

Certificate in School Psychology – Modules and Courses

A. Module Structure

A Theory	B Application (2 out of 5)	C Case project
10 ECTS	6 ECTS	4 ECTS
A1 - Introduction into School Psychology (2 ECTS)	B1 - School psychological prevention i.e., Health psychology A (WS Schulz)	C - Case project (SS Böhmer et al.)
Part 1: Legal and ethical foundations of school psychology in Luxembourg (WS Stoffel)	B2 - Evaluation and monitoring in school psychology i.e., Enhanced data analysis (WS Sischka)	
Part 2: Collaborative action in schools - multi-professionalism (WS Friedel-Russon)	B3 - Inclusion from a school psychological perspective (WS Touré)	
A2 - School psychological assessment (2 ECTS)	B4 - Interviewing (SS Kern)	
Part 1: Quality development: goal-orientated practice and project management (SS Hamtiaux)	B5 - Crisis intervention (SS Santangelo)	
Part 2: Multilingualism, multiculturalism (SS NN)		
A3 - School psychological intervention (3 ECTS)		
Part 1: Interventions on an individual level, training programmes (WS Böhmer)		
Part 2: Intervention at the organizational level, systems (SS Otto)		
A4 - School psychological field of action (3 ECTS)		
Part 1: Learning and learning difficulties, numeracy (WS Schiltz)		
Part 2: Learning and learning difficulties, literacy (SS Lochy)		

Captions:

- WS: Winter semester
- SS: Summer semester

The curriculum consists of three modules A, B, and C, and covers two semesters. In order to implement a flexibility for working professionals, the order in which modules are taken and the order in which courses are taken within the modules can be arranged flexibly and spread over a maximum of four semesters.

A.1 Module A Theory

A Theory
A1 - Introduction into School Psychology
Part 1: Legal and ethical foundations of school psychology in Luxembourg
Part 2: Collaborative action in schools - multi-professionalism
A2 - School psychological assessment
Part 1: Quality development: goal-orientated practice and project management
Part 2: Multilingualism, multiculturalism
A3 - School psychological intervention
Part 1: Interventions on an individual level, training programmes
Part 2: Intervention at the organizational level, systems
A4 - School psychological field of action
Part 1: Learning and learning difficulties, numeracy
Part 2: Learning and learning difficulties, literacy

Description of Module A Theory

This module introduces core theoretical foundations in school psychology, with a focus on child and adolescent development, learning, behaviour, and mental health. It consists of four compulsory seminars: A1 Introduction into school psychology, A2 School psychological assessment, A3 School psychological intervention, and A4 School psychological field of action.

The introductory seminar provides an overview of the profession, including legal and ethical frameworks in Luxembourg and the importance of multiprofessional collaboration in schools. The *Assessment* seminar equips students with the skills to conduct, interpret, and apply psychological assessments, emphasizing both diagnostic reasoning and quality-oriented project planning. In the *Intervention* seminar, students explore evidence-based approaches to support learners facing emotional, behavioural, or academic challenges—at both individual and systemic levels. The final seminar, *Field of Action*, addresses learning difficulties in today's educational environments

Learning outcomes of Module A Theory

Upon completion of this module, students will be able to:

- understand the legal and ethical foundations of school psychology in Luxembourg and the role of multiprofessional collaboration in schools;
- explain key theories of child and adolescent development relevant to school psychology;
- conduct and interpret psychological assessments to develop appropriate diagnoses and intervention plans;
- evaluate and apply evidence-based interventions at both individual and systemic levels;
- identify the implications of multilingualism, cultural diversity, and learning difficulties, and propose strategies to foster inclusive school environments.

Courses of Module A Theory

CSP-A1.1: Legal and ethical foundations of school psychology in Luxembourg

Legal and ethical foundations of school psychology in Luxembourg

Lecturer:	Alice STOFFEL	Responsible for the module:	Matthias BÖHMER
Moodle-ID:	CSP-A1.1	Module:	A1
ECTS:	1	Option:	No
Type of course:	Seminar	Teaching language:	French
Requirements:	No	Max. number of participants:	30
Assessment(s):	Written work		
Language of course assessment:	French		

Course description

Le cours débute avec une introduction sur l'histoire de la psychologie en milieu scolaire au Luxembourg. Après cette vue globale et l'approfondissement de quelques textes légaux clefs, le cours incite à explorer également les liens conceptuels entre différents domaines de la psychologie scolaire (e.a. orientation, difficultés d'apprentissages, inclusion, médiation scolaire, éducation non-formelle, bien-être) et leur développement au Grand-Duché. De plus la situation actuelle au niveau du statut du psychologue et du psychothérapeute est analysée, pour venir au sujet du règlement grand-ducal sur la protection des données (RGPD) en général, et de la protection des données des clients au niveau du Schülerkognitionsinventar Luxemburg (SKI-L) et du (GEPS) plus spécifiquement. Une deuxième grande thématique est celle des droits de l'enfant et de la protection de la jeunesse qui sera mise en pratique en utilisant le cadre légal et éthique mis en évidence auparavant.

Learning outcomes

Les étudiants seront capables de trouver les principaux textes législatifs concernant la psychologie scolaire au Luxembourg et de les citer. En outre, ils seront à même de pouvoir répondre aux principales questions conceptuelles et éthiques qui se posent en travaillant avec les jeunes et au sein de l'institution de l'école et ceci en tenant compte des différentes hiérarchies et contextes qui s'imposent. Finalement, ils auront vue quelques approches méthodologiques leur permettant d'aborder leur travail avec le jeune en équipe multi professionnelle (cette thématique sera approfondie dans un autre module du Certificat).

