

DISCIPLINE SHEET

1. Program data

| | |
|-----------------------------|--------------------------------------|
| 1.1 Educational institution | Babeş-Bolyai University, Cluj-Napoca |
| superior | Psychology and Education Sciences |
| 1.2 Faculty | Department of Applied Psychology |
| 1.3 Department | Psychology |
| 1.4 Field of study | Master |
| 1.5 Cycle of studies | Master in Clinical Psychology |

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|----------------------------------|--|--------------|---|------------------------|---|-----------------------|----|
| 2.1 Name of discipline | Clinical psychology and individual and group psychotherapies | | | | | | |
| 2.2 Holder of course activities | Assoc. Prof. Bernath Anna Emese | | | | | | |
| 2.3 Holder of seminar activities | Assoc. Prof. Bernath Anna Emese | | | | | | |
| 2.4 Year of study | 1 | 2.5 Semester | 1 | 2.6 Type of assessment | E | 2.7 Discipline regime | DA |

1. Estimated total time (hours per semester of teaching activities)

| | | | | | |
|--|-----|----------------------|----|------------------------|-------|
| 3.1 Number of hours per week | 4 | Of which: 3.2 Course | 2 | 3.3 Seminar/laboratory | 2 |
| 3.4 Total hours from curriculum | 56 | Of which: 3.5 Course | 28 | 3.6 Seminar/laboratory | 28 |
| Time Fund Distribution: | | | | | hours |
| Textbook study, course support, bibliography and notes | | | | | 70 |
| Additional documentation in the library, on specialized electronic platforms and field study | | | | | 30 |
| Preparation of seminars/laboratories, themes, papers, portfolios and essays | | | | | 35 |
| Tutoring | | | | | 3 |
| Examination | | | | | 2 |
| Other activities: e.g. participation in studies | | | | | - |
| 3.7 Total self-study hours | 140 | | | | |
| 3.8 Total hours per semester | 196 | | | | |
| 3.9 Number of credits | 8 | | | | |

1. Preconditions (where applicable)

| | |
|-------------------|--------------------------|
| 4.1. Curriculum | <input type="checkbox"/> |
| 4.2. Competencies | <input type="checkbox"/> |

1. Conditions (where applicable)

| | |
|------------------------|---|
| 5.1 Course | • Multimedia systems (PC/laptop, video projector) |
| 5.2 Seminar/laboratory | • Multimedia systems (PC/laptop, video projector), Microsoft Teams platform |

1. Specific skills acquired

| | |
|---------------------|--|
| Professional skills | <ul style="list-style-type: none"> • Understanding and applying the principles of scientifically validated interventions in the field of clinical psychology / psychotherapy • Advanced diagnostic and clinical evaluation skills • Efficient implementation of the stages of the clinical / psychotherapeutic approach • Understanding the etiopathogenetic mechanisms of mental disorders • Knowledge of training standards in the clinical field • Advanced skills in establishing and maintaining therapeutic relationships and managing difficult cases • Ability to customize clinical/psychotherapeutic intervention to patient characteristics • Skills in carrying out case conceptualization • Self emotional regulation skills |
| Transversal skills | <ul style="list-style-type: none"> • Critical analysis of literature • Ability to make analogies and transfer knowledge • Development and implementation of research approaches • Cultivating interest in continuous personal and professional development |

2. The objectives of the discipline (based on the grid of accumulated competences)

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|---|---|
| 7.1 General objective of the discipline | Transmission of knowledge and formation of skills for implementing scientifically validated clinical psychology and psychotherapy approaches. |
| 7.2 Specific objectives | <ul style="list-style-type: none"> • Presentation of the principles of scientifically validated intervention in the field of psychotherapy • Presentation of the main theoretical approaches in psychotherapy • Training of advanced diagnostic and clinical evaluation skills • Formation of capacity for efficient implementation of the stages of clinical / psychotherapeutic approach • Developing self-knowledge by understanding mindfulness skills • Development of emotional regulation capacities |

