SYLLABUS

1. **Information about the study program**

1.1 Higher education institution	Babeș-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

2. Information about the course

2.1 Title of the course		Clinical Psychology and Psychotherapy				
2.2 Teacher in charge of the lecture		Andrei Patrichi, Associate Lecturer, PhD(c)				
2.3 Teacher in charge of the seminar		Bianca Ceasăr, Associate Lecturer, Phd(c)				
2.4 Study year	3	2.5 Semester	5	2.6. Examination type	E	2.7 Course type	DS

3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	4	out of which: 3.2 lecture	2	3.3 seminar / laboratory	2
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar / laboratory	28
Distribution of the allocated amount of time:					hours
Individual study (textbook, course support, bibliography, and notes)					35
Supplementary documentation at the library using specialized electronic platforms in the field					15
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					15
Tutoring					2
Exams					2
Other activities: research activities					-

3.7 Total number of hours of individual study	69
3.8 Total number of hours per semester	125
3.9 Number of credits (ECTS)	5

4. Prerequisites (if applicable)

4.1 Curriculum	- Introduction to Psychology - Quantitative Research Methods and Statistics - Psychological Assessment
4.2 Competencies	- Developing an experimental design - Understanding psychological assessment and the use of psychological instruments

5. Requirements (if applicable)

5.1 For the lecture	Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2 For the seminar / laboratory	Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

Professional skills	**Knowledge and understanding** - Knows and understands the diagnostic criteria of the main clinical conditions - Knows and understands the principles guiding the assessment of psychological disorders - Describes and characterizes the main aetiologic and treatment models of psychopathology - Knows how to apply the principles of clinical psychology and psychotherapy to various age groups - Understands the principles of fundamental and applied research in the fields of clinical psychology and psychotherapy **Explanation and interpretation** - Analyzes the psychological processes underlying various psychological disorders - Explains the principles underlying clinical assessment - Explains the principles underlying intervention strategies in clinical psychology and psychotherapy - Explains how intervention strategies are applied to various psychological disorders **Instrumental - applicative** - Develops the prerequisites for building competencies as clinical psychologist and psychotherapist

	• Practices basic assessment abilities • Develops knowledge and competencies on the use of major clinical assessment instruments • Practices applying intervention strategies in various clinical disorders • Practices adapting assessment and intervention strategies to various age groups • Practices developing and conducting fundamental and applied research in clinical psychology and psychotherapy **Attitude** • Cultivates and expresses a responsible attitude towards public health promotion and maintenance • Expresses and promotes the ethics and professional values of clinical psychology and psychotherapy • Cultivates and expresses ethics in research and in communicating the results of research activities • Expresses continued interest in personal and professional development • Expresses critical thinking in research and clinical practice
Transversal skills	• Written and oral communication skills • Relationship and teamwork skills' • Time management skills and the management of resources • Competences in using scientific terminology in the field of clinical psychology and psychotherapy • Competences for the interdisciplinary use of knowledge and terminology in the fields of clinical psychology and psychotherapy

7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	Offering an overall perspective on the fields of clinical psychology and psychotherapy. The course aims to offer declarative and procedural knowledge to prepare the students for working in the fields of developing human potential and treating psychological problems and disorders

7.2 Specific objectives	• Acquainting students with the clinical and medical fields of applying clinical psychology and psychotherapy
	• Transmitting declarative knowledge that allows students to correctly use the concepts of clinical psychology and psychotherapy
	• Transmitting declarative and procedural knowledge that support the building of competencies for:
	   - education in the field of mental health and illness
	   - the diagnosis and assessment of psychological disorders
	   - counselling and optimization activities
	   - the treatment of psychological disorders

8. Content

8.1 Lecture	Teaching strategies	Remarks
1. Abnormal behavior in historical context **Keywords**: history of clinical psychology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
2. Major approaches to psychopathology and its treatment I **Keywords**: psychoanalysis, humanism	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
3. Major approaches to psychopathology and and its treatment II **Keywords**: behaviorism, cognitive-behavioral therapy	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
4. Clinical assessment and diagnosis **Keywords**: clinical interview, DSM, SCID	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
5. Mood disorders I **Keywords:** major depression, suicide	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
6. Mood disorders II **Keywords:** bipolar disorder	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
7. Anxiety disorders I **Keywords:** generalized anxiety	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
8. Anxiety disorders II **Keywords:** panic, phobias	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
9. Obsessive-compulsive and related disorders **Keywords:** obsessions, compulsions	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
10. Stress and trauma related disorders **Keywords:** trauma, PTSD	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
11. Eating disorders **Keywords:** anorexia nervosa, bulimia	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

nervosa, binge eating		
12. Schizophrenia spectrum and other related disorders **Keywords:** schizophrenia, delusions, hallucinations	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
13. Personality disorders **Keywords:** personality disorders, clusters, paranoid, borderline, dependent	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
14. Substance-related disorders **Keywords:** substance-use, addiction, substance abuse	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

Mandatory references:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders,* Fifth Edition. APA.

