Clinic for Handicap and Rehabilitation Psychology A master degree programme for psychology students in Denmark
Glintborg, Chalotte; Hansen, Tia Gitte Bondesen

Publication date: 2017

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

? Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
? You may not further distribute the material or use it for any profit-making activity or commercial gain
? You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.
Introduction
The field of rehabilitation may be undergoing a paradigmatic shift from a strict biomedical focus on disabilities towards a more encompassing bi-psycho-social perspective. However, we found (authors, 2016) that actual rehabilitation practice in Denmark is almost exclusively based on biological and practical aspects. Rehabilitation psychology has been growing as a field in the US and several European countries but is yet to be developed in Denmark.

To help achieve this, we developed the programme Clinic for Handicap and Rehabilitation Psychology (CHaRe), CHaRe is a master degree program at the Department of Communication and Psychology at Aalborg University (AAU). CHaRe aims at qualifying students for future work as rehabilitation psychologists. The programme spans 4 semesters and is organized partly in relation to curriculum, partly in relation to clinical practice where students will offer a manual based intervention to clients with disabilities (acquired brain injuries) and their close relatives.

The CHaRe programme
Compassion Focused Therapy

Identity Re-construction

Cognitive Behavioral Therapy

Animal Assisted Intervention

Mindfulness

References


Conclusion
This close connection between research, education and practice rests on the didactic idea of problem-based learning. The students are dealing with authentic psychological problems as part of their professional training, intertwined with more theoretical parts of the education. This way of organizing teaching and learning holds some very interesting educational possibilities, for example, how students find motivation from the different cases, how their learning is structured by clinical practice, and how they feel prepared for a job after graduation rather than fear a practice shock.

Contact information
Chalotte Glintborg, Ph.D., Assistant Professor
Center for Developmental & Applied Psychological Science (CeDAPS), Department of Communication and Psychology
Aalborg University, Knudshovedvej 3, 9220 Aalborg, Denmark

Telephone: (+45) 46116665
Email: cg@en.aau.dk
Web: www.en.aau.dk www.cedaps.aau.dk

Presented at
National Institute on the Teaching of Psychology (NITOP), Florida, 2017