

Subject Details	Subject Title, code and credit hours	Child and adolescent clinical psychology , CPSY581, 3 KU (6 AKTS)
	Department	Psychology
	Program (bachelor's and master's degree)	Master
	Associated Term	Fall 2026 semester
	Instructor	Sevinj Maharramova
	E-mail:	sevinjmaharramova.telimchi@gmail.com
	Phone	-
	Lecture room/Schedule	Neftchilar campus
	Consultations	Make an appointment in a mail
Prerequisites	-	
Teaching language	English	
Subject type (mandatory/elective)	Mandatory	
Readings	Required Readings 1. JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. • N. G. Guerra, A. A Williamson & B. Lucas-Molina (). Normal Development Infancy, Childhood And Adolescence. Chapter A2. (p. 1-39). • The Clinical Assessment of Infants, Preschoolers And Their Families. (2017 edition). Chapter A4 Chapter A4 (p/1-32) • 3. J. Paris, A. Ricardo, & D. Rymond. (2019). CHILD GROWTH AND DEVELOPMENT. An Open Educational Resources Publication by College of the Canyons 2. Vasta, Miller, Ellis (2001). Child Psychology. USA: John Willey & Sons 3. Child development. Ninth edition. Laura E. Berk 2012 4. Child development . Thirteenth edition. John W. Santrock. 2010 5. Handbook of child psychology, volume 3. Social, emotional, and personality development 2006. Recommended Readings 6. D. RISER, R. SPIELMAN, D. BIEK. (2026). Lifespan Development. OpenStax by Rice University 7. Haluk Yavuzer. Çoçuk psikolojisi. 2011 8. Çocuğunuzun ilk altı yılı Haluk Yavuzer . Remzi kitapevi . 30. basım 1997 9. Zihin odaklı ebeveynlik . Joanna North İstanbul 2020 10. Hüseyn Xəlilov. Uşaq və yeniyetmələrin inkişafının social-psixoloji məsələləri Note: Lecture slides are not shared with students; however, an expanded text-based version of each presentation is provided in PDF format.	
Course Description	This course provides an in-depth examination of the family as a psychological system and its role in individual development, mental health, and well-being. It explores major theories and models of family psychology, including systems theory, attachment theory, and developmental perspectives. Students will examine family structures, roles, communication patterns, and dynamics across the lifespan. The course addresses how cultural, social, and socioeconomic factors shape family functioning and relationships. Special attention is given to common family challenges such as conflict, divorce, parenting stress, trauma, and mental illness within the family context. Students will also be introduced to basic principles of family assessment and intervention. Ethical issues and professional responsibilities in working with families are discussed throughout	

	the course. By integrating theory, research, and applied perspectives, the course aims to develop students' analytical and critical thinking skills regarding family processes. This course is suitable for students interested in psychology, counseling, social work, and related helping professions.		
Course aims	• To introduce core theories and concepts in family psychology • To examine the family as a dynamic system influencing individual behavior and mental health • To understand family roles, communication patterns, and developmental stages • To explore the impact of cultural, social, and contextual factors on family functioning • To analyze common family-related challenges such as conflict, separation, parenting difficulties, and trauma • To develop skills in observing and assessing family dynamics • To introduce basic principles of family-focused interventions and support strategies • To promote ethical awareness and professional responsibility when working with families • To enhance critical thinking through the integration of theory, research, and applied examples • To prepare students for further study or professional work in psychology, counseling, and related fields		
Learning Outcomes	At the end of the course students will be able to acquire the following: • Develop the ability to assess and understand patient problems through the lens of marriage and family theories. • Gain a comprehensive understanding of key theories related to marriage and family dynamics. • Enhance the ability to apply findings from global studies to practical issues in marriage and family psychology. • Articulate the importance of family health and identify evidence-based strategies for maintaining and improving it.		
Teaching methods	Lecture	+	
	Group discussions	+	
	Activities	+	
	Group ppt	+	
	Other		
Assessment and Grading	Components	Deadlines	Percentage (%)
	Midterm exam		30
	Verbal quizz	During semester	5 points
	Active participation in group discussions for each session	During semester	5
	Attendance	During semester	5
	II Group Assignments (written report)	17.12.2026	15
	Final exam	End of semester	40
	Total		100

