

General information	Subject Title, code and credit hours	CPSY 530, Clinical psychology, 3KU (6 AKTS)	
	Department	Psychology	
	Program (bachelor's and master's degree)	Master	
	Associated Term	Fall 2024	
	Instructor	Aliyeva Gulshan Aliesker	
	E-mail:	gulshen.kovser@gmail.com	
	Phone	-	
	Lecture room/Schedule	Nefitshilar campus	
	Consultations	After classes	
Prerequisites	<p>The subjects that contain the knowledge, skills and abilities necessary to master the subject studied in the unit are: General Psychology, Social Psychology, Psychotherapy and psychiatry The information gathered and the skills formed during the course are as follows:</p> <ol style="list-style-type: none"> 1. The student acquires knowledge and skills in the field of clinical psychology; 2. Acquired theoretical knowledge covers the psychological aspects of development, the mental health aspects of the children and adolescent, and the student learns to apply this knowledge from a theoretical and practical aspect; 3. The student learns measurement and evaluation in clinical psychology 		
Language	English		
Course	Mandatory		
References and sources	<ul style="list-style-type: none"> • Alan Carr “Child and adolescent clinical Psychology”. 3rd edition New York, 2016 • Ann Kring, Sheri Johnson, G.Davison “Abnormal psychology”, USA, C.Willey Publication, 2012. 		
Teaching methods	Lecture	+	
	Group discussion	+	
	Classroom activity	+	
	Cases analyzing	+	
Assessment		Date	Perc. (%)
	Midterm exam	Week 8	30%
	Participation	During semester	10%
	Individual work	During semester	15%
	Final exam	January	35%
	Attendance	During semester	10%
	Total		100%
Participation	To be prepared to classes, be active during class, ask questions about the topic in discussions and make logical comments according to the topic. At this time, it is important to respect the opinions of other group members, not to divide their words, listen carefully, ask questions and make comments.		
Individual work and presentation	Presentations should be consistent with interactive learning methods and should be research-based. During the presentation, details such as conveying information, the content of the presentation, the organization of the presentation, capturing the audience, referring to recent literature will be taken into consideration. Presentations can be presented as individual work.		
Course description	Each of the topics on specific clinical problems, case examples are given at the outset. These are followed in most instances by a consideration of diagnosis, classification, epidemiology and clinical features. Reference is made to the European and North American classification systems that are most widely used.		

