KREUSCH
- Depression and lack of motivation - Aurélie WAGNER
- Psychoeducational approach to sleep - Christina SCHMIDT
- Psychoeducational approach to pain - Anne-Sophie NYSSSEN
- Psychoeducational approach to fatigue - Fabienne COLLETTE
- Social cognition - Nathalie EHRLE

##### Part 4: Use of technology and imaging techniques in treatment

- Cerebral imaging in the context of rehabilitation - Steve MAJERUS
- Digital and emerging technologies (tele-rehabilitation, virtual reality) - Stéphane ADAM, Gael DELRUE, Frank LAROI, Sylvie WILLEMS

##### Part 5: Approved treatment methods for various areas of cognitive functioning

- Working memory 1 - Steve MAJERUS
- Working memory 2 - Françoise COYETTE
- Episodic memory 1 - Gael DELRUE, Valentine DEMOULIN, Eric VINCENT
- Episodic memory 2 (imaging method) - Françoise COYETTE
- Semantic memory - Marie-Pierre DE PARTZ
- Prospective memory - Anne QUITTRE
- Memory for people's names - Serge BREDART
- Attentional disorders - Claire VALLAT

- Executive disorders - Eric VINCENT
- The metacognitive approach - Marie GEURTEN

**CONTENT OF THE « CHILD » MODULE (S1 20Th 10Pr)**

- Attention disorders with and without hyperactivity: to promote and support the development of executive and attentional functions in children - Laurence ROUSSELLE, Line VOSSIUS
- dyspraxia and dysgraphia in children: interventions and tracks - Claire LE LOSTEC
- Management of learning disabilities in mathematics - Laurence ROUSSELLE, Line VOSSIUS
- Management of work memory disorders in children - Annette CLOSSET
- Developing the work method in children and adolescents: a metacognitive approach - Marie GEURTEN
- The special case of high potential: support, interventions and precautions - Gaëlle MEERT
- Promote the development of socio-emotional skills in young children - Marie HOUSSA
- ABA practice with young children with outsourced behavioral disorders - Marie-Morgane HIEULLE
- Management of anxiety in children - Céline STASSART
- Management of outsourced behavior disorders - parent-centered approach - Marie STIEVENART, Laurie LOOP
- Orientation, motivation and school vocation - Frédéric NILS
- School Facilities - Laurence ROUSSELLE, Line VOSSIUS
- Network of care around the child in difficulty - Corine CATALE

**CONTENT OF THE « ADULTS WITH BRAIN INJURIES » (S1 20Th 10Pr)**

- Treating acute-phase hospitalised patients - Géraldine Lepuits
- Treating patients with light head injuries and whiplash - Eric Vincent
- Treating altered consciousness states and locked-in patients - Athena Dermertzi
- Workplace arrangements - Olivier d'Arripe
- Long-term care (after rehabilitation): patient support, healthcare network - Christine Croisiaux
- Treating behavioural problems in institutionalised patients 1 - Victorine Zermatten
- Treating behavioural problems in institutionalised patients 2 - Stéphane Adam, Audrey Clesse
- Rehabilitation of visual-perception problems: heminegligence, visual agnosia, blindsight - Murielle Wansard, Valentine Demoulin
- Treating patients with severe memory problems - Thierry Meulemans
- Apraxia - Gaël Delrue

**CONTENT OF THE « ADULTS WITH SEVERE MENTAL DISORDERS » MODULE (Q1 20Th 10Pr)**

- General clinical descriptions, main assessment tools in psychopathology and specific issues - Frank LAROI
- Case conceptualization in clinical psychology - Sylvie BLAIRY
- Social cognition: illustration in schizophrenia - Antoinette PROUTEAU
- Attentional training technique: illustration in schizophrenia - Marie-Noëlle LEVAUX
- Goal management training: illustration in schizophrenia - Marie-Noëlle LEVAUX
- Anxio-depressive disorders and behavioral activation: transdiagnostic approach - Sylvie BLAIRY
- Switch, multi-factorial intervention aimed at motivation and commitment towards its objectives: illustration in schizophrenia - Bénédicte THONON
- Interventions for delusional ideas - Marie-Noëlle LEVAUX
- Support in the patient's living environment, compensatory and environmental approach - Stéphane RAFFARD

**CONTENT OF THE « NORMAL AND PATHOLOGICAL AGEING » MODULE (S1 20Th 10Pr)**

- Dealing with cognitive and behavioural difficulties in institutions (such as care homes) - Stéphane ADAM
- Cognitive issues relating to compliance with treatment in elderly patients (and intervention methods) - Stéphane ADAM
- Supervision including course modules adapted according to on the difficulties encountered in analysis of a clinical situation - S. ADAM, C. CRUTZEN, P. MISSOTTEN, etc.

**CONTENT OF THE FINAL PIECE OF WORK FOR THE CERTIFICATE (ALL YEAR LONG)**

The final piece of work for the certificate takes the form of an analysis of one or more clinical cases, establishing a treatment protocol and following the principle of evidence-based practice.

Students must choose the measures and develop a design allowing the effectiveness of their intervention to be analysed. The final piece of work must be drafted in a similar format to a scientific article (in French or English), then presented in the form of a public oral communication.