Barlow, D. H., Durand, M. V., & Hofman, S. G. (2017). Abnormal Psychology. An integrative approach (8th Ed.). Cengage Learning. Chapters 1, 2, 3, 5, 7, 8, 11, 12, 13

Beck, A. T. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. *American Journal of Psychiatr*y, 165(8), 969-977.

Beck A.T., & Haigh E.A.P. (2014). Advances in cognitive theory and therapy: the generic cognitive model. *Annual Review of Clinical Psychology 10*,1-24.

Newman, M. G., & Llera, S. J. (2011). A novel theory of experiential avoidance in generalized anxiety disorder: A review and synthesis of research supporting a contrast avoidance model of worry. *Clinical Psychology Review*, *31*(3), 371-382.

Optional references:

Abramowitz, J. S., & Jacoby, R. J. (2015). Obsessive-compulsive and related disorders: a critical review of the new diagnostic class. *Annual Review of Clinical Psychology, 11,* 165-186.

Abramson, L. Y., Metalsky, G. I., & Alloy, L. B. (1989). Hopelessness depression: A theory-based subtype of depression. *Psychological review, 96*(2), 358.

Aldao, A., Nolen-Hoeksema, S., & Schweizer, S. (2010). Emotion-regulation strategies across psychopathology: A meta-analytic review. *Clinical Psychology Review, 30*(2), 217-237.

Alloy L.B., Nusslock R., Boland E.M. (2015). The development and course of bipolar spectrum disorders: an integrated reward and circadian rhythm dysregulation model. *Annual Review of Clinical Psychology*, *11,* 213-250.

APA Presidential Task Force on Evidence Based Practice (2006). Evidence Based Practice in Psychology. *American Psychologist, 61*, 271-285.

Beck, A. T., & Alford, B. A. (2009). *Depression: Causes and treatment*. University of Pennsylvania Press.

Beck, J. (2011). *Cognitive therapy: basics and beyond*. Guilford Press.

Clark, D. A., & Beck, A. T. (2011). *Cognitive therapy of anxiety disorders: Science and practice.*
New York: Guilford Press.

Brewin, C. R. (2001). A cognitive neuroscience account of posttraumatic stress disorder and its treatment. *Behaviour Research and Therapy, 39*(4), 373-393

Dugas, M. J., Gagnon, F., Ladouceur, R., & Freeston, M. H. (1998). Generalized anxiety disorder: a preliminary test of a conceptual model. *Behaviour Research and Therapy*, *36*(2), 215-226.

Ellis, A. (1994). *Reason and emotion in psychotherapy (re. ed.).* Secaucus.

Fairburn, C. (2008). *Cognitive behavior therapy of eating disorders.* Guilford Pres.

Kessler, R. C. (2000). Posttraumatic stress disorder: the burden to the individual and to society. *The Journal of Clinical psychiatry, 61*(5), 4-14.

Lewinsohn, P. M. (1974). Clinical and theoretical aspects of depression. Innovative treatment methods in psychopathology, pp 63-120. Wiley.

Rachman, S. (1998). A cognitive theory of obsessions: Elaborations. *Behaviour research and therapy, 36*(4), 385-401.

Wells, A. (2005). The Metacognitive Model of GAD: Assessment of Meta-Worry and Relationship With DSM-IV Generalized Anxiety Disorder. *Cognitive Therapy and Research, 29*(1), 107-121.

Links:
- http://www.nice.org.uk/
- http://www.nimh.nih.gov/index.shtml
- https://div12.org/psychological-treatments/

8.2 Seminar / laboratory	Teaching strategies	Remarks
1. Major approaches to psychopathology and its treatment I. Case studies. **Keywords**: psychoanalysis, humanism, case presentation	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
2. Major approaches to psychopathology II. and its treatment. Case studies. **Keywords**: behaviorism, cognitive behavioral therapy, case presentation	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
3. Evidence-based assessment and therapy **Keywords:** evidence-based principles, evidence-based movement	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
4. Clinical assessment and diagnosis. Case examples **Keywords**: clinical interview, DSM, SCID	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
5. Common versus specific factors in psychotherapy **Keywords**: therapeutic relationship, basic skills, therapy techniques	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
6. Mood disorders in children and adolescents **Keywords**: depression, suicide, children, adolescents	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
7. Anxiety disorders **Keywords:** social anxiety disorder	Presentation, knowledge synthesis, conceptual clarification, group activities, Guided discovery, practical activities	