Bibliography

1. Steffgen, G., Michaux, G., & Ferring, D. (2014). Psychologie in Luxemburg - Ein Handbuch. Luxemburg: Binsfeld.
2. CPOS/SPOS. (2014). Charte de travail. Accessible en ligne.
3. MENJE. (2018). Cadre de référence commun pour l'accompagnement psychosocial et l'offre périscolaire dans les lycées. Accessible en ligne.
4. Plan général du code de l'éducation Nationale (2023). Chapitre 8 – Les services des lycées (Loi du 30 juin 2023). Art.28bis. Le service psycho-social et d'accompagnement scolaires. Art.28ter. Le service socio-éducatif.
5. Smith, J. R., & Jones, E. K. (2007). The effectiveness of non-formal education programs in promoting positive youth development: A meta-analysis. *Journal of School Psychology*, 45(3), 213–236.
6. MENJE. (2022). Plan d'action national pour la jeunesse 2022-2025. Ensemble pour le bien-être des jeunes. Accessible en ligne.
7. Durayappah, A. (2011). The 3 P Model: A General Theory of Subjective Well-Being. *Journal of Happiness Studies*, 12, 681-716. Accessible en ligne.
8. Cefai, C., Simões, C., & Caravita, C. S. (2021). A systemic, whole-school approach to mental health and well-being in schools in the EU: Analytical report. (European Commission. Directorate General for Education, Youth, Sport and Culture., Ed.). Publications Office. <https://data.europa.eu/doi/10.2766/50546>,
9. <https://men.public.lu/fr/systeme-educatif/droits-enfant/convention-internationale.html>
10. Maltraitance du mineur. Accessible en ligne <https://men.public.lu/dam-assets/catalogue-publications/droits-de-lenfant/informations-generales/maltraitance-mineur-fr.pdf>

Evaluation

Les étudiants écrivent des descriptions de cas pratiques qui seront discutés en plénière lors du dernier cours. Ce texte pourra ensuite être adapté et constitue la base d'évaluation.

CSP-A1.2: Collaborative action in schools - multi-professionalism

Collaborative action in schools - multi-professionalism

Lecturer:	Claire Friedel-Russon	Responsible for the module:	Matthias BÖHMER
Moodle-ID:	CSP-A1.2	Module:	A1
ECTS:	1	Option:	No
Type of course:	Seminar	Teaching language:	French
Requirements:	No	Max. number of participants:	30
Assessment(s):	Essay		
Language of course assessment:	French, German, English		

Course description

Ce cours a pour objet d'introduire et de sensibiliser aux enjeux de la collaboration multidisciplinaire en milieu scolaire et plus spécifiquement au rôle qu'y tient le psychologue. L'évolution des pratiques inter-métiers dans le secteur psycho-social et éducatif de l'éducation formelle au Luxembourg seront analysées : quels ont été les besoins cliniques et institutionnels, les leviers et défis jusqu'aujourd'hui pour assurer ensemble la réussite de chaque élève ? Les contenus des autres modules du certificat -inclusion, développement qualité - serviront à illustrer les procédures, dispositifs, recommandations et ressources du système éducatif qui permettent d'ancrer la posture collaborative du psychologue dans le cadre de l'exécution de ses missions. Les domaines d'action de la prévention (décrochage scolaire p.ex.), du diagnostic ou encore de la gestion d'incident disciplinaire seront abordés par ce biais. La réflexion et l'échange sur le comment de la pratique collaborative du psychologue en milieu scolaire représente le pivot de ce module, au-delà du descriptif de l'existant. La méthodologie du cours est par conséquent participative.

Learning outcomes

Savoir :	connaît le contexte théorique de la collaboration multi-professionnelle (concepts connexes, historique, perspective systémique et enjeux de l'évaluation) ainsi que les spécificités du secteur éducatif et psycho-social dans l'éducation formelle à Luxembourg
Savoir-faire :	réalise une auto-réflexion à partir d'une situation de pratique collaborative
Savoir-être :	intègre l'exigence pédagogique d'explicitement continuellement le rôle potentiel et l'envergure de sa propre pratique comme composante-clé de sa posture professionnelle

Bibliography

- Allenbach, M. (2015). Intervenir à l'école : les défis de la collaboration. *Revue suisse de pédagogie spécialisée*, 1, 21-28.
- Allenbach, M. & Duchesne, H. & Gremion, L. & Leblanc, M. (2016). Le défi de la collaboration entre enseignants et autres intervenants dans l'école inclusive : croisement des regards. *Revue des sciences de l'éducation*, 42, 86.
- Solomon, P. (2010). Inter-professional collaboration: Passing fad or way of the future?. *Physiotherapy Canada, Physiothérapie Canada*, 62, 47-65.
- Girmes, R., Geschke S. M., Ostermeyer, S. P., & Shkonda, A. (Hrsg.).(2014). *Den spezialisierten Anderen verstehen. Vom Wert transdisziplinärer Begegnungen* (Kapitel 11.4, Interdisziplinäre Arbeit als Handlungsstrategie, S. 99). Waxmann
- Vidmar, M. & Šepec, K. (2015). Relational expertise as a prerequisite for effective multi-professional collaboration on ESL. <http://titaproject.eu/spip.php?article144>
- Lantheaume, F. (2015). Coordination, régulation, coopération : quels défis pour les métiers en Éducation Prioritaire ? <https://centre-alain-savary.ens-lyon.fr/CAS/education-prioritaire/ressources/theme-4-perspectives-relatives-au-pilotage-et-a-levaluation/francoise-lantheaume-coordination-regulation-cooperation-quels-defis-pour-les-metiers-en-education-prioritaire>
- Kus, S. & Martin-Dametto, S. (2015). Quelles collaborations locales et institutionnelles pour améliorer l'accompagnement à la scolarité. Journées d'étude «Questions vives du partenariat et réussite éducative». <https://centre-alain-savary.ens-lyon.fr/CAS/documents/documents-sk/journees-detude-accompagnement-a-la-scolarite-2015>

