

Subject Details	Subject Title, code and credit hours	PSYC416, Clinical Psychology, 3KU, (6AKTS)	
	Department	Psychology	
	Program (bachelor's and master's degree)	Bachelor's	
	Associated Term	Fall 2021/22	
	Instructor	Nilufar Alizada	
	E-mail:	nalizada@khazar.org	
	Phone		
	Lecture room/Schedule	Microsoft teams	
	Consultations	Friday	
Teaching language	English		
Subject type (mandatory/elective)	Mandatory - 6 ECTS		
Readings	<p>Essential Reading :</p> <ol style="list-style-type: none"> 1. Clinical Psychology - © 2015 Graham Davey, Nick Lake and Adrian Whittington <p>Further reading :</p> <ol style="list-style-type: none"> 2. Clinical Psychology. The Study of Personality and Behavior - Published 2017 by Routledge 3. Handbook of the Clinical Psychology of Ageing - Second Edition. Edited by Bob Woods and Linda Clare 		
Teaching methods	Lecture	+	
	Group discussions	+	
	Activities	+	
	Analysis of activities	+	
Assessment and Grading	Components	Deadlines	Percentage (%)
	Mid Term exam	Week 8	35
	Essay	Week 15	10
	Being active member of learning community	During semester	10
	Attendance	During semestr	
	Presentation/Group discussion		10
	Final exam		35
Content	<p>The broad aim of this module is to develop and enhance a critical and self-reflective knowledge of theory and method in the area of Clinical Psychology. The module aims to offer a modern introduction to clinical psychology as it is operating on the ground – delivering clinical interventions, supervision, consultation, leadership, training and research in changing mental health services. Students will be equipped to serve within the profession of clinical psychology by developing the foundational knowledge, skills, attitudes, and behaviors necessary to apply the APA Ethical Principles and Code of Conduct, California law for mental health providers, and federal law (e.g., HIPAA) to their work with individuals, groups, organizations, and systems.</p>		
Learning Outcomes	<p>The intended learning outcomes are that on successful completion of this module the student will be able:</p> <ol style="list-style-type: none"> 1. To interpret and explain the principles and techniques of applied behavior analysis and cognitive-behavioral therapy, in both oral and written form. 2. To demonstrate competence in the use of interventions based on applied behavior analysis and cognitive behavior therapy. 3. To interpret scientific literature, evaluate its significance and understand its contribution to existing knowledge. 		
Indicative contents	<ol style="list-style-type: none"> 1. Have an understanding of the role of different professional groups in treating human distress. Understand the principles underpinning the 'recovery model'. Understand the principles underpinning a bio-psychosocial formulation of distress. Understand what diagnosis and formulation contribute to the care and treatment of people with mental health problems. <p>Have an understanding of how clinical psychologists work with teams and</p>		

	<p>organisations.</p> <p>2. Recognise the features of some common mental health conditions experienced by children and young people. Describe how children access psychological help. Understand the development of emotional distress in children and the psychological factors that contribute. Understand how theory and evidence are used to help children with some of the most common emotional and behavioural difficulties.</p> <p>3. Understand that although someone in the family may be diagnosed with a mental health condition (e.g. depression, OCD, anxiety), in working with families such diagnoses are used as a starting point for exploring the meaning and function of the associated behaviours in the context of the family. Appreciate that there are different approaches to the same mental health difficulties which often work in tandem with one another. Thus the use of medication can work alongside work with families by providing a window of relief or partial relief from symptoms, enabling therapeutic work to take place more easily. Understand that any patterns of behaviours, thoughts or feelings have to be viewed in context in order to be understood. People live in and through a complex web of relationships throughout their lives. The constitutive power of this web to forge and shape identities is fundamental to systemic thinking and therapeutic practice with families. Understand that the processes involved in achieving a collaborative relationship between family and therapist rely on the skills of the therapist to pay attention to the views and beliefs of all family members, especially when they are in conflict with one another.</p>	
Marking Criteria	Essay	<p>Description/definition of stress and how relates to case study, use of quotes from case to illustrate points, identification of psycho-social-cultural or other factors contributing to R's situation, work-life balance, compilation of factors, intertwining situations-life events, strains, coping, social support, effects of increased strain erosion of positive concepts of self e.g. self esteem, brief outline of intervention selected to help R return to work, how will chosen intervention help cope better on return to work.</p> <p>Coherence: The extent to which each statement follows from previous statements</p> <p>Argument: The extent to which there is a convincing line of argument running throughout the work.</p> <p>Evidence: The extent to which claims are supported by relevant and appropriate published research evidence and/or theoretical argument</p> <p>Grammar, spelling and general presentation</p> <p>Work which is late without permission will be penalised by 3 marks per day.</p> <p>If plagiarism is detected in one essay, other essays by the student concerned will be examined very carefully for evidence of the same offence.</p>
Marking Criteria	Presentation	<p>Information: detailed, accurate, relevant; key points highlighted;</p> <p>Structure: rigorously argued, logical, easy to follow;</p> <p>Analysis and Interpretation: extensive evidence of independent thought and critical analysis;</p> <p>Use of relevant and accurate Evidence: key points supported with highly relevant and accurate evidence, critically evaluated;</p> <p>Presentation Skills: clear, lively, imaginative; good use of visual aids (where appropriate);</p> <p>Time Management: perfectly timed, well organised;</p> <p>Group Skills: engages well with group; encourages discussion and responds well to questions.</p> <p>Work which is late without permission will be penalised by 3 marks per day.</p>

No	Date/Day	Topics	Readings/Assignments due
1.		Introduction and Historical Development	1. Clinical Psychology - © 2015 Graham Davey, Nick Lake and Adrian Whittington
2.		Personality and Behavior Theories	
3.		Diagnosis and Personality Assessment	
4.		The Clinical Interview and the Case Study	
5.		Psychological Tests and the Appraisal of Intellectual Functioning	
6.		Personality Appraisal	
7.		Other Diagnostic and Assessment Techniques	
8.		Midterm exam	
9.		Holiday – Flag day	1. Clinical Psychology - © 2015 Graham Davey, Nick Lake and Adrian Whittington
10.		Behavioral Therapies	
11.		Group Psychotherapy, Play Therapy, and Other Therapies	
12.		Working in teams: different professions, different models of care and the role of the clinical psychologist	
13.		Presentations	
14.		Research in Clinical Psychology	
15.		Community Psychology and Mental Health Professional Problems and Development - Clinical psychology: past, present, future	