2. Content

| 8.1 Course | Teaching Methods | Comments |
|---|---|----------|
| CBT as the Integrative Psychotherapy. Multiple cognitive-behavioral approaches in psychotherapy – multimodal therapy. | Presentation, discussions, video session reviews, case analyses | |
| Multiple approaches in psychotherapy – reality and choice therapy and new evidence based trends. | Presentation, discussions, video therapy reviews, case analyses | |
| Multiple cognitive-behavioral approaches in psychotherapy – cognitive therapy | Presentation, discussions, videos, case analyses | |
| ACT. Acceptance and commitment therapy – principles. Cognitive diffusion and mindfulness. | Presentation, discussions, videos, case analyses | |
| Self-help Cognitive therapies. | Presentation, discussions | |

| | | |
|--|--|--|
| Implementing hypnotherapy techniques. Principles, basic techniques, evidence base approach. | Presentation, discussions, videos, case analyses | |
| Humanistic approach therapies. Building client therapist relation. | Presentation, discussions, video therapy sessions, case analyses | |
| Mindfulness-Based Cognitive Therapy (MBCT) Mindfulness and meditation techniques. Evidences from neuroimaging. | Presentation, discussions, videos, case analyses | |
| Approaches in group psychotherapy –the cognitive-behavioral paradigm | Presentation, discussions, videos, case analyses | |
| Approaches in group psychotherapy – the interpersonal and integrative paradigm. | Presentation, discussions, videos, case analyses | |
| Emotion-focused therapy in couples and groups. Focus groups. | Presentation, discussions, videos, case analyses | |
| Integrative therapy for groups and couples | Presentation, discussions, videos, case analyses | |
| Virtual reality exposure therapy for individuals and groups | Presentation, discussions, videos, case analyses | |
| Rising trends in cognitive behavioral therapy. An interdisciplinary approach. | Presentation, discussions, videos, case analyses | |

Bibliography

- APA (2000/2003 ediția în limba română). Manual de diagnostic și statistică a tulburărilor mentale. Ediția actualizată (DMS-IV-TR). Asociația Psihiatrilor Liberi din România: București 2003.
- Beck, J.S. (2002): *Kognitív terápia: kezdőknek és haladóknak*. Budapest. Magyar Viselkedéstudományi és Kognitív Terápiás Egyesület.
- Corez, G. (2004). *Theory and Practice of Counseling and Psychotherapy*. New York: Wadsworth Publishing.
- David, D. (2012). *Psihologie clinică și psihoterapie. Fundamente*. Iași: Polirom.
- David, D. (2012). *Tratat de psihoterapie cognitivă și comportamentale*. Iași: Polirom.
- Didonna, F. (Ed.). (2009). *Clinical Handbook of Mindfulness*. New York: Springer.
- Bieling, P.J., McCabe, R.E., Antony, M.M. (2006). *Cognitive-behavioral therapy in groups*. New York: Guilford Press.

Optional:

- Gurman, A. (2008). *Clinical handbook of couple therapy*. Guilford Press, New York.
- Walsh, R., & Shapiro, S. L. (2006). The meeting of meditative disciplines and western psychology: A mutually enriching dialogue. *American Psychologist*, 61(3), 227-239.
- Williams, M., Teasdale, J., Segal, Z., & Kabat-Zinn, J. (2007). *The mindful way through depression: Freeing yourself from chronic unhappiness*. New York: Guilford Press.

Links

- <http://www.surgeongeneral.gov/library/mentalhealth/home.html>
- <http://www.nice.org.uk/>
- <http://www.nimh.nih.gov/index.shtml>
- <http://www.clinicalpsychology.ro/>
- <http://jcbp.psychotherapy.ro/>
- <http://www.psychotherapy.ro/>
- <http://www.mindfulness.org>

| 8.2 Seminar/laboratory | Teaching methods | Remarks |
|--|--|---------|
| Acceptance therapy - exercises | Discussion , video therapy sessions, case analysis | |
| Alternative cognitive-behavioral approaches - supervised exercises | Discussion, video therapy sessions, case analysis | |

