



CD 8.5.1 DISCIPLINE CURRICULUM

Edition:

06

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FACULTY OF MEDICINE

STUDY PROGRAM 0912.1 MEDICINE

CHAIR OF MANAGEMENT AND PSYCHOLOGY

APPROVED

at the meeting of the Commission for Quality
Assurance and Evaluation of the Curriculum
Faculty of Medicine
Minutes No.____ of _____
Chairman PhDH in medicine, associate
professor.
Suman Serghei_____

APPROVED

at the Council meeting of the Faculty of
Medicine
Minutes No.____ of _____
Dean of Faculty PhD in medicine, associate
professor.
Mircea Betiu_____

APPROVED

at the meeting of the chair Management and Psychology
Minutes No.11 of 14.02.2018
Head of chair, PhDH in medicine, univ. professor
Larisa Spinei_____

SYLLABUS

DISCIPLINE CLINICAL PSYCHOLOGY

Integrated studies

Type of course: **optional**

Chişinău, 2018



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I. INTRODUCTION

- **General presentation of the discipline: place and role of the discipline in the formation of the specific competences of the professional / specialty training program**

The importance and usefulness of the *Clinical Psychology* course for the medical students is because it will offer new insights into the patient, his illness, suffering and subjective experiences regarding his life. *Clinical psychology* is a set of knowledge and skills, aimed at helping people with medical and behavioural problems to achieve a more satisfactory personal adaptation, with better opportunities to express their own ego. It is a field of professional activity, which is oriented towards the optimization, activation of man's mental resources and his possibilities of adaptation, harmonization of mental development, health care, confrontation of suffering and mental rehabilitation.

Clinical psychology refers to the understanding of the case of the patient experiencing the disease, his temper, his history/past, his present and even his future - all of these tinting the diagnosis and leading to the establishment of an individualized and effective treatment. Another important aspect is that clinical psychology investigates the individual (particularity), the uniqueness of the individual in the disease.

The *Clinical Psychology* course aims to inform the future physicians about the personality of the sick man, his attitude towards the illness, the feelings he experiences, and to motivate the future physicians to develop/form visions, psychological skills for a positive and effective interaction with the afflicted persons, their family and relatives - for the therapeutic action to be of the utmost use.

Mission (aim) of the curriculum in professional training

To provide students with knowledge on the basic concepts of clinical psychology, as well as developing skills of understanding the sick people, the modalities/pathways of sickening, as well as those of psychotherapeutic recovery.

- **Language (s) of the course:** English;
- **Beneficiaries:** Third year students, Medicine 2 Faculty.

II. MANAGEMENT OF THE DISCIPLINE

Code of discipline		S.05.A.046	
Name of the discipline		Clinical Psychology	
Person(s) in charge of the discipline		PhD, associate professor N. Daniliuc	
Year	III	Semester	6
Total number of hours, including: 30			
Lectures	20	Practical/laboratory hours	-
Seminars	-	Self-training	10
Form of assessment	C	Number of credits	1

III. TRAINING AIMS WITHIN THE DISCIPLINE

At the end of the discipline study the student will be able to:

Know:

- the conceptual foundations of clinical psychology;
- the ethical norms of the profession of physician and clinician psychologist;
- the practical application domains of clinical psychology;
- the causes and consequences of mental diseases;
- the explanatory theories of different mental diseases;



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- the effective treatment methods for patients with mental health problems.

Apply:

- theoretical knowledge in his/her activity as a physician;
- the criteria for assessing and diagnosing the mental state the patient has/is living with;
- the principles of approaching the mental patient and his/her family;
- an individualized attitude for each patient;
- methods of stimulating and developing clinical and psychological thinking;
- responsibility and dedication in his/her medical activity.

Integrate:

- the psychological and psychopathological knowledge obtained in his/her professional activity;
- the theoretical and practical approaches in various domains of psychology with medicine;
- new ways of moral, psychological support of different types of patients;
- the knowledge gained in providing patients with help in existential impasse situations;
- various knowledge in applicative medicine domains, which have connection with clinical psychology.

