

## SYLLABUS

### *Clinical Psychology and Psychotherapy*

University year 2025/2026

#### 1. Information regarding the programme

1.1. Higher education institution	Babeş-Bolyai University
1.2. Faculty	Faculty of Psychology and Educational Sciences
1.3. Department	Department of Psychology
1.4. Field of study	Psychology – Cognitive Science
1.5. Study cycle	Bachelor Level
1.6. Study programme/Qualification	Psychologist
1.7. Form of education	High Frequency

#### 2. Information regarding the discipline

2.1. Name of the discipline	<b>Clinical Psychology and Psychotherapy</b>			Discipline code	<b>PLE1530</b>		
2.2. Course coordinator	<b>Simona Stefan, Associate Professor, Ph.D.(c)</b>						
2.3. Seminar coordinator	<b>Bianca Ceasăr, Associate Lecturer, Ph.D.(c)</b> <b>Andrei Patrichi, Associate Lecturer, Ph.D. (c)</b>						
2.4. Year of study	3	2.5. Semester	5	2.6. Type of evaluation	E	2.7. Discipline regime	DS

#### 3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	<b>4</b>	of which: 3.2 course	<b>2</b>	3.3 seminar/laboratory	<b>2</b>
3.4. Total hours in the curriculum	<b>56</b>	of which: 3.5 course	<b>28</b>	3.6 seminar/laborator	<b>28</b>
<b>Time allotment for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Learning using manual, course support, bibliography, course notes (SA)					35
Additional documentation (in libraries, on electronic platforms, field documentation)					15
Preparation for seminars/labs, homework, papers, portfolios and essays					15
Tutorship					2
Evaluations					2
Other activities:					-
<b>3.7. Total individual study hours</b>					<b>69</b>
<b>3.8. Total hours per semester</b>					<b>125</b>
<b>3.9. Number of ECTS credits</b>					<b>5</b>

#### 4. Prerequisites (if necessary)

4.1. curriculum	<ul style="list-style-type: none"> <li>• Introduction to Psychology</li> <li>• Quantitative Research Methods and Statistics</li> <li>• Psychological Assessment</li> </ul>
4.2. competencies	<ul style="list-style-type: none"> <li>• Developing an experimental design</li> <li>• Understanding psychological assessment and the use of psychological instruments</li> </ul>

#### 5. Conditions (if necessary)

5.1. for the course	<ul style="list-style-type: none"> <li>• Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.</li> </ul>
5.2. for the seminar /lab activities	<ul style="list-style-type: none"> <li>• Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.</li> </ul>

### 6.1. Specific competencies acquired <sup>1</sup>

<b>Professional/essential competencies</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the diagnostic criteria for the main clinical conditions;</li> <li>• Description and characterization of the main aetiologic and treatment models of psychopathology;</li> <li>• Analysis of the psychological processes underlying various psychological disorders;</li> <li>• Development of the prerequisites for building competencies as clinical psychologist and psychotherapist;</li> <li>• Practice and promotion of ethics principles and professional values of clinical psychology and psychotherapy.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Written and oral communication skills;</li> <li>• Relationship and teamwork skills;</li> <li>• Time management skills and the management of resources;</li> <li>• Competencies in using scientific terminology in the field of clinical psychology and psychotherapy;</li> <li>• Competencies for the interdisciplinary use of knowledge and terminology in the fields of clinical psychology and psychotherapy.</li> </ul>

### 6.2. Learning outcomes

<b>Knowledge</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Knows and understands the diagnostic criteria of the main clinical conditions;</li> <li>• Knows and understands the principles guiding the assessment of psychological disorders;</li> <li>• Describes and characterizes the main aetiologic and treatment models of psychopathology;</li> <li>• Knows how to apply the principles of clinical psychology and psychotherapy to various age groups;</li> <li>• Understands the principles of fundamental and applied research in the fields of clinical psychology and psychotherapy.</li> </ul>
<b>Skills</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Develops the prerequisites for building competencies as clinical psychologist and psychotherapist;</li> <li>• Practices basic assessment abilities;</li> <li>• Develops knowledge and competencies on the use of major clinical assessment instruments;</li> <li>• Practices applying intervention strategies in various clinical disorders;</li> <li>• Practices adapting assessment and intervention strategies to various age groups;</li> <li>• Practices developing and conducting fundamental and applied research in clinical psychology and psychotherapy.</li> </ul>
<b>Responsibility and autonomy</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Cultivates and expresses a responsible attitude towards public health promotion and maintenance;</li> <li>• Expresses and promotes the ethics and professional values of clinical psychology and psychotherapy;</li> <li>• Cultivates and expresses ethics in research and in communicating the results of research activities;</li> <li>• Expresses continued interest in personal and professional development;</li> <li>• Expresses critical thinking in research and clinical practice.</li> </ul>

### 7. Objectives of the discipline (outcome of the acquired competencies)

<b>7.1 General objective of the discipline</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
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<sup>1</sup> One can choose either competencies or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