8. Anxiety disorders in children and adolescents: **Keywords:** anxiety, children, adolescents	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
9. Somatic symptom and related disorders **Keywords:** somatic symptoms, illness anxiety	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
10. Neurodevelopmental disorders I **Keywords:** ASD, ADHD	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
11. Neurodevelopmental disorders II **Keywords:** conduct disorder, callous unemotional	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
12. Personality disorders. Case studies. **Keywords:** personality disorder, avoidant	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
13. Pathological gambling: **Keywords:** gambling, addictive disorder	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
14. Review and preparation for the exam	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	

Mandatory references:

Barlow, D. H., Durand, M. V., & Hofman, S. G. (2017). Abnormal Psychology. An integrative approach (8th Ed.). Cengage Learning. Chapters 1, 2, 3, 5, 7, 8, 11, 12, 13

Crozier, W. R., & Alden, L. E. (2001). *International Handbook of Social Anxiety. Concepts, research and interventions relating to the self and shyness.* Wiley. Chapter 18.

Rachman, S. (2012). Health anxiety disorders: A cognitive construal. *Behaviour Research and Therapy, 50*(7-8), 502-512.

Parry, G., Cape, J., & Pilling, S. (2003). Clinical practice guidelines in clinical psychology and psychotherapy. *Clinical Psychology & Psychotherapy: An International Journal of Theory & Practice, 10(6), 337-351.*

Sørensen, K. D., Råbu, M., Wilberg, T., & Berthelsen, E. (2019). Struggling to be a person: Lived experience of avoidant personality disorder. *Journal of Clinical Psychology, 75*(4), 664-680.

Optional references:

Cooper, K., Gregory, J. D., Walker, I., Lambe, S., & Salkovskis, P. M. (2017). Cognitive behaviour therapy for health anxiety: A systematic review and meta-analysis. *Behavioural and Cognitive Psychotherapy, 45*(2), 110-123.

Harper, C. A., Satchell, L. P., Fido, D., & Latzman, R. D. (2020). Functional fear predicts public health compliance in the COVID-19 pandemic. *International Journal of Mental Health and Addiction*, 1-14.

Hofmann, S. G. (2007). Cognitive factors that maintain social anxiety disorder: A comprehensive model and its treatment implications. *Cognitive Behaviour Therapy, 36*(4), 193-209

Kuyken, W., Padesky, C. A., & Dudley, R. (2011). *Collaborative case conceptualization: Working effectively with clients in cognitive-behavioral therapy*. Guilford Press.

Klauke, B., Deckert, J., Reif, A., Pauli, P., & Domschke, K. (2010). Life events in panic disorder—an update on "candidate stressors*". Depression and Anxiety, 27*(8), 716-730.

McMullan, R. D., Berle, D., Arnáez, S., & Starcevic, V. (2019). The relationships between health anxiety, online health information seeking, and cyberchondria: Systematic review and meta-analysis. *Journal of Affective Disorders, 245*, 270-278.

Moitra, E., Beard, C., Weisberg, R. B., & Keller, M. B. (2011). Occupational impairment and social anxiety disorder in a sample of primary care patients. *Journal of Affective Disorders, 130*(1-2), 209-212.

Rajkumar, R. P. (2020). COVID-19 and mental health: A review of the existing literature. *Asian Journal of Psychiatry, 52*, 102066.

Rapee, R. M., & Heimberg, R. G. (1997). A cognitive-behavioral model of anxiety in social phobia*. Behaviour Research and Therapy, 35*(8), 741-756.

Shaffer, H. J., LaPlante, D. A., LaBrie, R. A., Kidman, R. C., Donato, A. N., & Stanton, M.

V. (2004). Toward a syndrome model of addiction: Multiple expressions, common etiology. *Harvard Review of Psychiatry, 12*(6), 367-374.

Van Houtem, C. M. H. H., Laine, M. L., Boomsma, D. I., Ligthart, L., Van Wijk, A. J., & De Jongh, A. (2013). A review and meta-analysis of the heritability of specific phobia subtypes and corresponding fears. *Journal of Anxiety Disorders, 27*(4), 379-388

9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The proposed lecture and seminar offer central topics in fundamental and applied research in the fields of clinical psychology and psychotherapy, and their approach is based on the most recent results in the literature. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Course	Demonstrating knowledge of the course material and the ability to operate with it	Written exam	70%
10.5 Seminar / laboratory	Demonstrating understanding of the learned content and the capacity to apply it to practice	Project	30%
10.6 Minimum passing score 50%			

The final grade consists of:
     a. score obtained in the written exam in proportion of 70% (a minimum score of 35% needed)
     b. project in proportion of 30%			