IV. PROVISIONAL TERMS AND CONDITIONS

Student of the third year requires the following:

- knowledge of the language of instruction;
- confirmed competences at previous disciplines as: behavioral sciences, medical psychology, neurology.
- digital competences (use of the Internet, document processing and presentations);
- ability to communicate, teamwork, play certain role plays determined by topics discussed at the seminar;
- qualities - tolerance, compassion, independence, autonomy, good listener.

V. THEMES AND ESTIMATE ALLOCATION OF HOURS

Lectures, practical hours/ laboratory hours/seminars and self-training

No. d/o	THEME	Number of hours	
		Lectures	Self-training
1.	Clinical psychology. Delimitation of the research domain. Objectives. The relationship of clinical psychology with other courses. Status and functions of the psychologist in the clinic.	2	1
2.	Personality - bio-psycho-socio-cultural being. Definition and general characterization. Typologies and personality disorders. Classification of mental disorders according to DSM-5.	2	1
3.	Psychological diagnosis and clinical evaluation. The clinical interview. The investigated psychological components during the clinical interview. Facilitating rules of clinical diagnosis and assessment. Limits of psychodiagnostics and clinical evaluation.	2	1
4.	Psychological intervention. Psychological counseling and psychotherapy. Components of the psychotherapeutic act. Components of a psychological counseling session. The overview of types of psychotherapy. Limits of psychotherapeutic intervention	2	1
5.	Anxiety disorders: types and general characterization. The empirically validated therapies for anxiety disorders.	2	1



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No. d/o	THEME	Number of hours	
		Lectures	Self-training
6.	Depressive disorders. Debut and etiology. Theories of depression. The empirically validated therapies for depressive disorders.	2	1
7.	Addiction disorders: behavioral addiction, substance addiction. Description of the addiction causes. The empirically validated therapies for addiction disorders. Psychophylaxis of addiction disorders.	2	1
8.	Suicide. Definition. Causes, consequences and prevention methods. Suicide in children, adolescents and the elderly.	2	1
9.	Psychophylaxis and psychohygiene in everyday life. Promoting and maintaining a healthy lifestyle. The culture of mental health. The psychoprophylaxis and psychogenic methods application.	2	1
10	Assessment of students' knowledge (Frontal test)	2	1
Totally		20	10

VI. REFERENCE OBJECTIVES OF CONTENT UNITS

Objectives	Content units
Subject 1. Clinical psychology. Delimitation of the research domain.	
<ul style="list-style-type: none"> to define the basic concepts of clinical psychology to know the objectives of clinical psychology to know the methods of research in clinical psychology to become aware of the implications of various scientific domains in the knowledge of clinical psychology to know the functions/attribution of the clinical psychologist 	Fundamental concepts of clinical psychology. Objectives of clinical psychology. Methods of research in clinical psychology. Functions and rights of the clinician psychologist. The relationship of clinical psychology with other domains.
Subject 2. Personality - bio-psycho-socio-cultural being. Typologies and personality disorders.	
<ul style="list-style-type: none"> to define the notion of personality to know the factors that contribute to the formation of personality to know personality typologies. to describe the basic components of DSM - 5. to be familiar with the classification of mental disorders according to DSM - 5 	Personality - bio-psycho-socio-cultural being. Definition and general characterization. Typologies and personality disorders. Description of DSM-5. Classification of mental disorders according to DSM-5.
Themes 3-4. Psychological diagnosis and clinical evaluation. Psychological intervention.	
<ul style="list-style-type: none"> to define the basic components of clinical interview. to know the rules of clinical diagnosis and assessment to demonstrate abilities to analyze and systematize knowledge of psychodiagnostics and clinical 	The clinical interview. The investigated psychological components during the clinical interview. Facilitating rules of clinical diagnosis and assessment. Limits of psychodiagnostics and clinical evaluation. Psychological counseling and psychotherapy.



