

Day-to-Day program

[1] Introduction to Evidence Based Psychological Assessment

Monday 14 August	Time	Activity	Description	Location
	09.30-10.45	Opening group meeting	Online plenary opening of the Summer Course: introduction & explanations of expectations, subgroups "introduction"	MS teams live session
	11.00-12.00	Lecture & Self-study in subgroups	Introduction to Evidence Based Psychological Assessment: Diagnostic process, complaint analyses and causal analyses Introduction to psychopathological model & work on Portfolio	Independent / in subgroup
	12.00-13.00	Q&A Lunch session	Time to check-in with the tutor group & ask potential questions	MS teams live session
	13.30-15.30	Lecture & Self-study in subgroups	Introduction to psychopathological model & work on Portfolio	Independent / in subgroup
	16.00-17.00	Check-out with tutor group	Group meeting with your tutor reflect on portfolio and ask potential questions	MS teams live session

Objectives

- Short introduction to course plan and explanation assignment
- Introduction to diagnostic process and evidence-based assessment, complaint and causal analyses
- Introduction to psychopathological model and classification system such as the DSM5

Literature

- Page and Stritzke: Chapter 3: Assessing clients

Activities

1. Live Introduction lecture 1a
2. Meet with your subgroup and get acquainted: What country do you come from? Why did you choose to follow this course or the master CP next year?
3. Online lectures 1b and 1c: After having watched these different parts of the lectures you can find questions about that subject in your portfolio. Together with your subgroup you will discuss the different questions and write your subgroup answers down
4. Q& A lunch session: Together we meet with all the students of your tutor group, for an online lunch session with time to do an energizing activity and a moment to ask questions about the lectures and assignments.
5. After lunch: Watch the online lectures 1d and 1e. After having watched these different parts of the lectures you can find questions about that subject in your portfolio [see Assignments]. Together with your subgroup you will discuss the different questions and write your subgroup answers down
6. Check out time: In order to reflect on the goals for the day every sub-group appoints one representative to summarize the day, share questions regarding the homework, the main challenges and answers to the portfolio questions. Every group representative has a few minutes to share. Discuss homework questions with your tutor. Together we check-out, reflect and share announcements for the next day.

[2] Recognizing and Understanding Psychopathology

Tuesday 15 August	Time	Activity	Description	Location
	09.00-11.30	Lecture & Self-study in subgroups	Recognizing and understanding psychopathology DSM-5 & work on Portfolio	Independent / in subgroup
	12.00-13.00	Q&A Lunch session	Time to check-in with the tutor group & ask potential questions	MS teams live session
	13.30-15.30	Lecture & Self-study in subgroups	Typical patterns of psychopathology Searching for signs and symptoms and differential diagnoses Searching for working mechanisms of psychopathology & work on Portfolio	Independent / in subgroup
	16.00-17.00	Check-out with tutor group	Group meeting with your tutor to check out the day, reflect on portfolio and ask questions	MS teams live session

Objectives

- Recognizing the signs and symptoms of psychopathology in order to form descriptive and causal hypotheses

Literature

- Persons 2007 CB Case Formulations
- Page and Stritzke: Chapter 5 Linking Assessment to Treatment: Case Formulation, page 61-84
- MacNeil, CA., Hasty, MK, Conus, P. and Berl, M. [2012]. Is diagnosis enough to guide interventions in mental health? Using case formulation in clinical practice. BMC Medicine, 10;11

Activities

- Online lecture and practice with recognizing pathology from its signs and symptoms [problem analyses] and differential diagnostics. After having watched the online lecture you can find questions about that subject in your portfolio. Together with your subgroup you will discuss the different questions and write your subgroup answers down
- Online lecture and practice with case formulation, working mechanisms [coping, personality traits etc.] and theoretical explanation of psychopathology [causal analyses]. After having watched the online lectures you can find questions about that subject in your portfolio. Together with your subgroup you will discuss the different questions and write your subgroup answers down
- Q&A Lunch session: Together we meet with all the students of your tutor group, for an online lunch session with time to do an energizing activity and a moment to ask questions about the lectures and assignments.
- Home assignment in subgroups: Fill out the document 'Typical patterns of psychopathology' [see Assignments, Day 2 on Blackboard].

