

Subject Details	Subject Title, code and credit hours	PSYC416, Clinical Psychology, 3KU (6 ECTS)	
	Department	Psychology	
	Program (bachelor’s and master’s degree)	Bachelor	
	Associated Term	Fall 2025	
	Instructor	Zarina Aliyeva	
	E-mail:	mzarinaz@gmail.com	
	Phone	-	
	Lecture room/Schedule	Each Wednesday at Khazar University, Neftchiler Campus	
	Consultations	With an appointment	
Teaching language	English		
Subject type (mandatory/elective)	Mandatory		
Readings	<u>Core Readings:</u>		
	1. Thomas G. Plante. (2005). Contemporary Clinical Psychology. 2nd Edition. John Wiley & Sons, Inc.		
	2. David H. Barlow.(2011). The Oxford Handbook of Clinical Psychology. Oxford University Press.		
	3. Graham Davey, Nick Lake and Adrian Whittington. (2015). Clinical Psychology. New York.		
	4. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders. DSM-5. Fifth Edition. Arlington, VA.		
	5. World Health Organization. (1990). The ICD-10: Classification of Mental and Behavioural Disorders.		
	6. American Psychological Assosiation. (2017). Ethical Principles of Psychologists and Code of Conduct.		
Teaching methods	Lecture	+	
	Group discussions	+	
	Activities	+	
	Analysis of activities	+	
	Other	+	
Assessment and Grading	Components	Deadlines	Percentage (%)
	Midterm exam	Week 8	30
	Essay	Week 13	10 (for each day of delay -1%)
	Being active member of learning community	Continuous	5
	Attendance	Continuous	5 ( for each 2 absences -5%)
	Presentation/Group discussion	Week 15	10
	Final exam	Week 16	40

<b>Course Description</b>	<p>This course provides a comprehensive introduction to the field of Clinical Psychology, exploring its history, theoretical foundations, assessment methods, diagnostic practices, and evidence-based interventions. Students will examine the role of clinical psychologists in various settings, including mental health clinics, hospitals, private practice, and community organizations. Emphasis is placed on understanding psychological disorders as classified in the DSM-5-TR, developing basic clinical skills, and evaluating ethical, cultural, and professional issues relevant to psychological assessment and treatment.</p> <p>Key topics include psychopathology, clinical interviewing, psychological testing, therapeutic techniques (e.g., CBT, psychodynamic, humanistic), and current research trends. The course also addresses multicultural competence and the impact of systemic and social factors on mental health. By the end of the course, students will have a foundational understanding of how clinical psychologists diagnose, treat, and research mental health conditions, preparing them for more advanced studies or applied roles in mental health settings.</p>
<b>Course aims</b>	<ol style="list-style-type: none"> <li>1. <b>Introduce the field of Clinical Psychology</b>, including its history, development, and current roles within the mental health system.</li> <li>2. <b>Familiarize students with major psychological disorders</b> as classified in the DSM-5-TR, including their symptoms, causes, and treatment approaches.</li> <li>3. <b>Develop understanding of clinical assessment techniques</b>, including interviewing, psychological testing, and case formulation.</li> <li>4. <b>Explore major therapeutic approaches</b> used in clinical practice, such as cognitive-behavioral therapy (CBT), psychodynamic therapy, humanistic therapy, and integrative approaches.</li> <li>5. <b>Examine ethical and legal issues</b> in clinical psychology, including confidentiality, informed consent, and professional conduct.</li> <li>6. <b>Promote cultural and contextual awareness</b> in clinical practice, highlighting the importance of diversity, equity, and inclusion.</li> <li>7. <b>Introduce research methods</b> commonly used in clinical psychology, including clinical trials, case studies, and outcome research.</li> <li>8. <b>Encourage critical thinking and reflection</b> on the challenges and future directions of clinical psychology as a science and profession.</li> </ol>
<b>Learning Outcomes</b>	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define clinical psychology and distinguish it from related disciplines.</li> <li>2. Explain the scientist-practitioner and clinical-science models.</li> <li>3. Apply principles of clinical assessment and diagnostic systems.</li> <li>4. Recognize major categories of mental disorders.</li> <li>5. Identify ethical and multicultural issues in clinical psychology.</li> <li>6. Describe the role of clinical psychologists in health, education, and forensic contexts.</li> </ol>