Evaluation

Auto-évaluation écrite (max. 2 pages) dans n'importe quelle langue (FR, DE, ENG).

CSP-A2.1: Quality development: goal-orientated practice and project management

Quality development: goal-oriented practice and project management

Lecturer:	Armanda HAMTIAUX	Responsible for the module:	Matthias BÖHMER
Moodle-ID:	CSP-A2.1	Module:	A2
ECTS:	1	Option:	No
Type of course:	Seminar	Teaching language:	English
Requirements:	No	Max. number of participants:	30
Assessment(s):	Exam or essay		
Language of course assessment:	English		

Course description

This course aims to provide students with a basic understanding of the subject “Quality Development: Goal-Oriented Practice and Project Management”. Key subjects that will be addressed during the course include quality development, goal-oriented practice and project management and their respective processes. These subjects will be explained and contextualized within the field of school psychology and based on the practical experiences of the Centre Psycho-Social et d'Accompagnement Scolaires (CePAS) in Luxembourg.

The course will combine scientific literature and criteria / guidelines for best practice with concrete examples from the school psychology field in Luxembourg to illustrate the application of the key subjects and to enhance learning. In addition, quality development strategies and practices of school psychology of other countries will also be addressed in the course.

Learning outcomes

By the end of the course:

- Students will have obtained basic knowledge of the key concepts of quality development and project management, applied to the field of school psychology in the context of Luxembourg.
- Students will have obtained a basic understanding of what constitutes goal-oriented practice.
- Students will be able to apply the key concepts of quality development by working on concrete examples.
- Students will be able to critically reflect on quality development processes relating to school psychology.

Bibliography

1. American Psychological Association. (2006). Evidence-based practice in psychology. *American Psychologist*, 61(4), 271-285.
<https://doi.org/10.1037/0003-066X.61.4.271>
2. American Psychological Association. (2021). *Professional Practice Guidelines for Evidence-Based Psychological Practice in Health Care*. American Psychological Association. <https://www.apa.org/about/policy/psychological-practice-health-care.pdf>
3. Anthun, R. (2000). Quality dimensions for school psychology services. *Scandinavian Journal of Psychology*, 41(3), 181-187.
<https://doi.org/10.1111/1467-9450.00186>
4. Baashar, Y. M., Mahomood, A. K., Almomani, M. A., & Alkawsji, G. A. (2016). *Customer Relationship Management (CRM) in Healthcare Organization: A Review of Ten Years of Research*. 3rd Conference on Computer and Information Sciences (ICCOINS).
5. Heneghan, A. M., & Malakoff, M. E. (1997). Availability of School Health Services for Young Children. *Journal of School Health*, 67(8), 327-332.
<https://doi.org/10.1111/j.1746-1561.1997.tb03466.x>
6. National Association of School Psychologists (2020). *The Professional Standards of the National Association of School Psychologists*
<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>
7. Joint Committee on Standards for Educational Evaluation (2010). *The Program Evaluation Standards*. <https://evaluationstandards.org/program/>
8. Seifried, K., Drewes, S., & Hasselhorn, M. (Hrsg.). (2021). *Handbuch Schulpsychologie. Psychologie für die Schule* (3. Auflage). Stuttgart: Kohlhammer.
9. Snoj, B. (1994). Measurement of the Services Quality from the Customers Perspective. *Systems Research*, 11(1), 155-165.
<https://doi.org/10.1002/sres.3850110104>

Evaluation

Exam or essay

Multilingualism, Multiculturalism

Lecturer:	NN	Responsible for the module:	Matthias BÖHMER
Moodle-ID:	CSP-A2.2	Module:	A2
ECTS:	1	Option:	No
Type of course:	Seminar	Teaching language:	English
Requirements:	No	Max. number of participants:	20
Assessment(s):	Coursework		
Language of course assessment:	English		

Course description

This course provides a comprehensive exploration of both multilingualism and multiculturalism, as well as their dynamic interplay, within the fields of educational sciences and school psychology. Designed for future school psychologists, the course enhances understanding of how linguistic and cultural diversity can impact pupils' educational experience and psychological well-being. Emphasising the development of multilingual and intercultural skills for working effectively in diverse school settings, the course combines theoretical insights, case studies, and interactive activities to equip students with tools and knowledge needed to foster an inclusive and supportive environment for all pupils.

Learning outcomes

By the end of the course, students will:

- demonstrate an understanding of key concepts related to multilingualism and multiculturalism and their impact on pupils' educational experience and psychological well-being.
- recognise the development of intercultural sensitivity as an ongoing process and engage in critical reflection on their own cultural assumptions and biases.