Make use of:

- Morrison, J. [2014]. Chapter 13; Signs and Symptoms in Areas of Clinical Interest. In: The First Interview. Guilford Press, Page 160-186.
 - Psych Central <https://psychcentral.com/disorders/>
 - The Psychology Crash Course; session 28-34.
<https://www.youtube.com/watch?v=vo4pMVb0R6M&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6>
 - DSM-5 Handbook of differential diagnoses, by the trees and by the tables
<https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9781585629992.mf02>
- Check out time: In order to reflect on the goals for the day every sub-group appoints one representative to summarize the day, share questions regarding the homework, the main challenges and answers to the portfolio questions. Every group representative has a few minutes to share. Discuss homework questions with your tutor. Together we check-out, reflect and share announcements for the next day.

[3] Basic Communication Skills, Intake, Observations, Intake and Therapeutic Alliance and Genograms

Wednesday 16 August	Time	Activity	Description	Location
	09.00-11.30	Lecture & Self-study in subgroups	Gathering information: Intake, basic communication skills, observation, genograms and red flags & work on portfolio	Independent / in subgroup
	12.00-13.00	Q&A Lunch session	Time to check-in with the tutor group & ask potential questions	MS teams live session
	13.30-15.30	Self-study in subgroups	Mental Status Exam: Watch and learn from the online course Psychiatry Mental Status Exam https://www.youtube.com/watch?v=o_ziBs7jVBU&list=PLjSkZjk1CFCSAjlYVEOqnfL1BLPhhQxQ & work on Portfolio	Independent / in subgroup
	16.00-17.00	Check-out group session	Group meeting with your tutor to check out the day, reflect on portfolio and ask questions	MS teams live session

Objectives

- Practice with communication skills and observations
- Practice with genograms
- Practice with mental status exam

Literature

- Hughes, A. and Byrne, M.[2—0]. Clinical Intake Interview Guidelines. *The Irish Psychologist*
- Page and Stritzke: Chapter 2 Relating with client
- Page and Stritzke: Chapter 3 Assessing clients
- Mental Status Exam https://www.youtube.com/watch?v=o_ziBs7jVBU&list=PLjSkZjk1CFCSAjlYVEOqnfL1BLPhhQxQ

Activities

- Online lecture 3a and 3b and practice with basic communication skills, observations, Intake and Therapeutic Alliance. After having watched the online lectures you can find questions about that subject in your portfolio. Together with your subgroup you will discuss the different questions and write your subgroup answers down.
- Genograms. Online Lecture [3c] on genograms and making of your own genogram: When a picture is worth a 1000 words <https://www.youtube.com/watch?v=F1tcVdiYpw> For a clear and simple description of what a genogram is and a great example- the Star Wars Skywalker family is used as the example of how a genogram can display so much more information than a simple family tree. You can see this in [Also watch \[https://www.youtube.com/watch?v=MuxVG9tbUMs\]](https://www.youtube.com/watch?v=MuxVG9tbUMs).
- Q&A lunch session: Together we meet with all the students of your tutor group, for an online lunch session with time to do an energizing activity and a moment to ask questions about the lectures and assignments.
- Online Lecture and discussion on the red flags of diagnostics and how to deal with these.
- Mental status exam: watch the lecture 3d on the mental status exam
- Home Assignment Mental Status Exam. Watch and learn from the online course Psychiatry Mental Status Exam. Notice that this takes you many hours!
https://www.youtube.com/watch?v=o_ziBs7jVBU&list=PLjSkZjk1CFCSAjlYVEOqnfL1BLPhhQxQ
- Check out time: In order to reflect on the goals for the day every sub-group appoints one representative to summarize the day, share questions regarding the homework, the main challenges and answers to the portfolio questions. Every group representative has a few minutes to share. Discuss homework questions with your tutor. Together we check-out, reflect and share announcements for the next day

[4] Intake, Clinical Interviewing and Cultural Competence

	Time	Activity	Description	Location
Thursday 17 August	09.00-11.30	Lecture & Self-study in subgroups	Gathering Information: MINI, clinical interviewing & work on Portfolio. Practice with M.I.N.I. and clinical interviewing and recognizing and understanding psychopathology: Role Play with recognizing psychopathology by means of signs and symptoms of psychopathology	Independent / in subgroup
	12.00-13.00	Q&A Lunch session	Time to check-in with the tutor group & ask potential questions	MS teams live session
	13.30-15.30	Lecture & Self-study in subgroups	Cultural competence & work on Portfolio Prepare for the case	Independent / in subgroup
	16.00-17.00	Check-out group session	Group meeting with your tutor to check out the day, reflect on portfolio and ask questions	MS teams live session