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evaluation

- to apply the criteria for differentiation between main types of psychotherapy
- to integrate knowledge about psychotherapeutic intervention

Components of the psychotherapeutic act.
 Components of a psychological counseling session.
 The overview of types of psychotherapy.
 Limits of psychotherapeutic intervention

Subject 5. Anxiety disorders: types and general characterization. The empirically validated therapies for anxiety disorders.

- to define the notion of anxiety
- to know the types of anxiety disorders
- to understand the specifics of each anxiety disorder
- to make connections between the medical and psychological information about anxiety disorders
- to know how to interact effectively with patients who have anxiety disorders
- to know which psychotherapeutic techniques are most effective for these types of patients

Definition of anxiety.
 General characterization.
 Classification of anxiety disorders and their characterization.
 Effective communication strategies with anxious patients.
 The empirically validated therapies for anxiety disorders.

Subject 6. Depressive disorders. Onset and aetiology. Theories of depression. The empirically validated therapies for depressive disorders.

- to define the notion of depression
- to know the distinctive signs for depression
- to be aware of the consequences of depression on the patient and his/her social life
- to know the types of depressive disorders
- to know the most effective treatment methods for patients with depressive disorders

Definition of depression.
 General characterization: causes, consequences, etc.
 Classification of depressive disorders.
 Explanatory theories of depression.
 Effective psychotherapeutic treatment methods for depressed patients.

Subject 7. Addiction disorders description

- to know the main types of addiction.
- to demonstrate abilities to analyze and systematize knowledge about main causes of addiction.
- to apply knowledge about validated therapies for addiction disorders.
- to integrate knowledge about promoting a healthy lifestyle in everyday life.

Addiction disorders: behavioral addiction, substance addiction.
 The addiction causes description.
 The empirically validated therapies for addiction disorders.
 Psychophylaxis of addiction disorders.

Subject 8. Suicide. Definition. Causes, consequences and prevention methods. Suicide in children, adolescents and the elderly.

- to define the notion of suicide, suicide attempts
- to know and recognize the distinctive signs for suicide attempts
- to be aware of the consequences of suicide attempts
- to know the types of suicide
- to know effective strategies to work with such patients/people
- to know the most effective methods of treatment.

Definition of suicide.
 General characterization of the given phenomenon.
 Causes and consequences of the suicide attempts and suicide for the: individual, family etc.
 Classification of suicide.
 Explanatory theories of suicide.



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Subject 9. Psychophylaxis and psychohygiene in everyday life.

<ul style="list-style-type: none"> to define the notion of psychophylaxis and psychohygiene. to be aware of psychoprophylaxis and psychogenic methods application. to promote and maintain a healthy lifestyle. to integrate knowledge about culture of mental health. 	<p>Psychophylaxis and psychohygiene in everyday life.</p> <p>Promoting and maintaining a healthy lifestyle. The culture of mental health.</p> <p>The psychoprophylaxis and psychogenic methods application.</p>
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VII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY OUTCOMES

Professional (specific) (SC) competences

SC1. Identification and use of concepts, principles of clinical psychology in professional activities.

SC2. Solid knowledge, understanding and operating the basic theoretical knowledge of clinical psychology.

SC3. Solid knowledge and practical application of psychological knowledge in relation to the patient, considering the psychological, emotional status and the specifics of the patient's pathology.

Transversal competences (TC)

TC1. The manifestation of a responsible attitude towards the scientific and didactic domain, for the optimal and creative valorisation of one's own potential, as well as observance of the principles and norms of professional ethics;

TC2. Ensuring the effective development and effective engagement in team activities.

TC3. Identifying opportunities for continuous training and efficient use of resources and learning techniques for one's own development.

✓ Study outcomes

Note. Study outcomes (are deduced from the professional competencies and formative valences of the informational content of the discipline).

At the end of the course Clinical Psychology the student will be able to:

- know the specificity of the activity and responsibilities of the clinician psychologist;
- know different criteria for classification of personality types;
- identify the main features of patients with depressive, anxiety disorders, etc.
- know the most optimal solutions for medical and psychotherapeutic treatment;
- apply the methods of psychological knowledge of people in professional activity;
- apply different ways of psychological and moral support of different types of patients.