Bibliography

1. Banks, J. A. (2015). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6th ed.). Routledge.
2. Garcia, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave.
3. Martinez, D. (2008). *Multicultural School Psychology Competencies: A Practical Guide*. Sage.

Evaluation

Assessment will be based on participation during the seminars and coursework completed between the sessions.

Intervention methods: training programs (*Interventionsmethoden: Trainingsprogramme*)

Lecturer:	Matthias Böhmer, Elisabeth Seimetz	Responsible for the module:	Robert Kumsta
Moodle-ID:	MPI A3.1	Module:	A3
ECTS:	3	Option:	No
Type of course:	Seminar	Course language:	German
Requirements:	No	Max. number of participants:	25
Assessment:	Report		
Language of course assessment:	German		

Course description

The course provides a comprehensive and thorough grounding on psychological interventions based on standardized training programs. Diverse (research) theories and models to answer questions related to training program issues will be discussed. Especially the pursuit of advanced research, as well as the design and evaluation of different training programs that aim to change human behaviour will be pick out as central themes. The course will prepare students to understand a wide range of issues in the training programs. Fundamentals of different psychological training programs will be outlined and students will learn to use some elements of training interventions. Finally, every student will prepare a written report about a specific training program.

Learning outcomes

Students gain knowledge in essential topics in psychology on interventions by training programs; students are able to develop a critical perspective on psychological training programs. Students will also be able to identify significant issues, help design and implement changes which address those issues, and evaluate those changes. Students will have a solid base of knowledge of the core theories, concepts, methods, findings, and principles of interventions in psychology with training programs, allowing them to pursue their specialized interests.

Bibliography

Bibliographic references are given in the course.

Interventions at the organizational level – systems

Lecturer:	Kathleen Otto	Responsible for the module :	Robert Kumsta
Moodle-ID:	MPI A3.3	Module:	A3
ECTS:	3	Option:	No
Type of course:	Seminar	Course Language:	English
Requirements:	No	Max. number of participants:	25
Assessment(s):	100 % report		
Language of course assessment:	English		

Course description

Nowadays, organizations are faced with more changes than ever before and these changes take place in closer succession. Since Kurt Lewin formulated his change model in 1951 the frequency and dynamics of organizational changes have been exploded. His stage model included the phases unfreezing, changing (transitions), (re-)freezing. However, it can be doubted whether organizations today ever come into the "frozen" state. It seems that change management today rather needs to look for meta-routines within ongoing change processes, in order to bring some stability in insecure times. We focus in this seminar on theoretically well-founded and evidence-based management of interventions at different levels in organizations (e.g., from the development of teams and leaders to transformational changes as mergers or offshoring activities). Interventions are necessary to foster organizational development by dealing with structural changes (e.g., merging of teams, implementations of new technology) as well as personnel changes (e.g., increase in the amount of temporary workers or freelancers, downsizing). Based on the most current knowledge in the field, it focuses on "hands-on"-methods for designing, implementing, monitoring, and evaluating real life intervention programs in organizations. Based on a constructivistic understanding of learning, students will get the opportunities, the space, and time to work out detailed project plans together in small teams using case studies. The didactic concept of the seminar includes a broad variety of classroom activities, ranging from small group work, world cafe methods, moderated group discussions, presentations, to role-plays.

Learning outcomes

- Students should gain knowledge on how to design, implement, and evaluate interventions on different levels in organizations
- Students should learn about the role of different stakeholders when conducting interventions in particular when faced with organizational changes and restructurings
- Students should get an idea about how leaders can be sensitized and trained to foster health of their followers as well as organizational performance outcomes as creativity and innovation
- Students should be aware of various work-shop methods which are appropriate for different goals and settings

Bibliography

The literature will be provided during the seminar.

Learning and learning difficulties - numeracy (*Lernen und Lernprobleme: Rechenfertigkeiten*)

Lecturer:	Christine Schiltz	Responsible for the module:	Robert Kumsta
Moodle-ID:	MPI B3.6	Module:	B3
ECTS:	3	Option:	Yes
Type of course:	Seminar	Course language:	English
Requirements:	No	Max. number of participants:	25
Assessment:	25% report, 75% exam		
Language of course assessment:	English		

Course description

This course will be concerned with typical and atypical development of numeracy from young childhood to adulthood. Based on the recent literature and scientific findings, theoretical frameworks and concepts related to numerical and mathematical cognition and its development will be presented and discussed. A special focus will lie on the theory, diagnose and intervention of developmental dyscalculia and mathematical learning difficulties. Other specific learning difficulties, such as attention deficits with or without hyperactivity disorder and dyspraxia, will be presented and discussed as co-morbidities observed in combination with numerical difficulties. Non-cognitive factors that potentially explain individual differences in numerical and mathematical skills (such as math anxiety and gender) will also be discussed. All main course topics will systematically be approached from a theoretical (scientific knowledge and methods) as well as a practical (diagnose and intervention) point of view.

Learning outcomes

Acquisition of up-to-date theoretical frameworks and conceptual knowledge related to numerical and mathematical learning and learning difficulties. Knowledge, understanding and (constructive) critical approach to the research methods deployed to investigate the development of numerical cognition and associated cognitive functions. Theoretical knowledge and practical experience on the procedures that are currently used to assess numerical and mathematical abilities, diagnose specific learning difficulties, as well as the interventions that have recently been developed to foster and revalidate typical and atypical mathematical development.