Objectives

- Practice with intake and clinical interviewing
- Become sensitive for culture competence
- Learn how to deal with red flags
- Recognizing psychopathology and differential diagnoses

Literature : -

Activities

- Online Lecture on Clinical Interviewing 4a [MINI and SCID].
- Role play vignettes: Each student in your subgroup has to roleplay a vignette that they have prepared for in 5 minutes [you can find these vignettes in the folder "vignettes for practice" of day 4]. Another student has to practice with the intake and the MINI. The observer makes notes and looks for signs and symptoms to discuss differential diagnoses.
- Q & A lunch session: Together we meet with all the students of your tutor group, for an online lunch session with time to do an energizing activity and a moment to ask questions about the lectures and assignments.
- Online Lecture on Cultural competence 4b. After having watched the online lecture you can find questions about that subject in your portfolio. Together with your subgroup you will discuss the different questions and write your subgroup answers down.
- Practice with a vignette on performing the Cultural Formulation Interview in your subgroups [60 minutes].
- Preparing the case in subgroups: Preparation, analyses of patient information, referral question and brainstorming regarding problems and complaints. You can find the needed documents in your folder "Preparing case Sally" of day 4.
 - Get to know your patient. It is suggested that you read information about your patient: document 'Course of life questionnaire', document 'Referral'
 - Make a start with orderly and concisely listing the complaints and problems as they come forward from the anamnesis (in this case the documents 'Course of life questionnaire' and 'Referral')
 - Prepare preliminary working hypotheses. In other words, answer the questions: Descriptive: What is going on? (complaints, problems)
 - Explanatory: What are maintaining factors? (coping, other factors). What personality traits, schemes, and temperament factors contribute to the problem(s)?
 - Prepare at least 2 questions per group to ask your patient during the **Intake Q&A session** [that will be tomorrow] Think about what kind of information is still missing or is unclear. Keep the idea in mind that you need information to underpin which research questions you will ask and what tests you will administer to your patient. You could, for example, ask questions about: Differential diagnostics, Maintaining factors, such as coping, personality traits, etc.
- What is the state of art of theory and research about the disorder(s) that you consider? Search for and study literature regarding the relevant issues.
- Formulate hypotheses regarding the causal or maintaining factors. Considering the theory of the disorders and /or information from the intake, which causal or maintaining factors could be involved for this patient?
- Check out time: In order to reflect on the goals for the day every sub-group appoints one representative to summarize the day, share questions regarding the homework, the main challenges and answers to the portfolio questions. Every group representative has a few minutes to share. Discuss homework questions with your tutor. Together we check-out, reflect and share announcements for the next day.

[5] Working on the Case: Intake, MSE and Hypotheses

Friday 18 August	Time	Activity	Description	Location
	09.30-10.30	Video presentation of the case	Case introduction: Intake and MS preparing hypotheses; testing with M.I.N.I., Cultural Interview and MSE	Independent / in subgroups
	11.00-12.00	Self-study in subgroups	Working on the Case: Preparation, analysis of patient information and referral question, brainstorming regarding problems and complaints & work on Portfolio	Independent / in subgroup
	12.00-13.00	Q&A Lunch session	Time to check-in with the tutor group & ask potential questions	MS teams live session
	13.30-15.30	Lecture & Self-study in subgroups	Formulate hypotheses regarding the causal or maintaining factors Working on the Case: Preparation, analysis of patient information and referral question, brainstorming regarding problems and complaints & work on Portfolio	Independent / in subgroup
	15.30-17.00	Intake Q&A session	Ask additional questions to the client of the case after watching the intake and Working independently in subgroups on the case	MS teams live session

Objectives

- Start preparing the case: Practice with intake, cultural interviewing, MINI, MSE, preparing hypotheses
- Practice with making sound hypotheses