Rules and policy	I. Activity - Demonstrate the ability to express a personal approach during question-and-answer sessions, which measures comprehension of the lesson in each discussion. II. Group Presentation / Group Discussion Guidelines - Effectively divide duties to achieve the group's common goal and fulfill individual responsibilities. - Apply active listening and empathy skills when disagreements arise during discussions. - Use positive communication methods to advance one's ideas during the discussion. - Adapt to team dynamics and contribute to achieving a successful outcome. - Avoid monotonous speech during the presentation. - Exhibit team spirit throughout the presentation. - Introducing an "energizer" to stimulate participants - Engage the audience using role-playing, practical demonstrations, equipment, video, and citation from international scientific studies. Group Assignment I — Communication and Conflict Resolution in Couples - 6 points Task: Develop a case illustrating a communication problem within a couple's relationship. Identify the causes of the problem and present a resolution plan based on effective communication methods. Presentation — 5 slides: - Topic and names of group members; - selected situation and main problem; - partners' communication styles and listening skills; - sources of conflict and their impact on the relationship; - practical conflict-resolution strategies. Practical component: Demonstrate the problem and its resolution through healthy communication in a 3–5-minute role-play or video Group Assignment II — Researching Premarital Programmes and Developing a Practical Model for Azerbaijan 8 points (5 points written report + 5 points ppt) Task: Research and compare at least two evidence-based premarital programmes implemented in different countries. Based on the findings, develop a practical programme adapted to the social and cultural characteristics of Azerbaijani families. ✓ Presentation — 5 slides: - Topic and names of group members; - objectives and scientific foundations of the selected programmes; - programme content, similarities, and differences; - needs and cultural characteristics of Azerbaijani families; - structure and implementation plan of the proposed programme for Azerbaijan. The programme must cover: - partners' expectations of marriage; - communication and conflict resolution; - gender roles and division of household responsibilities; - financial matters; - relationships with relatives and personal boundaries; - anger styles;
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- preparation for parenthood.

Note: The presentation must be based on at least two reliable academic sources, and active links to the sources must be provided.

✓ **Essay-Style Written Report (3–5 pages)**

Introduction

- Importance of premarital education
 - Aim of the report
1. Review of Two Premarital Programmes
 - Programme names and countries
 - Main content and methods
 - Key scientific findings
 2. Comparison
 - Similarities and differences
 - Strengths and limitations
 3. Proposed Programme for Azerbaijan
 - Target group and objectives
 - Main topics
 - Suggested activities
 4. Conclusion
 - Main findings and expected benefits
 5. References
 - At least two reliable academic sources and active links

Attendance Policy and Criteria for Being Late for a Lesson:

• A student who arrives late to class will be permitted to enter the auditorium, but their tardiness will be noted. They are expected to sit quietly, listen to the lesson, and join in discussions without causing any disruption.

• It is important for students to attend all classes. If a student is unable to attend due to a valid reason (such as illness or family issues), they must report the matter to the faculty dean. Students who miss more than 25% of the total subject matter hours will not be allowed to take the exam.

• Attends every lesson; 1 point is deducted for every 2 lessons missed.

Criteria for Practical Work:

• Students must identify projects for individual presentation and present them to the group, focusing on innovation and topic-based research. • Students will be actively involved in questionnaire and questioning methodologies to self-assess and gain insights into new teaching and learning skills for each subject.

Criteria for Assessing Activity:

• Disruptive behavior in the classroom, use of unethical language, inappropriate and unauthorized discussions, use of cell phones, hearing aids, radios, and engagement in activities unrelated to the course (such as reading, writing, taking pictures, etc.) are considered factors affecting activity. • Active participation in discussions is required.

AI Policy

Students may use AI tools to support learning, brainstorming, research, and the preparation of assignments. However, AI-generated content must not be submitted as the student's own work. Students are responsible for verifying the accuracy of AI-generated information and citing reliable academic sources. AI tools must not be used during examinations unless explicitly permitted by the instructor. Students must also protect confidentiality and must not enter personal, identifying, or sensitive information about children, adolescents, families, or clinical cases into AI systems. Unauthorized or undisclosed use of AI that violates academic integrity rules may result in appropriate academic consequences.