Bibliography

- Blakemore, S.-J., & Frith, U. (2005). *The learning brain: Lessons for education*. Blackwell.
- Butterworth, B., & Kovas, Y. (2013). Understanding neurocognitive developmental disorders can improve education for all. *Science*, 340(6130), 300-305.
- Fayol, M. (2013). *L'acquisition du nombre*. Presses Universitaires de France.
- Goswami, U. (2008). *Cognitive development. The learning brain*. Psychology Press.
- Landerl, K. & Kaufmann, L. (2013). *Dyskalkulie* (2. Aufl.). Ernst Reinhardt.

Supplementary bibliographic references are given in the course.

Learning and learning difficulties, literacy

Lecturer:	Aliette Lochy	Responsible for the module:	Matthias BÖHMER
Moodle-ID:	CSP-A4.2	Module:	A4
ECTS:	3	Option:	No
Type of course:	Seminar	Teaching language:	TBC
Requirements:	No	Max. number of participants:	20
Assessment(s):	TBC		
Language of course assessment:	TBC		

Course description

TBC

Learning outcomes

TBC

Bibliography

TBC

Evaluation

TBC

A.2 Module B Application

B Application
B1 - School psychological prevention (i.e., Health psychology A)
B2 - Evaluation and monitoring in school psychology (i.e., Enhanced data analysis)
B3 - Inclusion from a school psychological perspective
B4 - Interviewing
B5 - Crisis intervention

Description of Module B Application

This module focuses on the practical application of school psychological knowledge. Students choose and complete two out of five specialised seminars designed to bridge theory and practice in real-world educational contexts.

In *School Psychological Prevention*, students learn preventive strategies to support mental health and well-being in schools. *Evaluation and Monitoring in School Psychology* equips them with tools for assessing the effectiveness of interventions and supporting data-driven decisions. The seminar *Inclusion from a School Psychology Perspective* introduces inclusive education approaches to ensure that all learners receive appropriate support. In *Interviewing*, students develop skills in conducting structured and sensitive conversations with pupils, parents, and teachers. Finally, *Crisis Intervention* prepares students to respond effectively to school-based emergencies and provide psychological support in times of crisis.

Learning outcomes of Module B Application

Upon completion of this module, students will be able to:

- develop and implement preventive strategies to promote positive mental health in diverse student populations;
- evaluate the effectiveness of school psychological interventions and apply data-based decision-making processes;
- critically assess inclusive education principles and design practices that support diverse learning needs;
- advocate for inclusive policies within school settings;
- conduct interviews with students, parents, and teachers in a professional and ethically responsible manner.

Courses of Module B Application

CSP-B1: School psychological prevention

Health psychology A: theories and models (*Gesundheitspsychologie A: Theorien und Modelle*)

Lecturer:	André Schulz	Responsible for the module:	Claus Vögele
Moodle-ID:	MPI B2.1	Module:	B2
ECTS:	3	Option:	No
Type of course:	Seminar	Course language:	German
Requirements:	No	Max. number of participants:	25
Assessment:	Presentation		
Language of course assessment:	German		

Course description

Health psychology is a psychological sub-discipline on human cognition and behaviour in relation to health. This covers the maintenance and promotion of health, psychological processes that are associated with the experience of health risks, diseases, and disability, as well as how cognition and behaviour may affect health, stress, resilience, disease and recovery. The lecture addresses relevant theories and models that explain (I) the perspective of health psychology as compared to related sub-disciplines, such as clinical, work, biological or social psychology, (II) psychosocial and psychobiological factors that are associated with health behaviour and health outcome, (III) the experience, coping and prevention of stress as one major factor which may impair health, (IV) cognitive and behavioural processes that are associated with health risks and promotion, as well as the experience of health impairment. This course will provide the theoretical background for subsequent courses within the module of health psychology, such as 'Methods and Assessment', 'Professional Issues' or 'Applications'.

Learning outcomes

The students are able (a) to understand biopsychosocial processes associated with health behaviour and health outcome; (b) to understand and evaluate theoretical and empirical research in health psychology; (c) to practically apply theories on health psychology in psychological intervention; and (d) to formulate and to discuss original research questions in health psychology, which is necessary to complete a thesis in the area of health psychology.

Bibliography

- Ehlert, U. (2016). *Verhaltensmedizin*. Berlin: Springer.
- Ehlert, U. & von Känel, R. (2011). *Psychoendokrinologie und Psychoimmunologie*. Berlin: Springer.
- Faltermaier, T. (2017). *Gesundheitspsychologie* (2. Aufl.). Stuttgart: Kohlhammer.
- Friedman, H.S. (2011). *The Oxford Handbook of Health Psychology*. Oxford: Oxford University Press.
- Hurrelmann, K. et al. (2018). *Referenzwerk Prävention und Gesundheitsförderung: Grundlagen, Konzepte und Umsetzungsstrategien*. Göttingen: Hogrefe.
- Knoll, N. et al. (2017). *Einführung Gesundheitspsychologie*. München: UTB.
- Kohlmann, C. W. et al. (2018). *Psychologie in der Gesundheitsförderung*. Göttingen: Hogrefe.
- Renneberg, B. & Hammelstein, P. (2006). *Gesundheitspsychologie*. Heidelberg: Springer.
- Rensing, L., Koch, M., Rippe, B. & Rippe, V. (2006). *Mensch im Stress*. München: Elsevier.
- Vögele, C. (2008). *Klinische Psychologie: Körperliche Erkrankungen*. Weinheim: Beltz.