Marking Criteria	<u>Active Participation in Class</u>														
	<table border="0"> <thead> <tr> <th data-bbox="549 244 628 275">Score</th><th data-bbox="1010 244 1121 275">Criteria</th></tr> </thead> <tbody> <tr> <td data-bbox="483 356 655 387">5 (Excellent)</td><td data-bbox="700 295 1417 454">Actively contributes in almost every class. Frequently asks thoughtful questions, shares relevant insights, engages respectfully in discussions, and supports group activities. Always prepared with readings.</td></tr> <tr> <td data-bbox="483 535 604 566">4 (Good)</td><td data-bbox="700 472 1401 631">Regularly contributes in class discussions and group work. Occasionally asks or answers questions. Demonstrates preparation by referring to readings. Participates consistently but not as deeply as top level.</td></tr> <tr> <td data-bbox="483 692 668 768">3 (Satisfactory)</td><td data-bbox="700 647 1394 806">Participates occasionally, mainly when prompted. Shows some preparation but limited engagement with reading. Contributions are correct but lack depth. Present in discussions but not actively shaping them.</td></tr> <tr> <td data-bbox="483 866 608 898">2 (Weak)</td><td data-bbox="700 824 1401 938">Rarely participates, seldom answers or asks questions. Often appears unprepared. Minimal contribution to group tasks.</td></tr> <tr> <td data-bbox="483 978 671 1010">1 (Very Poor)</td><td data-bbox="700 956 1401 1028">Almost never participates. Distracted or disengaged in class. No evidence of preparation.</td></tr> <tr> <td data-bbox="483 1050 675 1126">0 (No Participation)</td><td data-bbox="700 1050 1270 1122">Absent from class or present but completely silent/inactive across the semester.</td></tr> </tbody> </table>	Score	Criteria	5 (Excellent)	Actively contributes in almost every class. Frequently asks thoughtful questions, shares relevant insights, engages respectfully in discussions, and supports group activities. Always prepared with readings.	4 (Good)	Regularly contributes in class discussions and group work. Occasionally asks or answers questions. Demonstrates preparation by referring to readings. Participates consistently but not as deeply as top level.	3 (Satisfactory)	Participates occasionally, mainly when prompted. Shows some preparation but limited engagement with reading. Contributions are correct but lack depth. Present in discussions but not actively shaping them.	2 (Weak)	Rarely participates, seldom answers or asks questions. Often appears unprepared. Minimal contribution to group tasks.	1 (Very Poor)	Almost never participates. Distracted or disengaged in class. No evidence of preparation.	0 (No Participation)	Absent from class or present but completely silent/inactive across the semester.
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	<p><b><u>Essay</u></b></p> <p>Students will be provided with a short case vignette describing a client with symptoms suggestive of either an <b>Affective Disorder (Depression/Bipolar)</b> or an <b>Anxiety Disorder (GAD, Panic, OCD, or Phobia)</b>.</p> <p>In a <b>1,500-2,000 word</b> essay, they should:</p> <ol style="list-style-type: none"> <li><b>Describe the symptoms</b> presented in the case and map them onto diagnostic criteria. <ul style="list-style-type: none"> <li>Compare how the case would be classified in <b>DSM-5-TR</b> vs <b>ICD-10/11</b>.</li> </ul> </li> <li><b>Identify psychosocial, cultural, or contextual factors</b> (family, work, stress, gender roles, societal expectations, etc.) that may contribute to the onset and course of the disorder.</li> <li><b>Discuss differential diagnosis</b> - explain how you would distinguish this disorder from at least one other possible condition.</li> <li><b>Outline an evidence-based assessment plan:</b> <ul style="list-style-type: none"> <li>What type of <b>clinical interview questions</b> would you ask?</li> </ul> </li> </ol>														

- Which **psychological tests or measures** (e.g., personality, intelligence, or behavioral assessment tools) could provide useful information?

**5. Critically reflect on case formulation:**

- How does combining biological, psychological, and social perspectives give a more complete picture of the disorder?

**6. Support your discussion with academic references:**

- At least **two peer-reviewed journal articles**.

**Marking Criteria**

**Coherence:** Clear structure, logical flow between points.

**Argumentation:** Convincing reasoning supported by theory and research.

**Use of diagnostic systems:** Accurate integration of DSM-5-TR vs ICD-10/11.

**Application of assessment methods:** Evidence of linking theory with practical tools.

**Critical thinking:** Consideration of cultural, social, and differential diagnostic issues.

**Evidence & referencing:** Proper use of textbooks and peer-reviewed sources.

**Presentation:** Clarity, grammar, academic style.

*Late submissions: -1% per each day of delay*

*Plagiarism: Zero tolerance (work will be checked).*

**Presentation**

**Task Description:**

Each student must prepare and deliver a **10-minute presentation** on a mental health disorder. The focus should be on **bridging theory with practice** by presenting diagnostic frameworks, example of assessment tools, and cultural/ethical considerations.

**Objectives:**

Apply diagnostic criteria (DSM-5-TR & ICD-10/11) to real or hypothetical cases.

Demonstrate knowledge of clinical assessment methods.

Critically analyze cultural and ethical factors in diagnosis.

Develop skills in academic presentation and clinical communication.

**Requirements**

**Topic Selection**

Each student must select a **unique topic ( list of the topics will be provided in the beginning of semester)**.

Topics must be confirmed by **Week 5**.

**Presentation Structure**

**Introduction:** Brief overview of the disorder or method.

**Diagnostic Criteria:** DSM-5-TR vs ICD-10/11 comparison.

**Assessment:** Which clinical interviews, questionnaires, or tests are relevant.

**Case Example:** A vignette (real or hypothetical) illustrating the disorder/assessment.

**Discussion:** Strengths, limitations, cultural/ethical aspects in diagnosis.

**Conclusion:** Summary + 2–3 questions for class discussion.

#### **Format**

10 minutes + 5 minutes discussion.

