



Aalborg Universitet

AALBORG UNIVERSITY
DENMARK

The Aalborg Model of Problem Based Learning (BPL) unfolded within an interdisciplinary children's clinic at the Master program of psychology

De Lopez, Kristine M. Jensen; Knudsen, Hanne Bruun Søndergaard

Publication date:
2018

[Link to publication from Aalborg University](#)

Citation for published version (APA):

De Lopez, K. M. J., & Knudsen, H. B. S. (2018). *The Aalborg Model of Problem Based Learning (BPL) unfolded within an interdisciplinary children's clinic at the Master program of psychology*. Poster presented at 39th Annual National Institute on the Teaching of Psychology, Florida, United States.

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.

The Aalborg University Model of Problem Based Learning (PBL) unfolded within an interdisciplinary children's clinic at the Master program of psychology



Kristine Jensen de López & Hanne B. Søndergaard Knudsen
 Clinic of Developmental Communication Disorders
 (Børnesprogklinikken)
 CeDAPS, Aalborg University, Denmark
 kristine@hum.aau.dk



Introduction

Problem-based Learning (PBL) is applied in all study programmes at Aalborg University, with approximately half of the study activities consisting of project work in teams (2).

In 2012 Aalborg University's Clinic for Developmental Communication Disorders was launched as a PBL Master programme within the psychology programme providing students a clinical setting for their compulsory internship during their two year Master programme, after a three years bachelor programme in psychology. Following the principles of the Aalborg PBL model (3) students' work is anchored within the concrete challenges of children that grow up with a communication disorder and their families.

The objectives of the clinic are to ensure that students' work is exemplary and transferable to situations encountered in their future professional career as a psychologist, that the students are self-reflective and responsible for their own learning, and acquire the ability to work in a team. The clinic also serves to link a particular gap within the Danish society by offering a Dynamic Assessment approach to school-aged children (1).

Frame of the internship on the 2nd sem. and the roles held by each student

Each student:

- works within a **reflective team** of 4 students lead by two staff supervisors.
- is responsible of planning and executing **7 dynamic assessment sessions** with a school-aged child, that has a language or communication disorder.
- is responsible of providing **consultation** to the parents/families and carry out a **structured interview**.
- is responsible of on-line **observations** of student sessions.
- is responsible for the **technic** (video & microphone).
- writes final rapport and presents it to parents, teachers etc..
- receives **supervision** after each session.

All sessions are evaluated on-line by the reflective team though a one-way screen and video-recorded for use of supervision.

The programme, theories and methods

The theoretical departure of the clinic is motivated by **Dynamic Assessment**, e.g. Vygotsky's concept of mediation and the zone of proximal development (1). Dynamic assessment has been shown to be beneficial for children with language disorders (4). Students develop concrete therapeutic tools specifically constructed to fit the needs of the individual child and its' family.

The courses within the programme add up to a total of 55 ECTS-credit points (app. 1.375 work hours). The courses provide the student with relevant background knowledge concerning theory, practice and intervention with children and adolescents that grow up language or/and communication problems. The remaining courses are joint with students in the other Master programmes (See table 1).

Table 1. Overview of ECTS-credit points

	Courses within the children's clinic Master programme	Joint courses for all Master programmes
1 st semester	Advanced Applied Psychology I, 10 ECTS	Additional Applied Psychology I, 5, ECTS
1 st semester		The Psychological Profession, 5 ECTS
1 st semester		Psychological Testing 5, ECTS
1 st semester		Psychological Practice and Intervention Methods, 5 ECTS
2 nd semester	Advanced Applied Psychology II, 15 ECTS	
2 nd semester	Internship, 15 ECTS	
3 rd semester	Theory, Practice and Scientific Method, 15 ECTS	Research Methods: Potentials and Limitations, 5 ECTS
3 rd semester		2 Elective Courses, 10 ECTS (5 ECTS each)
4 th semester		Master's Thesis, 30 ECTS

Presented to the 39th Annual National Institute on the Teaching of Psychology (NITOP), Florida, 3rd-6th January, 2017

Qualitative examples of student's reflections on their learning:

The internship course is passed through active participation during 50 workdays and a 10-page reflective rapport of learning outcomes during the internship. The following citations are examples of students' descriptions of their learning outcomes:

- "I've discovered the importance of supervision and collaboration with co-students in finding solutions, which I would not have found on my own"*
- "The largest and most challenging experience I gained from the clinic was having the role as the student-therapist.... the first sessions made me nervous, but the supervisors and the reflective team made me feel confident."*
- "I became aware that as a psychologist one needs to meet the clients where they are".*
- "I've gained more confidence in becoming a psychologist, knowledge about a new area and large respect for the professional psychology practice".*
- "I suddenly understood all the professional terms, the tests and how the psychologist had reached her conclusions in an earlier psychological rapport - the development from pure gibberish to comprehensible, professionally well-founded recommendations made a big impression on me".*
- "I've now more go-do attitude towards my future labor market"*

References

- 1) Haywood, H. C. & Lutz, C. S. (2007). *Dynamic Assessment in practice: clinical and educational applications*. Cambridge University Press, NY.
- 2) Kolmos, A., Fink, F.K. and Krogh, L. (2004). The Aalborg Model - Problem-Based and Project-Organized Learning. In Kolmos, A., Fink, F.K. and Krogh, L. *The Aalborg PBL model Progress, Diversity and Challenges*. Aalborg University Press.
- 3) Alkshawi, I., Pletni, H.L., Pedersen, J. & Pedersen, M.T. (2015). Problem-Based Learning, Aalborg University.
- 4) Hannon, N., & Botting, N. (2010) Dynamic assessment of children with language impairments: A pilot study. *Child Language Teaching and Therapy* 26(3), pp. 249-272.

Thanks to:



The participating students and children