Enhanced data analysis (*Vertiefung in Datenanalyse*)

Lecturer:	Philipp Sischka	Responsible for the module:	Robert Kumsta
Moodle-ID:	MPI A1.2	Module:	A1
ECTS:	3	Option:	No
Type of course:	Seminar	Course language:	German
Requirements:	No	Max. number of participants:	25
Assessment:	Report		
Language of course assessment:	German		

Course description

This course gives an introduction in the statistical open-source software R Statistics and RStudio, an integrated development environment for R. R provides a general language for interactive computations, supported by techniques for data organization, graphics, numerical computations, model-fitting and many other tasks. At first, the different data types and their handling and transformation are discussed. Furthermore, statistical tests, coefficients (of central tendency and dispersion) and the creation of graphs for univariate data analysis are presented. Moreover, bivariate data analysis procedures are shown. Additionally, the course provides an introduction in variance and regression analysis techniques and how to do mediation and moderation analysis. Moreover, the course provides tests to check for model assumptions.

Learning outcomes

The students will learn the basics of programming with R and how to conduct enhanced data analysis. After the finishing the course, the students will have the knowledge to import their data into R and to transform old and create new variables. Furthermore, they will have the expertise to describe their data and provide univariate coefficients and calculate bivariate associations. Moreover, they are able to conduct multiple regression analysis, with moderation and mediation analysis as special cases and how to test different model assumptions (e.g., normal distribution or residuals, linearity). Additionally, they will have the expertise to create informative graphs for univariate (e.g., box plots, histograms, violin plots), bivariate (e.g., scatter plots with fitted regression lines) and multivariate data analysis (e.g., interaction plots).

Bibliography

Eid, M., Gollwitzer, M. & Schmitt, M. (2017). *Statistik und Forschungsmethoden* (5. Aufl.). Beltz.
 Ekstrom, C.T. (2017). *The R primer* (2nd ed.). CRC Press.
 Field, A., Miles, J., & Field, Z. (2012). *Discovering statistics using R*. Sage.
 Luhmann, M. (2015). *R für Einsteiger: Einführung in die Statistiksoftware für die Sozialwissenschaften* (4. Aufl.). Beltz.
 Wollschläger, D. (2013). *R kompakt. Der schnelle Einstieg in die Datenanalyse*. Springer.

CSP-B3: Inclusion from a school psychological perspective

Inclusion from a school psychological perspective

Lecturer:	Paola CUZZIOL, Alioune B. TOURE	Responsible for the module:	Matthias BÖHMER
Moodle-ID:	CSP-B3	Module:	B3
ECTS:	3	Option:	Yes
Type of course:	Seminar	Teaching language:	English
Requirements:	No	Max. number of participants:	20
Assessment(s):	Written work		
Language of course assessment:	English		

Course description

- Introduction: the specific theme of this course will be the role of the psychologist in the field of inclusion and inclusive education.
- In this context, participants will be given an overview of the history of inclusion in Luxembourg, taking stock of the role of the psychologist. They will be able to gain a holistic perspective of the profession and the related tasks as currently defined.
- During this seminar, participants will acquire knowledge of the fundamental principles of inclusive education and its application in the Luxembourg context. They will have the opportunity to grasp the main lines of work of the psychologist within the inclusion system at the various levels of education, whether at primary or secondary level, within the European system, in vocational and adult training, or in skills centres.
- During this module, participants will be able to carry out a critical and structured analysis of the support provided to pupils with special educational needs and their families, and of work with teachers, multi-professional teams, and inclusion committees at local, regional, or national level.
- In addition to basic theory, participants will be asked to study specific cases through clinical vignettes, and to engage in self-reflection based on their own experiences.
- Participants will be able to contribute their views on the psychologist's presence in the context of guidance at the PFS, class councils and disciplinary councils.
- They will gain a perspective on university research into the inclusion and monitoring of EBS.

Learning outcomes

At the end of this module, participants will have acquired:

- Knowledge of the inclusion system, its players, and the interconnections between them
- Knowledge of the specific role of the psychologist in the inclusion system
- Knowledge of the elements involved in diagnosing the pupil's needs and taking charge of them
- Knowledge of working with parents, teachers, and the various committees (CNI; CI; CAR)
- Knowledge of internal networking (ESEB, SePAS, SSE) and external networking (centres, juvenile psychiatry, ONE, child psychiatry, SCAP, etc.).

Bibliography

1. Amirpur, D., & Platte, A. (2017). Handbuch inklusive Kindheiten. utb.
2. Kiel, E. (Hrsg.). (2014). Inklusion im Sekundarbereich. Kohlhammer.
3. Kracke, B. (2014). Schulische Inklusion – Herausforderungen und Chancen. Psychologische Rundschau 65(4), 237–240.
4. Martin, A. J., Sperling, R. A., & Newton, K. J. (2020). Handbook of Educational Psychology and Students with Special Needs. Routledge.
5. Moser, V. (Hrsg.). (2013). Die inklusive Schule. Standards für die Umsetzung. Kohlhammer.
6. Rank, A. (2024). Inklusion von Anfang an. Aufgabe der Grundschule. Kohlhammer.
7. Schuntermann, M. F. (2022). Einführung in die ICF: Grundkurs, Übungen, offene Fragen. ecomed-Storck
8. Sturm, T., Wagner-Willi, M., & Platte, A. (2018). Handbuch schulische Inklusion. utb.