PowerPoint/Canva slides with visuals, flowcharts, or tables (e.g., DSM vs ICD side-by-side).

Must include **core textbook references + 1 peer-reviewed article.**

#### **Presentation Marking Criteria**

<b>Criteria</b>	<b>Weight (%)</b>	<b>Description</b>
<b>Content Accuracy</b>	30%	Correct use of DSM-5-TR and ICD-10/11; accurate theoretical and clinical details.
<b>Application &amp; Case Example</b>	20%	Clear illustration of how the diagnosis or assessment applies to a case.
<b>Critical Thinking</b>	20%	Consideration of cultural, ethical, and contextual issues (Azerbaijan + international).
<b>Presentation Skills</b>	15%	Clarity, logical structure, visuals, pacing, time management.
<b>Engagement &amp; Discussion</b>	15%	Quality of questions, ability to engage peers in analysis.

Presentations must be completed **before Week 15.**

Maximum 9 **presentations per session.**

Students must manage scheduling themselves; failure to present on time = **0 for the task.**

Late rescheduled presentations (if approved) will lose **–1% per day.**

Rules (educational policy and behavior)	<b>Attendance:</b> Students must attend at least <b>80%</b> of classes. Any absence must be supported with an appropriate reason. Attendance below 80% will negatively affect the final grade. For every <b>2 absences</b> , 5 % will be deducted from the overall grade.	
	<b>Classroom Behavior:</b> Mobile phones, laptops, and other gadgets may only be used if directly related to the lesson. Respectful communication with peers and the instructor is required at all times.	
	<b>Assignments and Communication:</b> A mailing list will be used to distribute assignments, articles, and additional resources. Students are responsible for checking their email regularly. “Not checking email” will not be accepted as an excuse for late or missing work.	
	<b>Academic Integrity:</b> <b>Plagiarism, cheating, and unethical behavior</b> are strictly prohibited. If plagiarism is detected in one assignment, all of the students’ previous and future work may be subject to additional review. Proper academic referencing is mandatory in all written work.	
	<b>Preparation for Lessons:</b> Students are expected to complete the assigned readings before class. Being prepared is essential for participation in discussions and case analyses.	
	<b>Presentations and Deadlines:</b> Every student must give their presentation <b>before Week 15</b> . No more than <b>5 presentations per class session</b> will be accepted due to time limits. It is the <b>student’s responsibility</b> to schedule and complete their presentation on time. Any presentation after Week 15 will <b>not be accepted</b> .	
	<b>Active Participation:</b> Being an active member of the learning community is part of the grade. Students should contribute to discussions, case analysis, and group work.	
<b>Week</b>	<b>Topic</b>	<b>Reference</b>
1	Introduction: What is Clinical Psychology? Roles, Training Models, Multicultural & Lifespan Perspectives	Graham Davey, Nick Lake and Adrian Whittington.

		(2015). Clinical Psychology. New York. pp. 3-19
2	Ethics in Clinical Psychology	American Psychological Association. (2017). Ethical Principles of Psychologists and Code of Conduct. (all document)
3	Clinical Assessment: Science & Practice	The Oxford Handbook of Clinical Psychology (2011). Oxford University Press. pp. 76-98
4	Clinical Interviewing	Thomas G. Plante. (2005). Contemporary Clinical Psychology. 2nd Edition. John Wiley & Sons, Inc. pp.177-209
5	Psychological Testing & Assessment – (Personality & Cognitive)	Thomas G. Plante. (2005). Contemporary Clinical Psychology. 2nd Edition. John Wiley & Sons, Inc. pp.213-258
6	Diagnostic Systems: DSM-5-TR and ICD-10/11	The Oxford Handbook of Clinical Psychology (2011). Oxford University Press. pp. 256-281
7	Psychotherapeutic interventions	Thomas G. Plante. (2005). Contemporary Clinical Psychology. 2nd Edition. John Wiley & Sons, Inc. pp.263-275
8	<b>Midterm Exam</b>	–
9	Affective Disorders (Depression & Bipolar)	The Oxford Handbook of Clinical Psychology (2011). Oxford University Press. pp. 281-313
10	Anxiety Disorders & OCD	The Oxford Handbook of Clinical Psychology (2011). Oxford University Press. pp. 313-339
11	Personality Disorders	The Oxford Handbook of Clinical Psychology (2011). Oxford University Press. pp. 531-558
12	Trauma and Stress related Disorders	The Oxford Handbook of Clinical Psychology (2011).

		Oxford University Press. pp. 364-392
<b>13</b>	Schizophrenia spectrum	The Oxford Handbook of Clinical Psychology (2011). Oxford University Press. pp. 476-511
<b>14</b>	Child & Adolescent Clinical Psychology	Graham Davey, Nick Lake and Adrian Whittington. (2015). Clinical Psychology. New York. pp. 55-76
<b>15</b>	Integrative and Biopsychosocial Approaches in Contemporary Clinical Psychology	Thomas G. Plante. (2005). Contemporary Clinical Psychology. 2nd Edition. John Wiley & Sons, Inc. pp. 141-171
<b>16</b>	<b>Final Exam</b>	-