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| Alternative approaches in psychotherapy – case studies | Discussion, video therapy sessions, case analysis, guided exercises | |
| Cognitive diffusion strategies – practical applications | Discussion, video therapy sessions, case analysis, guided exercises | |
| Mindfulness strategies – practical applications, | Discussion, video therapy sessions, case analysis, guided exercises | |
| Relaxation techniques and hypnosis - practical applications | Discussion, video therapy sessions, case analysis | |
| Dealing with chronic illness. Recovery-Oriented Cognitive Therapy– case analysis | Discussion, video therapy sessions, case analysis | |
| Group focus therapy (e.g. AA, AN) – strategies and applications | Discussion, video therapy sessions | |
| Group cognitive-behavioral therapy – exercises and case studies | Discussion, video therapy sessions, case analysis, guided exercises | |
| Cognitive-behavioral couple therapy, exercises and case studies | Discussion, video therapy sessions, case analysis, guided exercises | |
| Emotion-focused couple therapy - guided exercises, case study | Discussion, video therapy sessions, case analysis, guided exercises | |
| Practicing skills and techniques and stabilizing them in practice | exercises and case analysis | |
| Practicing skills and techniques and stabilizing them in practice | exercises and case analysis | |
| Practicing skills and techniques and stabilizing them in practice | exercises and case analysis | |
| <p>Bibliography</p> <p>APA (2000/2003 ediția în limba română). <i>Manual de diagnostic și statistică a tulburărilor mentale. Ediția actualizată (DMS-IV-TR)</i>. Asociația Psihiatrilor Liberi din România: București 2003.</p> <p>Beck, J.S. (2002): <i>Kognitív terápia: kezdőknek és haladóknak</i>. Budapest. Magyar Viselkedéstudományi és Kognitív Terápiás Egyesület.</p> <p>David, D. (2012). <i>Psihologie clinică și psihoterapie. Fundamente</i>. Iași: Polirom.</p> <p>David, D. (2012). <i>Tratat de psihoterapie cognitive și comportamentale</i>. Iași: Polirom.</p> <p>Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2002). <i>Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse</i>. New York: Guilford Press.</p> <p>Didonna, F. (Ed.). (2009). <i>Clinical Handbook of Mindfulness</i>. New York: Springer.</p> <p>OPTIONAL:</p> <p>Walsh, R., & Shapiro, S. L. (2006). <i>The meeting of meditative disciplines and western psychology: A mutually enriching dialogue</i>. <i>American Psychologist</i>, 61(3), 227-239.</p> | | |

Williams, M., Teasdale, J., Segal, Z., & Kabat-Zinn, J. (2007). The mindful way through depression: Freeing yourself from chronic unhappiness. New York: Guilford Press.

Hayes, S. C., Follette, V. M., & Linehan, M. M. (Eds.). (2004). Mindfulness and acceptance: Expanding the cognitive-behavioral tradition. New York: Guilford Press

3. Corroborating the contents of the discipline with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the program

The contents taught and the competences targeted are in accordance with the standards of good practice at national and international level in the field of scientifically validated psychological interventions and correspond to the training norms in the field of clinical psychology, counseling and psychotherapy requested by the College Romanian Psychologist.

3. Assessment

| 3. Type of activity | 10.1 Assessment criteria | 10.2 Assessment methods | 10.3 Share of Endnote |
|-------------------------|-------------------------------------|--------------------------|-----------------------|
| 10.4 Course | 10.1 Assessment criteria | Examination | 50% |
| | Knowledge of the course content | | |
| 10.5 Seminar/laboratory | Browsing the mandatory bibliography | Portfolio (case studies) | 50% |
| | Knowledge of the seminar content | | |
| | Browsing the mandatory bibliography | | |

10.6 Minimum Performance Standard

If in point 10.4 the student does not obtain a passing grade (5.00), then the exam is considered as not passed, even if the student fulfilled the tasks stipulated in the activities listed in point 10.5. Attendance at classes is 85% mandatory, otherwise the full-time student cannot attend the exam. Excused and unexcused absences from seminar activities and/or practical work may not exceed 15% of the total provided (3 out of 14). The delivery and presentation of the paper(s) are mandatory as a precondition for presentation at the exam. Any plagiarized, copied, identical work, as well as any inspiration, collaboration, copying is considered fraud, in which case the person(s) in question will be sanctioned with a grade of 1.00 (one). Exam fraud is sanctioned with expulsion from studies. Students who enroll in sessions subsequent to the normal session (in open session, arrears, liquidation) must go through and satisfy all the requirements stipulated in the respective semester (attendance at the various activities, partial exams, homework, projects, etc.)

Date of completion Signature of course holder
25.04. 2024 Assoc. Prof. Bernáth (Vincze) Anna

Signature of seminar holder
Assoc. Prof. Dr. Bernáth (Vincze) Anna Emese..



Date of approval in the department

Signature of the department director

Assoc. Prof. Kotta Ibolya