Literature: -

Activities

1. Watch the intake and make additional observations on missing information.
2. Working on the Case:
 - Formulate hypotheses regarding the complaints. Underpin your hypotheses with references and/or information from the observations during the intake.
 - Discussion about working hypotheses with respect to complaints: To which syndromes can certain symptoms belong? Try to organize arguments [pros and cons].
 - Differential diagnostics: carefully consider alternative disorders by making use of your document typical patterns of psychopathology. And; is there comorbidity?
3. Q&A Lunch session: Together we meet with all the students of your tutor group, for an online lunch session with time to do an energizing activity and a moment to ask questions about the lectures and assignments
4. Working on the Case:
 - Watch Lecture 5: Hypotheses
 - Formulate explanatory hypotheses. Underpin your hypotheses with references and/or information from theories that explain the expected disorder[s] ['nomothetic theories about a disorder'] or think of particular coping styles or cognitions and personality styles [idiographic conditioning theories]?
5. Intake Q&A session: You can ask 2-4 additional questions in your subgroups (e.g., about complaints, biography: childhood, current living conditions, work, treatment history, somatic complaints, medication, intoxications, differential diagnostics, maintaining factors, etc.). Also pay attention to what you observe and what your impressions are.
6. The tutor will try to answer from the perspective from the client. You can learn from each other's questions, since everyone prepares different questions.
7. Next week we will work further on the case, and on Monday you'll make an assessment scenario and choose for the different tests. So: Make sure that you are content with your hypotheses. Also already, if you have the time you can start on writing the first 4 parts of the Report.
8. Check out time: In order to reflect on the goals for the day every sub-group appoints one representative to summarize the day, share questions regarding the homework, the main challenges and answers to the portfolio questions. Every group representative has a few minutes to share. Discuss homework questions with your tutor. Together we check-out, reflect and share announcements for the next week.
9. Have a great weekend!

[6] Working on the Case: Assessment Scenario and Testing

Monday 21 August	Time	Activity	Description	Location
	09.00-11.30	Lecture & Self-study in subgroups	Search for and read about theory considering the problems of the case. Making an assessment scenario and overview of testing materials & work on Portfolio	Independent / in subgroup
	12.00-13.00	Q&A Lunch session	Q&A about the case: testing materials & hypothesis testing	MS teams live session
	13.30-15.30	Self-study in subgroups	Scoring and interpreting test results Check diagnostic scenario's concerning the case and interpret the test results & work on Portfolio	Independent / in subgroup
	16.00-17.00	Check-out group session	Group meeting with your tutor to check out the day, reflect on portfolio and ask questions	MS teams live session

Objectives

- Finetuning of research questions,
- Formulating hypotheses and making an assessment scenario
- Scoring and interpreting test results
- Knowhow of different means of testing: Learn from the pros and cons of different means of testing
- Get an overview of often used testing materials

Literature

Read the Guidelines for the Use of Tests (Nederlands Instituut van Psychologen, Dutch Association of Psychologists, 2017) using this link: <https://www.psynip.nl/en/dutch-association-psychologists/about-nip/psychological-testing-cotan/guidelines-for-the-use-of-tests-ast-nip-2017/>

Activities

1. Online Lecture [6] on often used testing materials and making an assessment scenario. After having watched the online lecture you can find questions about that subject in your portfolio. Together with your subgroup you will discuss the different questions and write your subgroup answers down. Also see the Online lecture on Personality Assessment and Symptoms Checklists.
2. Portfolio: Discuss 'Guidelines for the Use of Tests [NIP, 2017]
3. Making Assessment Scenario: -also see GRID quality of tests and test results - Choose from the available testing materials [see different documents and online assessment measures in the folder Test Material day 6] tests to [dis]confirm your hypotheses:
 - Go through all manuals in order to learn about the goals of the various scales
 - Write down which questionnaires/instruments you will use [maximum around 500 items]
 - Consider requirements of the research design and assessment criteria (see 'Guidelines case report')
 - State how the hypotheses are tested. Use instruments such as questionnaires, tests, observations, interviews, etc. The instruments can vary in terms of psychometric properties and relevance to the research questions/hypotheses. For each of the questions/hypotheses, state the criteria that must be met in order to reach a conclusion (assessment criteria). If relevant, discuss the considerations and choices made for the use of research resources. This is particularly relevant when using instruments having limited psychometrics or if you are dealing with clients from a non-Western background
4. Q&A lunch session: Together we meet with all the students of your tutor group, for an online lunch session with time to do an energizing activity and a moment to ask questions about the lectures and assignments.
5. Interpreting test material:
 - Which norm group (also termed reference group, in Dutch: norm groep) do you select?
 - How do you prevent errors?
 - How are the test scores translated into a general description?
 - How is the results section divided?
 - How do you weigh the validity of a test?
 - How do the test scores from different tests relate to each other?
 - For instance: 'The SCL-90 reveals that ... is present in the client. This is confirmed/falsified by the results from'
6. Form an integrated idea about the meaning of the test results together with all other data
 - Identify the meaning of the various questionnaires and specific constructs
 - Finish describing test results.
 - How do the test scores from the different tests relate to each other?
 - How do you organize the results even better?
 - What to do with discrepancies between test outcomes/conclusions?
 - How do the test scores relate to the other data, such as from the anamnesis?
 - What does this ultimately mean for the hypotheses (acceptance / rejection)
7. Check out time: In order to reflect on the goals for the day every sub-group appoints one representative to summarize the day, share questions regarding the homework, the main challenges and answers to the portfolio questions. Every group representative has a few minutes to share. Discuss homework questions with your tutor. Together we check-out, reflect and share announcements for the next week.