VIII. STUDENT'S SELF-TRAINING

No.	Expected product	Implementation strategies	Assessment criteria	Implementation terms
1.	Working with books and CIT	Systematical work in the library and media. The current electronic sources exploring on the subject	1. The quality of judgments, logical thinking, flexibility. 2. The systematization of the informational material obtained through its own	During the semester



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			activity.	
2.	Report	The relevant sources analysis. Analysis, systematization and synthesis of information on the proposed theme. Report preparation by respecting the requirements for presentation.	1. The quality of systematization and analysis of the informational material obtained through its own activity. 2. The concordance of information with the proposed theme.	During the semester
3.	Case study analysis	The case study identification and description. The causes analyzing of the issues described in the case study. The prognosis of the investigated case. The expected outcome deduction of the case.	1. Analysis, synthesis, generalization of data obtained through own investigation. 2. The knowledge algorithm creation based on the obtained conclusions.	During the semester

IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT

• *Teaching and learning methods used*

In the teaching process of the Clinical Psychology discipline are used different didactic methods, oriented towards the efficient acquisition and achievement of the objectives of the didactic process. In the theoretical lessons, along with the traditional methods (lesson-exposure, lesson-conversation, synthesis lesson), modern methods (lesson-debate, lecture-conference, problematic lesson) are also used. In the practical lessons, forms of individual, frontal and group working are widely used.

• *Applied teaching strategies / technologies (specific to the discipline)*

“Heuristic conversation”, “The problem-solving method”, “Watching thematic films”, “Interactive listening” “Brainstorming”, “Group Interview”; “Case Study”.

• *Methods of assessment (including the method of final mark calculation)*

Current: frontal control

Frontal test - will be made up of 20 tests. Questions will be of closed type.

Final: colloquium

Final mark: will constitute the mark received at the frontal test at the last hour of the course

Method of mark rounding at different assessment stages

Intermediate marks scale (annual average, marks from the examination stages)	National Assessment System	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	



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6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-8,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

The average annual mark and the marks of all stages of final examination (computer assisted, test, oral) - are expressed in numbers according to the mark scale (according to the table), and the final mark obtained is expressed in number with two decimals, which is transferred to student's record-book.

Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations.

X. RECOMMENDED LITERATURE:

A. Compulsory:

1. Beinart H., Kennedy P., Llewelyn S. Clinical psychology in practice. London: British Psychological Society-Blackwell. 2009.
2. Davey G. Clinical psychology. London: Hodder Education. 2008.
3. Gotlib H., Hammen C. Handbook of depression. Second Edition. New York: Guilford Press. 2009.
4. Kuipers E., Bebbington P. Living with mental illness. Third edition. London: Souvenir Press. 2005.
5. Burns D. Feeling good: The new mood therapy. New York: Plume. 1999.
6. Cernitanu M., Ețco C. Medical psychology. Course for medical students. Chișinău. Ed. Infomedica, 2013.

B. Additional

1. Plante Thomas G. *Contemporary clinical psychology*. Second edition Santa Clara University. 2005.
2. Taylor, S. *Health Psychology*. New York: McGraw-Hill, 1991, p. 3-11.
3. Pesseschkian, Nossrat *Psychotherapy of Everyday Life*. Springer-Verlag, Berlin, Heidelberg, 1996.
4. Menninger K., Holzman P. *Theory of psychoanalytic technique*. New York: Basic book, 1973.
5. Firestone Robert. *Psychological defenses in everyday life*. New York: Human sciences press. 1989.
6. Berkowitz L. Frustration – aggressive hypothesis: examination and reformulation. In: Psychological bulletin, vol. 106, nr. 1. 1989, p. 59-73.
7. Beck A. T. Depression: Clinical, experimental and theoretical aspects. Harper and Row, New York, 1967.
8. Feshbach S., Zogrodzka Z. Aggression: Biological, development and social perspectives. Plenum Press, New York, 1997.
9. Hersen M., Kazdin A. The clinical psychology handbook. USA, 1991.
10. Williams G. The psychological treatment of depression. Routledge, London and New York, 1995.