Evaluation

Short individual or group essay (20 pages) based on a clinical case study (understanding and responding to situations of inclusion).

Clinical Interviewing

Lecturer:	Ernst Kern	Responsible for the module :	Robert Kumsta
Moodle-ID:	MPI B1.4	Module:	B1
ECTS:	0	Option:	Yes
Type of course:	Seminar	Language:	Deutsch
Requirements:	No	Max. number of participants:	25
Assessment:			

Course description

Dieses Seminar vermittelt die konzeptuellen Grundlagen der therapeutischen Gesprächsführung. Neben der therapeutischen Beziehung und Gesprächsführung werden die Merkmale und Ziele einer therapeutisch hilfreichen Gesprächsführung aufgegriffen. Vertieft werden die Grundbedingungen von der therapeutischen Gesprächsführung: Empathie, Akzeptanz, Kongruenz/Präsenz, Validieren, Aktives Zuhören, Gute Fragen formulieren, Ressourcenaktivierung, nonverbale Aspekte der Gesprächsführung, Einbezug von Achtsamkeit werden ebenso fokussiert. Praktisches Üben der Gesprächsführung anhand von Arbeitsblättern, Rollenspielen, Fallbeispielen sowie dem Strukturieren des Gesprächs, dem Umgang mit schwierigen Situationen in Diagnostik und Therapie. Das Anschauen von Lehrvideos zu einzelnen Störungsbildern und schwierigen Situationen sowie das Kennenlernen der Motivierenden Gesprächsführung und von Commitment-Strategien soll die Förderung von Veränderungsmotivation und Veränderungszuversicht verdeutlichen.

Learning outcomes

In diesem Seminar soll ein allgemeines Verständnis für die Durchführung therapeutischer Gespräche entwickelt werden. Die Studierenden sind danach befähigt die unterschiedlichen Ansätze einer therapeutischen Gesprächsführung zu erkennen und zu differenzieren, sowie in einem begrenzten Umfang auch umzusetzen. Zudem verfügen die Studierenden über ein Grundverständnis über die konzeptuellen Grundlagen der therapeutischen Gesprächsführung.

Bibliography

Relevante Literatur wird während des Seminars ausgehändigt.

Interventionen bei akuten psychologischen Krisen

Lecturer:	Phillip Santangelo	Responsible for the module :	Robert Kumsta
Moodle-ID:	MPI A3.2	Module:	A3
ECTS:	3	Option:	no
Type of course:	Seminar	Language:	Deutsch
Requirements:	No	Max. number of participants:	25
Assessment:	report		
Language of course assessment	Deutsch		

Course description

In diesem Seminar werden zunächst zentrale Theorien und Konzepte zur Entstehung und Aufrechterhaltung akuter psychischer Krisen behandelt. Verlaufsformen psychischer Krisen und deren spezifische Gefahren (z.B. Suizidalität) werden vorgestellt und diskutiert. Anschließend werden vertiefte Kenntnisse über Methoden der Krisenintervention sowie spezielle Aspekte der Krisendiagnostik und -intervention vermittelt. Zur Vertiefung bzw. praktischen Anwendung des Erlernten werden verschiedene Übungen durchgeführt. Dafür werden konkrete Fälle aus der Praxis exemplarisch eingebracht. Anwendungen werden erprobt und die Bedeutung für unterschiedliche Anwendungskontexte erarbeitet.

Learning outcomes

Die Studierenden erwerben grundlegendes Wissen zur Symptomatologie und Ätiologie psychischer Krisen sowie vertiefte Kenntnisse über den Zusammenhang zwischen theoretischen Annahmen und praktischen Interventionen. Ziel ist die Förderung der Kompetenz, dieses Wissen in praktischen Fällen konkret anzuwenden. Die Studierenden machen erste praktische Erfahrung in der Anwendung von Interventionstechniken. Sie können bei Betroffenen Stabilisierung und Entlastung bewirken und kennen die Möglichkeiten und Grenzen ambulanter Krisenintervention.

Bibliography

- Kunz, S., Scheuermann, U., & Schürmann, I. (2009). *Krisenintervention: ein fallorientiertes Arbeitsbuch für Praxis und Weiterbildung*. Beltz Juventa.
- Riecher-Rössler, A., Berger, P., Yilmaz, A. T., & Stieglitz, R. D. (Hrsg.). (2004). *Psychiatrisch-psychotherapeutische Krisenintervention: Grundlagen, Techniken und Anwendungsgebiete*. Hogrefe Verlag.
- Rupp, M. (2003). *Notfall Seele: ambulante Notfall- und Krisenintervention in der Psychiatrie und Psychotherapie*. Georg Thieme Verlag.
- Sonneck, G., Kapusta, N., Tomandl, G., & Voracek, M. (Hrsg.). (2016). *Krisenintervention und Suizidverhütung*. UTB.

