

<b>Subject Details</b>	Subject Title, code and credit hours	Clinical Psychology, PSYC416, 3 KU (6 AKTS)
	Department	Psychology
	Program (bachelor's and master's degree)	Bachelor's
	Associated Term	Fall 2022
	Instructor	Nilufar Alizada
	E-mail:	nalizada@khazar.org
	Phone	
	Lecture room/Schedule	Offline
	Consultations	Friday, with appointment
<b>Teaching language</b>	English	
<b>Subject type (mandatory/elective)</b>	Mandatory	
<b>Readings</b>	<p><b>Essential Reading :</b></p> <ol style="list-style-type: none"> <li>1. Hooley, J. M., Nock, M. K., &amp; Butcher, J. N. (2020). Abnormal Psychology (18th ed.). Hoboken, NJ: Pearson.</li> </ol> <p><b>Further reading :</b></p> <ol style="list-style-type: none"> <li>2. Clinical Psychology. The Study of Personality and Behavior - Published 2017 by Routledge</li> <li>3. Handbook of the Clinical Psychology of Ageing - Second Edition. Edited by Bob Woods and Linda Clare</li> </ol>	
<b>Course outline</b>	<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>	
<b>Course objectives</b>	<p>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> <p>Have an understanding of how clinical psychologists work with teams and organisations.</p> <p>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>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</p>	

	<p>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>		
<b>Learning Outcomes</b>	<p>This course provides the student with a broad overview of various forms of maladaptive behavior patterns. This includes a focus on assessment, etiology, and treatment of abnormal behavior. Throughout the course, an emphasis will be placed on helping students understand that individuals are neither “normal” nor “abnormal.” Instead, the perspective taken in this course is that all individuals exhibit behaviors, thinking patterns, and emotions that can be placed along a common continuum. Students will be encouraged to think about the various disorders and treatments from a scientific, research-oriented perspective, rather than relying on potentially unreliable sources of information (e.g., popular media and folk psychology). This course is primarily designed to benefit those who plan to continue their education in psychology or in related disciplines. However, this course may also benefit those who desire to know more about abnormal psychology for the purpose of enhancing their own lives and those of others around them.</p>		
<b>Teaching methods</b>	Lecture		+
	Group discussions		+
	Activities		+
	Analysis of activities		+
<b>Assessment and Grading</b>	Components	Deadlines	Percentage (%)
	Mid Term exam	Week 8	30
	Essay	Week 15	10
	Being active member of learning community	During semester	10
	Attendance		5 (2 absences remove 1 %)
	Presentation/Group discussion		10
	Final exam		35

Policy	<p><b>Essay</b>          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.          Coherence: The extent to which each statement follows from previous statements          Argument: The extent to which there is a convincing line of argument running throughout the work.          Evidence: The extent to which claims are supported by relevant and appropriate published research evidence and/or theoretical argument          Grammar, spelling and general presentation  <b>Work which is late without permission will be penalised by 3 marks per day. If plagiarism is detected in one essay, other essays by the student concerned will be examined very carefully for evidence of the same offence.</b>  <b>Presentation</b>          Information: detailed, accurate, relevant; key points highlighted;          Structure: rigorously argued, logical, easy to follow;          Analysis and Interpretation: extensive evidence of independent thought and critical analysis;          Use of relevant and accurate Evidence: key points supported with highly relevant and accurate evidence, critically evaluated;          Presentation Skills: clear, lively, imaginative; good use of visual aids (where appropriate);          Time Management: perfectly timed, well organised;          Group Skills: engages well with group; encourages discussion and responds well to questions.  <b>Work which is late without permission will be penalised by 3 marks per day.</b></p>	
	Week	Topics
1.	Introduction and Historical Development	1. Hooley, J. M., Nock, M. K., & Butcher, J. N. (2020). Abnormal Psychology (18th ed.). Hoboken, NJ: Pearson.
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. Hooley, J. M., Nock, M. K., & Butcher, J. N.

10.	Behavioral Therapies	(2020). Abnormal Psychology (18th ed.). Hoboken, NJ: Pearson.
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	
16.	Professional Problems and Development - Clinical psychology: past, present, future	