

# Therapeutic Assessment

Stockholm, 21-23 May and 28-30 August 2019

## Syllabus

### Course coordinator

Klas Wiberg, licensed psychologist.

Contact: wibergpsykologi@gmail.com, +46 739071031

### Course lecturers and leaders

Filippo Aschieri, psychologist and assistant professor at the Catholic University of Milan.

Jan Kamphuis, psychologist and professor at the University of Amsterdam.

Hilde De Saeger, psychologist and psychotherapist at the Viersprong clinic in Amsterdam, M.A.

Francesca Fantini, psychologist, Ph.D, works at the Catholic University of Milan.

### Course examiners

Linda Gertsson, psychologist and specialist in neuropsychology and licensed as a examination of a specialist course in Sweden

Filippo Aschieri, se above

### Goal of the course

Therapeutic Assessment (TA) was originally developed by Dr. Stephen Finn as a way to use his assessments to also be a intensive short-term therapy.

The aim of the course is that participants should be able to perform and feel comfortable with basic and advanced parts in TA with the clients they meet in their daily work. The course is aimed at those who work with children / families and adults. It aims to develop the ability to help clients with self-understanding, participate in the assessment, benefit from the assessment, understand the process and improve their mental health.

### Learning objectives for the course

After completing the course, the student is expected to be able to (through the literature, theoretical teaching and practical exercises):

- theoretically describe the steps in TA for adults, families and children.

- how to get the client motivated and involved in the assessment.
- create issues with the client that the assessment can answer.
- choose appropriate tools to answer the questions.
- choose interventions that make the patient get to know himself and reduce guilt, shame and improve mental health.
- summarize and discuss the assessment in an adapted manner for both children, adults and relatives.
- be able to evaluate when TA is a suitable input in an assessment and when to opt-out.

## **Content**

### **Part 1- (before the actual training)**

Read "In our client's shoes" by Stephen Finn and submit answers to the attached questions.

### **Part 2- (first day of live training)**

Introduction to TA with adults with Jan Kamphuis.

### **Part 3- (second day of live training)**

Introduction to TA with children and families with Filippo Aschieri.

### **Part 4- (third day of live training)**

Theoretical and practical exercises about the first part of TA with the above lecturers. How to engage adults and families in TA.

### **Part 5- (fourth day of live training)**

Theoretical and practical exercises in TA with adults and families Using tests collaboratively to understand clients

### **Part 6- (fifth day of live training)**

Theoretical and practical exercises in TA with children and families. Using tests Collaboratively to change clients

### **Part 7- (sixth day of live training)**

Theoretical and practical exercises in TA with children and families. Providing feedback and discussing the results of the assessment.

### **Part 8 (after completion of the live training)**

Submit a final essay with the description of the application of one TA technique/element learnt during the course with reflections and references to the course literature.

## **Examination**

Consists of four parts; The first is a theoretical part where the participants report their basic knowledge of TA through written homework of about 4 pages. The second part is a summary

of the first days teaching and relevant articles or chapters from the book. Written summaries are expected after Part 4. The practical parts are examined by people participating in role play as the course leader supervises and gives immediate response. Finally, participants will submit an essay that describes in detail how they use one technique or one element from TA with a real client.

The course will be assessed as approved / non-approved. The lectures and the examination is mandatory. Maximum allowed half a day's absence, which may only be done in consultation with course managers, and should be completed in agreement with the course managers.

## **Course scope and structure**

The course is 6 full-time days divided into two parts each 3 full days including. A total of 40 lesson hours for teaching, 10-15 hours which is practical training.

## **Evaluation**

The course is evaluated verbally in group and written anonymously via the Swedish Psychologists Association evaluation form for specialist courses.

## **Competence**

Competent to apply for the course is licensed psychologists.

## **EBBP**

TA is used throughout the world, Sweden is no exception. In Växjö where I work we use it on patients with ADHD and autism. For example, in Stockholm, Lena Lillieroth has used TA on the patient group with addictive diseases.

Research has published hundreds of articles about TA. They are on this link:  
<https://www.therapeuticassessment.com/bibliography1.php>

One of the articles written is a meta-study of Poston and Hanson (2010), in which they summarize:

"Taken together, they [the results] suggest that psychological assessment procedures-when combined with personalized, collaborative, and highly-involved test feedback-have positive, clinically meaningful effects on treatment, especially regarding treatment processes. They also have important implications for assessment practice, training, and policy making, as well as future research, which are discussed in the conclusion of the article. "

## **Literature**

- Finn, S. E. (2016) .In our clients shoes: Theory and techniques of therapeutic assessment.  
Abingdon, Oxon: Routledge. (290 pages)  
Finn, S.E., Fischer, C.T., & Handler, L. (2012). Collaborative Therapeutic Assessment.  
Hoboken, NJ: John Wiley & Sons. (440 pages)

In addition, articles and laths in TA of about 40-60 pages.