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| ***Application form for assessment of theoretical requirements BAPD*** *in accordance with BAPD regulations, dated October 2020* |
| *This form is twofold.**Let your educational institute indicate to what extent, according to them, you meet the stated requirements/ competencies and in which subjects these requirements/ competencies have been addressed.**Collect as detailed a description as possible of the courses mentioned (in Dutch or English) and enclose this with this form.* |
|  | *The following person hereby declares* |  |
|  | Name contact person:  |  |
|  | Position:  |  |
|  | Telephone:  |  |
|  | E-mail:  |  |
|  |  |  |
|  | *on behalf of the university that Mr/Mrs\** |
|  |  |  |
|  | Name of candidate: |  |
|  | Date of birth: |  |
|  | Date of bachelor/doctoral/master diploma/other\*: |  |
|  | Study programme bachelor/doctoral/master/other\*: |  |
|  | *has fulfilled the following theoretical requirements for the Basic Annotation in Psychodiagnostics*(Please note: the practical internship may not be listed in the checklist for theoretical requirements): |
|  |  | Yes | No | Number of ECs completed |
|  | - REQUIREMENT 1 (**5-8 EC**) |  |  |  |
|  | - REQUIREMENT 2 (**4-8 EC**) |  |  |  |
|  | - REQUIREMENT 3 (**5-8 EC**) |  |  |  |
|  | - REQUIREMENT 4 (**6-9 EC**) |  |  |  |
|  | - Satisfied total requirement (**at least 27 EC**) |  |  |  |
|  | Explanation, if applicable: |  |
|  |  |  |
|  |  |  |
|  | Place:  | Date:  |
|  | Signature of contact person: |  |
|  | *\* tick the appropriate option* |

**Appendix containing a description of the requirements and the subjects**

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| **REQUIREMENT** |  | **Competence objectives** | **Name of section** | **Subject code** |
| **REQUIREMENT 1: Theoretical knowledge of the psychodiagnostic process.***Please note: the implementation of this knowledge is reflected in REQUIREMENTS 2 through 4.* | - | The student has acquired knowledge of the history of and the current developments in psychodiagnosis. |  |  |
| - | The student has acquired knowledge of the diversity of the psychodiagnostic field (such as, for example, hypothesis-testing versus hypothesis-generating, focused on the individual versus focused on the system, problem-led versus strength-led, process diagnostics versus care diagnostics) and can reflect on the benefits and disadvantages, usefulness, limitations and values. |  |  |
| - | The student is familiar with the objectives, the values and the limitations and the regulatory/empirical cycle. |  |  |
| - | The student can distinguish between general hypothesis and research types (recognition, explanation, indication, prediction, selection, allocation) and can reflect on the implementation and limitations. |  |  |
| - | The student has acquired knowledge of the most common diagnostic queries and methods of the various specialisations/professional fields. |  |  |
| - | The student has basic knowledge of overarching constructs or transdiagnostic factors (for example personality development, cultural aspects, intelligence, coping, vital functions, executive functions, etc.). |  |  |
| - | The student is familiar with various sources of data collection within psychodiagnostics and can reflect on both the usefulness and limitations of these. |  |  |
| - | The student has a basic theoretical knowledge of the development/characteristics of healthy behaviour and the development/characteristics of psychopathology. |  |  |
| - | The student is familiar with the most important theoretical models within his/her own professional field/area of study that are used in diagnostic decision-making. |  |  |
| - | The student has a basic knowledge of the legal and ethical aspects surrounding diagnosis. |  |  |
| **Total EC for REQUIREMENT 1** |  |  |  |  |

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| **REQUIREMENT** | **Competence objectives** | **Name of section** | **Subject code** |
| **REQUIREMENT 2: The collection of data about the person: Conducting a diagnostic conversation and using diagnostic measuring instruments.***Please note: interpretation and reporting are listed under REQUIREMENT 4.* | **Skills regarding the diagnostic conversation:** |  |  |
| - | The student has acquired the basic skills required to name, recognise and implement various conversational techniques in a diagnostic conversation. |  |  |
| - | The student has acquired the basic skills to make relevant observations in a diagnostic conversation and to include these in the diagnostic process. |  |  |
| - | The student can reflect at a basic level on the effect of conversational techniques in the contact and can think of potential alternative formulations. |  |  |
| - | The student can effectively adapt basic conversational techniques to match the abilities of the client (or subject/organisation/system) and the context. |  |  |
| - | The student can conduct various types of diagnostic conversations at a basic level (e.g. an intake, results discussion, diagnostic interview), which are common in his/her own professional field. |  |  |
| **Skills relating to the use of diagnostic measurement instruments:**  |  |  |
| - | The student has acquired the basic skills to use, score, interpret and report on various types of diagnostic measurement instruments that are commonly used in his/her own professional field, with all BAPD fields (performance tests, questionnaires, observational instruments, etc.) having been used at least once.  |  |  |
| - | The student has acquired the basic skills to make relevant observations during the test examination. |  |  |
| **Total EC for REQUIREMENT 2** |  |  |  |  |

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| **REQUIREMENT** |  | **Competence objectives** | **Name of section** | **Subject code** |
| **REQUIREMENT 3: Psychometry and decision-making** | - | The student has acquired knowledge of the important concepts in classical and modern test theory. |  |  |
| - | The student has acquired knowledge of psychometric properties, such as various forms of validity, reliability and the usefulness of available standards.  |  |  |
| - | The student can evaluate the quality of an instrument at a basic level, based on its psychometric properties. The student has also acquired a basic knowledge of the COTAN working method. |  |  |
| - | The student is able to reflect on the relationship between the psychometric properties of an instrument and the validity/scope of the conclusions. The student can 'translate' any limitations in the psychometric qualities of an instrument to the interpretation and significance of the collected data.  |  |  |
| **Total EC for REQUIREMENT 3** |  |  |  |  |

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| **REQUIREMENT** |  | **Competence objectives** | **Name of section** | **Subject code** |
| **REQUIREMENT 4: Ability to implement the theoretical knowledge of psychodiagnostics** *(mentioned under REQUIREMENT 1):* **The execution of the diagnostic cycle** - *other than conducting tests -, reflection and ethics.* | - | The student can distinguish and formulate the need for assistance and diagnostics queries for a case. |  |  |
| - | Using theoretical models and empirical data, for common queries within his/her professional field, the student is able to formulate adequate hypotheses and testing criteria for individual cases. |  |  |
| - | Using research results, the student is able to substantiate their argument whether a hypothesis should be accepted or rejected and can provide advice and reflect on conclusions/advice. |  |  |
| - | The student is able to form a comprehensive impression, which focuses both on issues of vulnerability and protective factors/forces. The student is able to evaluate hypotheses, formulate conclusions and advise clients based on collected data and theory/empiricism. |  |  |
| - | The student is able to report both verbally and in writing about a case. |  |  |
| - | The student is able to reflect on the steps in the diagnostic process. |  |  |
| - | The student is knowledgeable about the common pitfalls and biases that can play a role in the evaluation and decision-making process and is able to recognise these in a diagnostic context. |  |  |
| - | The student has knowledge of the legal and ethical aspects surrounding diagnosis and is able to translate these to the diagnostic context with regard to the individual. |  |  |
| **Total EC for REQUIREMENT 4** |  |  |  |  |