<p><b>7.2 Specific objective of the discipline</b></p>	<ul style="list-style-type: none"> <li>• Acquainting students with the clinical and medical fields of applying clinical psychology and psychotherapy;</li> <li>• Conveying declarative knowledge that allows students to correctly use the concepts of clinical psychology and psychotherapy;</li> <li>• Conveying declarative and procedural knowledge that support the building of competencies for the following areas: 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.</li> </ul>
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**8. Content**

8.1 Course	Teaching methods	Remarks
<p>1. Introduction to clinical psychology</p> <p><b>Keywords:</b> major concepts in clinical psychology</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>2. Introduction to clinical psychology II</p> <p><b>Keywords:</b> major concepts in clinical psychology</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>3. Major approaches to psychopathology and and its treatment I</p> <p><b>Keywords:</b> psychoanalysis, behaviorism, cognitive-behavioral therapy</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>4. Clinical assessment and diagnosis</p> <p><b>Keywords:</b> clinical interview, DSM, SCID</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>5. Mood disorders I</p> <p><b>Keywords:</b> major depression, suicide</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>6. Mood disorders II</p> <p><b>Keywords:</b> bipolar disorder</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>7. Anxiety disorders I</p> <p><b>Keywords:</b> generalized anxiety</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>8. Anxiety disorders II</p> <p><b>Keywords:</b> panic, phobias</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>9. Obsessive-compulsive and related disorders</p> <p><b>Keywords:</b> obsessions, compulsions</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>10. Stress and trauma related disorders</p> <p><b>Keywords:</b> trauma, PTSD</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>11. Eating disorders</p> <p><b>Keywords:</b> anorexia nervosa, bulimia nervosa, binge eating</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>12. Schizophrenia spectrum and other related disorders</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	

<b>Keywords:</b> schizophrenia, delusions, hallucinations		
13. Personality disorders <b>Keywords:</b> personality disorders, clusters, paranoid, borderline, avoidant	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
14. Substance-related disorders <b>Keywords:</b> substance-use, addiction, substance abuse	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

## Bibliography

### Mandatory references:

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- David, D., Szentagotai, A., Nechita, D., Ștefan, S., 2022. 1.01. Psychotherapy Models: A Historical Perspective. In: Asmundson, G.J.G. (Ed.), *Comprehensive Clinical Psychology*, 2nd edition, vol. 1. Elsevier, pp. 1–25.
- David, D., & Montgomery, G. H. (2011). The scientific status of psychotherapies: A new evaluative framework for evidence-based psychosocial interventions. *Clinical Psychology: Science and Practice*, 18(2), 89–99.
- Durand, M. V., Barlow, D. H., & Hofman, S. G. (2019). *Essentials of Abnormal Psychology* (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 Psychiatry*, 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.
- Hooley, J.M., Nock, M.K., Butcher, J.N. (2019). *Abnormal Psychology* (18th edition).
- 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.
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- 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 methods	Remarks
1. Major approaches to psychopathology and its treatment I. Case studies. <b>Keywords:</b> psychoanalysis, humanism, case presentation	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
2. Major approaches to psychopathology and its treatment II. Case studies. <b>Keywords:</b> behaviorism, cognitive behavioral therapy, case presentation	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
3. Evidence-based assessment and therapy <b>Keywords:</b> evidence-based principles, evidence-based movement	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
4. Clinical assessment and diagnosis. Case examples <b>Keywords:</b> clinical interview, DSM, SCID	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
5. Common versus specific factors in psychotherapy <b>Keywords:</b> therapeutic relationship, basic skills, therapy techniques	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	

6. Mood disorders in children and adolescents <b>Keywords:</b> depression, suicide, children, adolescents	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
7. Anxiety disorders <b>Keywords:</b> social anxiety disorder	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
8. Anxiety disorders in children and adolescents: <b>Keywords:</b> anxiety, children, adolescents	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
9. Somatic symptom and related disorders <b>Keywords:</b> somatic symptoms, illness anxiety	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
10. Neurodevelopmental disorders I <b>Keywords:</b> ASD, ADHD	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
11. Neurodevelopmental disorders II <b>Keywords:</b> conduct disorder, callous unemotional	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
12. Personality disorders. Case studies. <b>Keywords:</b> personality disorder, avoidant	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
13. Pathological gambling <b>Keywords:</b> gambling, addictive disorder	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
14. Recapitulation and preparation for the exam	Presentation, knowledge synthesis, conceptual clarification, guided discovery	

## Bibliography

### Mandatory references:

- Durand, M. V., Barlow, D. H., & Hofman, S. G. (2019). *Essentials of Abnormal Psychology* (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.
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**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.
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- 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. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of 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 Percentage of final grade
10.4 Course	Demonstrating knowledge of the course material and the ability to operate with it	Written Exam	60%
10.5 Seminar/laboratory	Demonstrating the understanding of the learned content and the capacity to apply it in practical contexts	Written Exam	40%
10.6 Minimum standard of performance			

- Total score of minimum 50%;
  - (1) the score obtained in the written exam, in proportion of 100% (with a minimum of 50% required);

### 11. Labels ODD (Sustainable Development Goals)<sup>2</sup>

	General label for Sustainable Development							
								
								

Date:  
30.09.2025

Signature of course coordinator

Signature of seminar coordinator

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Date of approval:  
30.09.2025

Signature of the head of department

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<sup>2</sup> Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.“.