***Application form for assessment of theoretical requirements BAPD***

This application form can be used to submit courses that are not accredited by the BAPD NIP Committee or foreign ones for assessment. Applications that are not fully completed or applications with missing attachments will not be processed.

Check this box when you have completed a section:

□ 1. Application form(s) for assessment of theoretical requirements, completed by the educational institution(s).

*NB: The educational institution may only assess its own subjects. If the applicant has taken subjects relevant to the BAPD at multiple educational institutions (for example a bachelor's degree at one and a master's degree at the other), they must complete an application form separately for their own subjects.*

□ 2. Descriptions of the subjects mentioned under 1 (e.g. from the study guide) in Dutch or English, with the number of ECTS;

□ 3. Copy of diploma and list of marks;

□ 4. For a foreign diploma: approval from Nuffic that the diploma is equivalent to a Bachelor or Master;

□ 5. Self-evaluation form.

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| ***Part 1: Assessment of BAPD theoretical requirements by educational institute***  |
| *This form is threefold. Complete all 3 parts.**As an educational institution, you indicate which relevant courses the applicant has taken and per competency/requirement how many EC of that course have been spent on that particular competency/ requirement (1 EC = 28 hours; with a different point system the conversion must be* ***explicitly*** *shown.)**NB: the educational institute may only assess its own subjects.* |
|  | *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 Basis Annotation in Psychodiagnostics.* Important: 1 EC=28 hours of study investment. Credits other than 28 hour will not be accepted but should be converted first.(Please note: the practical internship may not be listed in the checklist for theoretical requirements): |
|  |  | Yes | No | Numder of EC 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 appopriate options* |

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| **Part 2: description of the requirements and the subjects** |
| **REQUIREMENT** |  | **Competence objectives** | **Name of study course** | **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 thereof. |  |  |
| - | 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 psychodiagnostic data collection 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 of diagnostic decision making. |  |  |
| **Total EC for REQUIREMENT 1** |  |  |  |  |

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| **REQUIREMENT** | **Competence objectives** | **Name of study course** | **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 can make relevant observations in a diagnostic conversation and is able to include these in the diagnostic process. |  |  |
| - | The student can reflect at a basic level on the effect of conversational techniques in the contact with clients and can think of- and apply 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 study course** | **Subject code** |
| **REQUIREMENT 3: Psychometry and decision-making** | - | The student has knowledge of the important concepts in classical and modern test theory. |  |  |
| - | The student has acquired knowledge of psychometric concepts, 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 study course** | **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 client needs and diagnostic queries for a client 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 various steps in the diagnostic process. |  |  |
| - | The student has knowledge of the common pitfalls and biases that can occur 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 of diagnostic decision making and is able to apply these within the diagnostic context with regard to the individual. |  |  |
| **Total EC for REQUIREMENT 4** |  |  |  |  |

**Part 3: total EC per REQUIREMENT per subject**

Indicate the number of ECs per REQUIREMENT in the table. (1 EC = 28 hours; with a different point system the conversion must be shown **explicitly**.)

***NB****:*

*You may enter a subject for various competency objectives and BAPD theory domains (Requirements). But the total number of ECs for a subject added up over the various Requirements may never be more than the total number of ECs given by the program for this subject. For example, the course Psychodiagnostics represents 6 EC. Then you can decide to allocate 3 EC of this subject to Requirement 1. Then you can allocate a maximum of 3 EC of this subject to the other Requirements.*

*We would also like to ask you to only enter the EC of the course that apply to the competencies described here. For example, if the course Interventions (total: 6 EC) only concerns diagnostics for 1 EC, then you can only enter 1 EC on this form. We check this via the subject descriptions provided by the applicant.*

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| List of subjects | Maximum number of EC per subject | Distribution of EC per subject per REQUIREMENT |
| *EXAMPLE COURSE NAME* | *6* | REQUIREMENT 1 | *3* |
| REQUIREMENT 2 | *2* |
| REQUIREMENT 3 | *1* |
| REQUIREMENT 4 | *0* |
|  |  | REQUIREMENT 1 |  |
| REQUIREMENT 2 |  |
| REQUIREMENT 3 |  |
| REQUIREMENT 4 |  |
|  |  |  |  |
|  |  |  |  |