[7] Working on the Case: Finetuning hypotheses, interpreting test results & preparing presentation

Tuesday 22 August	Time	Activity	Description	Location
	09.00-11.30	Lecture & Self-study in subgroups	Integrating the data, drawing conclusions and developing recommendations	Independent / in subgroup
	12.00-13.00	Q&A Lunch session	Time to check-in with the tutor-group & ask potential questions	MS teams live session
	13.30-15.30	Self-study in subgroups	Preparing to present the case: see assignment	Independent / in subgroup
	16.00-17.00	Check-out per team	Per team you sign up for a 10 minute check-out of the day with tutor	MS teams live session

Objectives

- Organize and integrate data according to research questions
- How to deal with incidental findings and disparities
- Answer referral questions

Literature - Page and Stritzke: Chapter 10 page 163-165: Tasks associated with the intake and treatment planning phase'

Activities

1. Online Lecture [7a] on integrating the data and drawing conclusions. After having watched the online lecture you can find questions about that subject in your portfolio. Together with your subgroup you will discuss the different questions and write your subgroup answers down.
2. Integrate the data using the in the grid Results [see assignments]
3. Q&A lunch session: Together we meet with all the students of your tutor group, for an online lunch session with time to do an energizing activity and a moment to ask questions about the lectures and assignments.
4. Online Lecture 7b Presenting the Case: Tomorrow you have to give a presentation of a maximum of 15 minutes on case formulation [by identifying cognitions, emotions and problem behaviors], the hypotheses, diagnostic scenario, the conclusions and recommendations. An important aspect of good case management is the therapist's ability to communicate to others verbally. The purpose of this case presentation is quality assurance. So, it is presented for the purpose of feedback. To help telling the story students may bring a maximum of 3 PowerPoint slides that visualises the presentation. See the assignment [Files day 7] for additional remarks. Interpreting and integrating the test results and developing recommendations. For preparations on the presentation, read 'Page and Stritzke: Chapter 10 page 163-165: Tasks associated with the intake and treatment planning phase'.
5. Check out time: In order to prepare well for the presentation you can have an individual meeting with your team and tutor. Sign up for a meeting of 10 minutes via the form provided by your tutor.

[8] Presenting the Case, provide feedback & work on the case report

Wednesday 23 August	Time	Activity	Description	Location
	09.30-10.30	In Working groups	Presenting the case to your tutor and fellow students & Reflection on presentations / peer & tutor feedback (round 1)	MS teams live session
	11:00-12.00	In Working groups	Presenting the case to your tutor and fellow students & Reflection on presentations / peer & tutor feedback (round 2) & time to ask additional questions about the case report	MS teams live session
	12.00-13.00	Independent Lunch session	Time to check-in with your fellow students (if you like)	Independent / in subgroup
	13.00-17.00	Self-study in subgroups	Work on finalizing the draft version of the case report for your peer group	Independent / in subgroup
	17.00h	Deadline Draft Case-report	E-mail case report to buddy / peer - group	

Objectives

- Practice in communicating professionally on the client's case (presentation)
- Learn from feedback and consultation

Activities

- Presentations and feedback: Subgroups give the presentation of their case to other subgroups within their tutor group. After a maximum of 10 minutes presentation, the clock stops and there will be a maximum of 10 minutes feedback and consultation. Pick especially 2 other students to give feedback on the presentation and the clarity of the story told.
- Work on the report: Work on finalizing the draft version of the case report for your peer group
- Independent lunch session: If you like check in with each other!
- Work on the report: Work on finalizing the draft version of the case report for your peer group: Check Deadlines & submission!
- Deadlines & submission**
E-mail your case report to your assigned buddy / peer-group with your tutor in cc. The deadline for the draft version is **Wednesday 23rd August 17.00h**.

