

CHART OF DISCIPLINE/ SYLLABUS

1. Study Program Data

1.1 High Education Institution	UNIVERSITY OF MEDICINE AND PHARMACY "VICTOR BABES" TIMISOARA
1.2 Faculty	MEDICINE FACULTY
1.3 Department	NEUROSCIENCE (VIII)
1.4 Study Domain ¹⁾	Health
1.5 Cycle Studies ²⁾	Licence
1.6 Study programme/ Qualification	MEDICINE

2. Course Data

2.1.Course/Department	Principles in psychotherapy							
2.2 Course tutor	S.L. Dr. Anghel Teodora							
2.3 Practical activity tutors								
2.4. Year of study	III	2.5 Semester	VI	2.6 Assessment	Colloquium	2.7 Course rank	Content ³⁾ Mandatory /Compulsory ³⁾	DO DO

3. Duration/Estimated Time (number of hours/ semester of teaching activity)

3.1 Number of hours/ week	1	3.2 lecture/course	1	3.3 laboratory	0
3.4 Total hours of curriculum	14	3.5 lecture/course	14	3.6 laboratory	0
Time distribution for course activities					Hours
Study support- manuals, lectures, references and notes					14
Additional documentation – library, dedicated platforms from domain					14
Documentation for seminars/ practical activity/ projects, themes, portfolios and essays					0
Tutoring					2
Assessment					1
Other activities					5
3.7 Total number of hours for individual study	36				
3.8 Total number of hours per semester	50				
3.9 Number of credits ⁵⁾	2				

4. Preconditions (if applicable and requested)

4.1 Curriculum	Behavioral sciences. Medical psychology
4.2 Basic skills	Knowledges: <ul style="list-style-type: none"> the main orientations in psychology normal/abnormal personality notions of medical psychology

5. Condition (if applicable and requested)

5.1 Courses	<ul style="list-style-type: none"> using the video projector attendance at the course in 70% of the cases students will not attend the course with their mobile phones or open laptops. Also, telephone conversations will not be tolerated during the course, nor do students leave the classroom to take over personal telephone calls;
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	<ul style="list-style-type: none"> the students' delay in the course will not be tolerated
5.2 Laboratory/practical activity/ project	

6. Key competencies and basic skills

Professional Competenci	<ul style="list-style-type: none"> Appropriate use in professional communication of the basic concepts of the discipline in psychological intervention, including counseling and psychotherapy Interpretation of concrete psychological assistance situations Critical identification and differentiation of specialized literature for adequate documentation of psychotherapy practice based on scientific records
Transversal Competencies	<ul style="list-style-type: none"> To demonstrate concern for the acquisition of new knowledge following the reading of bibliographical references Application of effective multidisciplinary team work techniques on various hierarchical levels and in different socio-cultural contexts Management of the continuous personal and professional self-development process starting from the reflective analysis of one's own professional activity.

7. Disciplines/Course objectives (based on the key competences)

7.1 Disciplines/Course general objectives	Training of specific psychotherapeutic evaluation and diagnosis skills, design of specific therapeutic intervention
7.2 Disciplines/Course specific objectives	<p>Upon completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> Explain the theme and basic concepts of the discipline Elaborate counseling strategies, therapy and psychological intervention, primary, secondary, tertiary prevention Identifying the particularities of different therapeutic currents

8. Content

8.1 Course	Teaching method	Number of hours	Notification
Introduction to psychotherapy. Historic. Currents.	PPT Lecture	2	
Psychotherapy vs somatherapy (EDMR).		2	
Psychoeducation and prevention.			
Psychological counseling.			
Personal development and self-knowledge.			
Cognitive-behavioral psychotherapy (CBT, TSC, TSE, ACT, DBT). Virtual reality CBT for the treatment of depression and anxiety		2	
Psychotherapeutic interventions in oncology.		2	
Hypnosis and relaxation techniques in pain management			
Psychological intervention in trauma		1	
Child and Adolescent Psychotherapy (TOM)		1	
Individual and group interventions in addictions		2	
Psychotherapeutic and psychosocial interventions in stress management (MBSR-Mindfulness stress reduction)		1	
The role and the benefits of social support		1	
Mandatory references: <ol style="list-style-type: none"> Ariely, D. (2010). Predictably irrational, Ellis, A. (2018). Rational-emotive and behavioral therapy, Ellis, A. (2020). Stress therapy, Jon Kabat-Zinn (2016). Mindfulness for Beginners, Leahy R.L. (2017). Therapy centered on emotional schemas, Rosenberg, M. (2014). Nonviolent communication, 			

7. Seligman, M.E. (204). Optimism is learned,
8. Young J.E. (2015) Therapy centered on cognitive schemas,
9. Friedberg, R.D., McClure, M.J., Garcia, J.H. (2009). Cognitive therapy techniques for children and adolescents. Tools for optimizing clinical practice, Publisher
10. Kahneman D. (2012). Thinking Fast, Thinking Slow.

Optional bibliography

7. Beck, J. S. (2011). Cognitive behavior therapy worksheet packet (3rd ed.). Bala Cynwyd, PA: Beck Institute for Cognitive Behavior Therapy.
8. Clark, D. A., & Beck, A. T. (2010). Cognitive therapy of anxiety disorders: Science and practice. New York: Guilford Press.
9. Clark, D. A., Beck, A. T., & Alford, B. A. (1999). Scientific foundations of cognitive theory and therapy of depression. Hoboken, NJ: Wiley.
10. Clark, D. M. (1989). Anxiety states: Panic and generalized anxiety. In K. Hawton, P. M. Salkovskis, J. Kirk, & D. M. Clark (Eds.), Cognitive-behavior therapy for psychiatric problems: A practical guide (pp. 52–96). New York: Oxford University Press
11. Weisz, J. R., & Kazdin, A. E. (Eds.). (2010). Evidence-based psychotherapies for children and adolescents. Guilford Press.

9. Correlations between the content of the course and the requirements of the professional field and relevant employers

The ability to responsibly refer the patient to psychotherapy and collaborate with a psychotherapist. Knowledge and application of psychological counseling principles.

10. Assessment

Activity	10.1 Assessment criteries	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	<ul style="list-style-type: none"> knowledge of concepts from different psychotherapeutic schools the ability to recognize and properly use the notions presented course attendance, as well as active participation 	Oral presentation - presentation of a project Presence	90% 10%
10.5 Practical activity/ seminar			
10.6 Minimum performance standard-basic knowledge			
The minimum note is 5			

Date 15.04.2024	Signature of the course holder	Signature of the laboratory/seminar holder
Signature of the Head of Discipline		
Date of approval in the Department 15.04.2024	Signature of the Head of Department	