A.3 Module C Case Project

C Case project
C - Case project

Description of Module C Case Project

This final module marks the culmination of the students' learning journey. Drawing on their theoretical knowledge and practical experience, students will work on a comprehensive case study addressing a real-world issue commonly encountered in school psychological practice. Through this case project, they demonstrate their ability to integrate assessment, intervention planning, and ethical reflection. The module serves as a final test of professional competence and prepares students to act effectively within the role of a School Psychologist.

Learning outcomes of Module C Case Project

Upon completion of this module, students will be able to:

- integrate theoretical knowledge and practical skills to address complex, real-life cases in school psychology;
- apply a holistic and evidence-based approach to analysing psychological challenges in educational settings;
- demonstrate professional competence across multiple domains of school psychology;
- develop and implement effective action plans, taking into account legal and ethical considerations;
- use critical thinking and problem-solving skills to formulate sound psychological recommendations.

The curriculum is carefully designed to align with the defined learning outcomes across all modules. Disciplinary knowledge is developed through the study of psychological theories, assessment methods, and intervention strategies. Transversal skills are strengthened through interactive seminars, communication training, problem-solving activities, and a focus on ethics and cultural sensitivity. Professional competences are built through practical application, counselling and intervention training, crisis response preparation, and the integrative case project. Together, these components ensure that students are well-prepared to meet the complex demands of professional practice in school psychology.

All courses in the certificate are offered in the form of seminars. Active student participation is expected and required: students engage in discussions, deliver presentations, and give and receive feedback. This format promotes self-directed and cooperative learning in authentic educational contexts, rather than passive knowledge intake. Attendance is mandatory. Assessment in each seminar is based on presentations, written assignments, and/or oral or written examinations. All courses are offered annually.

Please note:

Some seminars are shared with the Master in Psychology - Psychological Intervention, as indicated by the corresponding Moodle-ID (MPI instead of CSP). However, certificate students are required to attend fewer teaching hours (UE) than MPI students. It is therefore essential that certificate students take note of the exact number of UEs they are required to complete for each seminar within the certificate framework.

B. Semester Structure

Semester	A Theory	B Application (2 out of 5)	C Case project	ECTS
1	A1.1 Legal and ethical foundations of school psychology in Luxembourg (Stoffel, 8 UE, 1 ECTS)	B1 School psychological prevention i.e., Health psychology A (Schulz, 20 UE, 3 ECTS)		
	A1.2 Collaborative action in schools - multi-professionalism (Friedel-Russon, 8 UE, 1 ECTS)	B2 Evaluation and monitoring in school psychology i.e., Enhanced data analysis (Sischka, 20 UE, 3 ECTS)		
	A3.1 Interventions on an individual level, training programmes (Böhmer, 10 UE, 1.5 ECTS)	B3 Inclusion from a school psychological perspective (Touré, 20 UE, 3 ECTS)		
	A4.1 Learning and learning difficulties, numeracy (Schiltz, 10 UE, 1.5 ECTS)			
2	A2.1 Quality development: goal-orientated practice and project management (Hamtiaux, 8 UE, 1 ECTS)	B4 Interviewing (Kern, 20 UE, 3 ECTS)	C Case project (Böhmer et al., 32 UE, 4 ECTS)	
	A2.2 Multilingualism, multiculturalism (NN, 8 UE, 1 ECTS)	B5 Crisis intervention (Santangelo, 20 UE, 3 ECTS)		
	A3.2 Interventions at the organizational level, systems (Otto, 10 UE, 1.5 ECTS)			
	A4.2 Learning and learning difficulties, literacy (Lochy, 10 UE, 1.5 ECTS)			
	10	6	4	20

Captions:

- Weekend block seminars: A1.1, A1.2, A2.1, A3.1, B3, B4, C
- Weekdays block seminars: A2.2, A3.2
- Weekdays seminars (held together with the MPI): A4.1, A4.2, B1, B2, B5

C. Teaching Staff

From the UL:

- Matthias Böhmer, PhD, Research Scientist
- Ernst Kern, PhD, Former Senior Psychologist at the SHG-Kliniken Sonnenberg (vacataire)
- Aliette Lochy, PhD, Research Scientist
- Kathleen Otto, PhD, Professor at the University of Marburg (vacataire)
- Philipp Santangelo, PhD, Associate Professor
- André Schulz, PhD, Associate Professor
- Philipp Sischka, PhD, Research Scientist
- Christine Schiltz, PhD, Professor

From the Ministry of Education and Youth:

- Paola Cuzziol, PhD, Psychologist, Unité de soutien aux ESEB, Service national de l'éducation inclusive (SNEI)
- Armanda Hamtiaux, PhD, Directrice adjointe du Centre psycho-social et d'accompagnement scolaires (CePAS)
- Claire Friedel-Russon, Dipl.-Psych., Assistante du médiateur scolaire
- Alice Stoffel, Mag. rer. nat., M. Sc., Coordinatrice nationale du passage fondamental secondaire - volet psychologique
- Alioune Touré, PhD, Coordinateur de l'unité soutien pour les ESEB, Président de la CAR
- Claire van Duin, PhD, Coordinatrice de la démarche qualité du Centre psycho-social et d'accompagnement scolaires (CePAS)

D. Administrative Staff

Study programme administrator:

Véronique Laye

Campus Belval

Building MSH, Office M00 25-150

+352 466644 5134

veronique.laye@uni.lu

Course director:

Matthias Böhmer

Campus Belval

Building MSH, Office E04 35-020

+352 466644 9613

matthias.boehmer@uni.lu