[9] Working on Case report and providing feedback to peer-group

Thursday 24 August	Time	Activity	Description	Location
	09.00-12.00	Independent subgroups	Give feedback to the draft versions of the case report of 1 other peer-group	Independent / in subgroup
	12.00h	Deadline Case-report feedback	E-mail feedback case report to buddy / peer - group	
	12.00h-13.00h	Q&A with tutor	Check-in with the group and ask potential final questions	MS teams live session
	13.00h-16.00h	Self-study in subgroups	Work independently on the final version of the case report	Independent / in subgroup
	16.00h	Deadline final version Case-report	E-mail final version case report to tutor	

Objectives

- Practice in communicating professionally on the client's case (report)
- Learn from feedback and consultation

Literature Read "Review Code of Ethics for Psychologists 2015 (see 'Code of Ethics for Psychologists 2015')]" to prepare for the final day of the summer course

Activities

- Peer-feedback: Being a psychologist involves many different tasks and one of them is also being a good colleague and providing effective feedback to colleagues. Providing feedback can occur after treatment sessions, can occur in intervision, and also on written text. The latter is part of the assignment. You provide effective feedback with your group on the draft version of a fellow student's group assignment using the feedback form. The quality of the feedback you provided is helpful for the final case report the students will submit at the end of the summer course. Use the peer feedback Rubric Form [see assignment] to give feedback to your peer-group. Make sure to add suggestions for improvement, not only to summarize + and – per dimension. Check the assignment: Writing the Case report
- Email feedback case report to buddy/peer group
- Q&A lunch session: Together we meet with all the students of your tutor group, for an online lunch session with time to do an energizing activity and a moment to ask.
- Working on the report
- Email final version case report to tutor: Check Deadlines & submission

Deadlines & submission

With your subgroup you have time to give feedback and fill-out the grading rubric of your peer-group on Thursday-morning 24th of August. The deadline for the feedback to your peer-group is **Thursday 24th of August 12.00h**. In the afternoon of Thursday you can finalize your case report based on the feedback of your peer group. The final version of the case-report has to be e-mailed to your tutor and submitted to the MS teams folder before the deadline of **Thursday 24th of August 16.00h**.

[10] Wrapping up

Friday 25 August	Time	Activity	Description	Location
	10.00-10.30	Online lecture	Watch the short lecture about accountable diagnostics and read the article about Psychologist's Judgements of Diagnostic Activities	Independent
	10.30-11.30	In Working groups	Reflection on learning goals of summer course / discussion peer feedback case report Discussion on the effects of different tests and professional ethic Discussion on 'Fallibility of Tests and Diagnosticians'	MS teams live session in tutor groups
	12:00-13.00	Closing of Summer course in full group meeting	Wrapping it up! Reflection on discussion done in the morning + feedback portfolio & presentation, Closure and saying goodbye	MS teams live session

Objectives

- Be aware of the fallibility of diagnostics
- Evaluation of learned diagnostic competencies

Literature:

- Review Code of Ethics for Psychologists 2015 (see 'Code of Ethics for Psychologists 2015')
- Groenier, M., Pieters, J.M., Hulshof, C.D., Wilhelm, P. & Witteman, C. (2008). Psychologists' judgements of diagnostic activities: deviation from a theoretical model. *Clinical Psychology and Psychotherapy*, 15, 256-265.

Activities

1. Working group discussion on the effects of different hypotheses and different tests. All groups started with the same case. Now have the same case-groups discuss on their conclusions. Probably, the presented case is [slightly] different by each subgroup. What does this mean?
2. Discussion on 'Fallibility of Tests and Diagnosticians'. In what pitfalls have they fallen?
3. In the Netherlands it is common practice to have a feedback session with your patient after a psychodiagnostic examination. Herein you discuss results of the tests, diagnosis, and treatment plan related to the patient's request for help. What is common practice regarding this last phase in your home country? What is your opinion about these (different) ways of practice (consider e.g., advantages and disadvantages)?
4. Evaluation of the course: what have they learned and especially will not be forgotten.