	<p>These are the tenth edition of the World Health Organization’s International Classification of Diseases (ICD-10: World Health Organization, 1992, 1996) and the fourth edition of the American Psychiatric Association’s <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM IV: American Psychiatric Association 1994). These systems are widely used and, in my view, developing a familiarity with them and their shortcomings is an important part of training in clinical psychology. Theoretical explanations are considered after diagnosis and classification. Reference is made to available evidence and its bearing on various theoretical positions. Summaries are given at the end of each chapter along with exercises to help postgraduate students develop their formulation and case-planning skills on the one hand and their interviewing and consultation skills on the other.</p>															
Course objective	<p>This course will also briefly discuss clinical explanation of the development. During the course, the psychological aspects of diagnosis, the methods and methodologies used in the therapy and research process, the ethics and moral norms regulating the activity of a psychologist, as well as the special requirements for clinical activity will be familiarized in detail.</p>															
Outcomes of the course	<ol style="list-style-type: none"> 1. Understand and identify the normal development of the childhood and adolescent period 2. Better understand the classification, epidemiology and treatment effectiveness. 3. Increase awareness of problems about infancy and childhood; learning and communication difficulties. 4. Explain the problems of middle childhood. 5. Discuss the problems of adolescence; . drug abuse, mood problems. 6. Better understand the children’s major life transitions (family separation, divorce, grief) and problematic behavior. 															
Rules and policy	<p>Rules:</p> <ol style="list-style-type: none"> 1. Each lesson requires a creative approach and activity. 2. During the lesson, it is forbidden to disrupt the lesson process, make unethical actions, conduct inappropriate and unauthorized discussions, use a mobile phone, listening device and radio, and engage in other activities not related to that lesson. 3. Attendance. 4. Participation of students in all classes is important. If the student is unable to attend classes due to certain reasons (illness, family situation, etc.), then he should inform the dean of the faculty about this. A student who does not attend more than 25% of the total hours of study in the subject is not allowed to take the exam. 5. Lateness to class and other class violations. 															
Marking criteria	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center;">Clinical psychology course grading criteria and rubric</td> </tr> <tr> <td colspan="3" style="text-align: center;">Individual work grading category and criteria</td> </tr> <tr> <td></td> <td style="text-align: center;">Grading Criteria</td> <td style="text-align: center;">Total Points</td> </tr> <tr> <td style="text-align: center;">Organization</td> <td>The presentation is appropriate for the topic and audience. The information is presented in a logical sequence. References are included</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Content</td> <td>Introduction is attention-getting, lays out the problem very well, and establishes a framework for the rest of the presentation. Presentation contains accurate</td> <td></td> </tr> </table>	Clinical psychology course grading criteria and rubric			Individual work grading category and criteria				Grading Criteria	Total Points	Organization	The presentation is appropriate for the topic and audience. The information is presented in a logical sequence. References are included	5	Content	Introduction is attention-getting, lays out the problem very well, and establishes a framework for the rest of the presentation. Presentation contains accurate	
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	<p>information. Material included is relevant to the overall purpose of the presentation. There is an obvious conclusion summarizing the research. Presenters maintain appropriate eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Presenter uses a clear, audible voice. Good language skills and pronunciation are used. Visual aids are well prepared, informative, effective, and not distracting. Length of presentation is within the assigned time limits. Information was well communicated.</p> <p style="text-align: right;">5</p> <p style="text-align: right;">5</p> <p style="text-align: right;">Total Points 15</p> <p>Due dates for the presentations are: the last week of December 2024.</p> <p>Class participation: Students are expected to come to class prepared to participate in discussions based on the readings and other course materials. <u>10 points</u> of your final grade will be determined by appropriate class participation.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">Class participation grading criteria Criteria</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">9-10</td> <td> <p>Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to class discussions.</p> <p>Offers analysis, synthesis, and evaluation of readings and class discussions; an example would be putting together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing class discussion: when providing analysis stays focused on the topic, responds in a very ethical and thoughtful way to other students' comments, contributes to the cooperative argument-building process, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate to the local context. Demonstrates ongoing very active involvement.</p> </td> </tr> <tr> <td style="vertical-align: top;">7-8</td> <td> <p>Good preparation is demonstrated: knows reading facts very well, has thought through implications of them. Offers interpretations and analysis of readings an class discussions (more than just facts) to class. Contributes well to discussion in an ongoing way: provides the responses to other students' points, analyses own points, questions others in an ethical & constructive way, offers and supports suggestions that may be counter to the majority's opinion. Demonstrates consistent ongoing</p> </td> </tr> </tbody> </table>	Grade	Class participation grading criteria Criteria	9-10	<p>Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to class discussions.</p> <p>Offers analysis, synthesis, and evaluation of readings and class discussions; an example would be putting together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing class discussion: when providing analysis stays focused on the topic, responds in a very ethical and thoughtful way to other students' comments, contributes to the cooperative argument-building process, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate to the local context. Demonstrates ongoing very active involvement.</p>	7-8	<p>Good preparation is demonstrated: knows reading facts very well, has thought through implications of them. Offers interpretations and analysis of readings an class discussions (more than just facts) to class. Contributes well to discussion in an ongoing way: provides the responses to other students' points, analyses own points, questions others in an ethical & constructive way, offers and supports suggestions that may be counter to the majority's opinion. Demonstrates consistent ongoing</p>
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	<p>involvement.</p> <p>5-6 Demonstrates adequate level of preparation: knows basic reading & class discussion facts, but doesn't show evidence of trying to interpret or analyze them. The information provided is straightforward (e.g. from reading or lecture). Demonstrates moderate degree of contribution without being called on.</p> <p>1 - 4 Present, not disruptive.</p> <p>0 Absent most of the time or presence is disruptive (late for classes most of the time, leave the classroom for more than once during the class, uses phones and other devices for other than class related purposes, breaks agreed class participation related rules)</p>
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Week	Topic	Textbook
1.	Introduction. Normal development. Influences on problem development	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 2-64
2.	Classification, epidemiology and treatment effectiveness.	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 64-87
3.	Problem of infancy and early childhood. Sleep problems and toileting problems.	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 170-229
4.	Problem of infancy and early childhood. Learning and communication difficulties	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 229-288
5.	Problem of infancy and early childhood. Autism and development disorders.	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 288-312
6.	Problems of middle childhood. Conduct problems. Attention and hyperactivity problem.	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 313-401
7.	Problems of middle childhood. Fear and anxiety problem	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 401-466
8.	Midterm exam	

9.	Problems in adolescence. Mood problems. Drug abuse	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 571-668
10.	Problems in adolescence. Mood problems. Anorexia and bulimia nervosa	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 668-699
11.	Problems in adolescence. Schizophrenia	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 699-742
12.	Child abuse. Emotional and physical abuse. Sexual abuse	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 743-847
13.	Adjustment to major life transitions. Separation and divorce. Grief and bereavement	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 848-900
14.	Report writing. Reflection session	Alan Carr "Child and adolescent clinical Psychology". 3rd edition New York,2016 Pp. 141-170
15.	Final Exam	