Week	Date/Day (tentative)	Topics	Textbook/Assignments
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1.	17.09.202 6	Getting to know students, ice breaking and discussing the syllabus and rule of the course given. Foundations & introduction to child psychology: Major developmental theories and milestones; biological, psychological, social and cultural influences on development across childhood.	J. Paris, A. Ricardo, & D. Rymond. (2019). Child Growth And Development. An Open Educational Resources Publication by College of the Canyons. (p. 8-38) Vasta, Miller, Ellis (2001). Child Psychology. USA: John Willey & Sons Child development. Ninth edition. Laura E. Berk 2012 (p. 3-13)
2.	24.09.202 6	Normal development in infancy, late toddlerhood and preschool - Nature versus nurture: the origins of development - Cognitive and linguistic milestones: Social stimulation and interaction - Social-emotional and behavioral milestones: Attachment relationships	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. Chapter A2 -N. G. Guerra, A. A Williamson & B. Lucas-Molina. Normal Development Infancy, Childhood And Adolescence. (p.1-24)
3.	01.10.202 6	The normal development childhood and adolescence - Nature versus nurture: the origins of development - Cognitive and linguistic milestones: Social stimulation and interaction - Social-emotional and behavioral milestones: Attachment relationships	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. Chapter A2 - N. G. Guerra, A. A Williamson & B. Lucas-Molina. The Clinical Assessment Of Infants, Preschoolers And Their Families. (2017 edition). Chapter A4. (p. 24-39)
4.	08.10.202 6	The Clinical Assessment Of Infants, Preschoolers And Their Families - Early Relationships – The Cultural Context - Attachment Theory - Attachment Patterns and Disorders - the clinical and Principles of Assessment - Rating scales and questionnaires - Diagnosis In Infancy And Early Childhood	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. Chapter A2 - N. G. Guerra, A. A Williamson & B. Lucas-Molina. The Clinical Assessment Of Infants, Preschoolers And Their Families. (2017

			edition). Chapter A4. (p. 1-32)
5.	15.10.202 6	Clinical examination of children, adolescents and their families • Parent and Child Interview • Interview with Parents • Mental Status Examination • Psychiatric symptoms and examples for corresponding somatic differential diagnoses Symptom • The Strengths and Difficulties Questionnaire (SDQ)	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. Chapter A5 - T. Lempp, D. de Lange, D. Radeloff & C. Bachmann (p. 1-25)
6.	22.10.202 6	Parenting programs • Theoretical background of parenting programs • Types of parenting programs • Key components • Training of facilitators	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. Chapter A12- D. Haslam, A. Mejia, M. R. Sanders & P. J. de Vries (p. 1-29)
7.	29.10.202 6	Externalising disorders. Non-pharmacologic treatments for attention deficit/hyperactivity disorder (adhd) • Treatment Delivery and Available Treatments Theories about gender role development • Psychosocial treatments	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. Chapter d1.1 – M. Ferrin, E. Sonuga-Barke, D. Daley, M. Danckaerts, S. van der Oord, J. K. Buitelaar (p. 1-23)
8.	05.11.202 6	Midterm Exam	
9.	12.11.202 6	Externalising disorders. Conduct disorders • AETIOLOGY • Risks outside the family • Perspectives on communication	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. Chapter d3. (p.1-24)
10.	19.11.202 6	Oppositional defiant disorder • Diagnosis • Epidemiology • Aetiology & risk factors • Assessment • Treatment	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. K. Quay & A. Stringaris. Chapter d2. (p. 1-14)

11.	26.11.202 6	Developmental disorders. Encopresis • Couple strengths and issues in conflict resolution • Sources of conflict in couples • Approaches to conflict resolution Group Assignment I	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. C5 (p.1-14)
12.	03.12.202 6	Developmental disorders. Enuresis • Definition and classification • Epidemiology • Clinical presentations • Etiology and risk factors • Diagnosis • Treatment	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. A. von Gontard. C4 (p.1-34)
13.	10.12.202 6	Anxiety disorders in children and adolescents nature, development, treatment and prevention • Epidemiology • Age of Onset and Course • Subtypes of Depression • Etiology and Risk Factors • Comorbidity • Diagnosis • Differential Diagnosis	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. R. M Rapee. Chapter O1 (p. 1-39)
14.	17.12.202 6	Suicide and self-harming behaviour. Eating disorders. • Epidemiology • Gender • Culture • Aetiology & Risk Factors • Clinical Features & Diagnosis • Physical Conditions & Psychological Symptoms	JM Rey. (2020). IACAPAP Textbook of Child and Adolescent. International Association for Child and Adolescent Psychiatry and Allied Professions, IACAPAP. R. M Rapee. Chapter H1 (p. 1-38)
15.	24.12.202 6	Presentations	
16.		Final exam	