

# CURRICULUM

Valid from academic year 2023-2025

<b>Faculty:</b>	<b>Faculty of Sociology and Psychology</b>
<b>Undergraduate studies:</b>	Master's degree
<b>Name of the Master's degree programme:</b>	Clinical psychology and psychotherapy
<b>Name of the qualification<sup>1</sup> acquired on completion of the study programme:</b>	Master in clinical psychology and psychotherapy
<b>Duration of studies (in years):</b>	2
<b>Education form<sup>2</sup>:</b>	Full-time education (IF)
<b>Teaching language:</b>	Romanian
<b>Geographical location of studies:</b>	Timisoara, Romania
<b>Classification of the study programme in fields of science</b>	
<b>Fundamental field:</b>	Social sciences
<b>Branch of science:</b>	Psychology and behavioral sciences
<b>Master's degree field of study:</b>	Psychology
<b>Name of the <u>broad</u> field of study (according to DL-ISCED F-2013):</b>	03 - Social sciences, journalism and information
<b>Name of the <u>narrow</u> field of study (according to DR-ISCED F-2013):</b>	031 - Social and Behavioral Sciences
<b>Name of the <u>detailed</u> field of study (according to DDS-ISCED F-2013):</b>	0313 - Psychology

<sup>1</sup> *Qualification* is the formal outcome of an assessment and validation process, which is obtained when a competent body/authority determines that a person has achieved learning outcomes corresponding to pre-established standards. Qualifications acquired by graduates of higher education study programmes are attested by diplomas, certificates and other academic documents issued only by accredited higher education institutions.

<sup>2</sup> Full-time education (IF), part-time education (IFR) or distance learning (ID)

# OVERVIEW OF THE UNIVERSITY STUDIES PROGRAMME

## 1. Mission of the study programme<sup>3</sup>

The Master's degree programme offered aims to meet the most demanding national and international academic evaluation standards, to be comparable with the academic offerings and scientific research offered in other national, European and international university centres.

As desirable future states, the **objectives of** the Master of Clinical Psychology and Psychotherapy are:

1. To train specialists in psychology, in particular in the fields of clinical psychology and psychotherapy at the level required by current and prospective developments in society;
2. To conduct scientific research, in line with the needs of society and current trends in clinical psychology and psychotherapy;
3. To establish and develop as many national and international partnerships as possible with higher education and research institutions, with the aim of making the curriculum compatible and promoting education and scientific research comparable to similar ones in European countries;
4. To promote a culture of quality in all areas of activity (teaching, scientific research and institutional development) by making optimal use of the human resources available to the DP. Quality culture implies professionalism, competence, positive competitive climate, transparency

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<sup>3</sup> The mission and objectives of the degree programme are in line with the mission of the West University of Timisoara and the requirements identified on the labour market.

According to [University Charter](#) (Article 5), the **general mission of UVT is advanced scientific research and education, generating and transferring knowledge to society** through:

a) scientific research, development, innovation and technology transfer, through individual and collective creation, in the fields of science, engineering, literature and the arts, by ensuring physical and sports performance and development, and the exploitation and dissemination of their results;

b) initial and continuing training at university level, with a view to personal development, the professional integration of the individual and meeting the skills needs of the socio-economic environment.

UVT assumes its mission as a catalyst for the development of Romanian society by creating an innovative and participatory environment for scientific research, learning, cultural-artistic creation and sports performance, transferring skills and knowledge to the community through the education, research and consultancy services it offers to partners in the economic and socio-cultural environment.

The realisation of the UVT mission is concretised in (*Article 6 of the UVT Charter*):

- promoting scientific research, literary and artistic creation and sporting performance;
- initial and continuous training of qualified and highly qualified human resources;
- development of critical thinking and creative potential of members of the university community;
- creating, storing and spreading the values of human culture and civilisation;
- promoting multicultural, multilingual and interfaith interference;
- the affirmation of Romanian culture and science in the world circuit of values;
- the development of Romanian society within the framework of a free and democratic state governed by the rule of law.

in decision-making, effective professional communication, ethical behavior, solidarity of individual and collective responsibility.

The curriculum design of the Master of Clinical Psychology and Psychotherapy (PCP) is in line with the educational requirements identified on the labour market, being explicitly highlighted the correspondences with the requirements of the Romanian College of Psychologists (CPR), which grants the right of free practice in the field of psychology and with the DES/FSP/UVT mission. The name of the master's degree programme is directly related to the labor market (e.g. clinical psychologist, psychotherapist, etc.).

The curriculum of the Master's degree programme can be said to meet the requirements of all three types of Master's degree programmes:

- professional: it is possible to transparently deduce the professions on the labor market for which the graduates are trained, being endorsed by the Romanian College of Psychologists,
- research: disciplines such as ethics and academic integrity, methodology and research standards in psychology have been explicitly introduced.
- didactic: the curriculum is in line with all ARACIS standards for the professional master's degree.

The Master's degree programme offers *opportunities for further studies* in the doctoral cycle, in the Doctoral School of **Psychology** (with the field of *Psychology*) and in postgraduate programmes.

The objectives and competency profile developed in line with the needs identified in the labor market and the national qualifications framework are summarized below and detailed in the subject sheets of the curriculum.

### **General objective of the study programme**

Through the Master's studies in Clinical Psychology and Psychotherapy, we aim to meet the requirements of ARACIS and the Romanian College of Psychologists in the field of clinical psychology and psychotherapy.

## **2. Competences and expected learning outcomes formed in the study programme**

### **A. COMPETENCES<sup>4</sup>**

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<sup>4</sup> *Competence* is the proven ability to select, combine and use appropriately personal, social and/or methodological knowledge, skills and abilities and other acquisitions consisting of values and attitudes, for the successful resolution of a given category of work or learning situations and for professional or personal development in an effective and efficient manner.

### Key competences<sup>5</sup>:

- Digital competences
- Personal, social and learning to learn competences
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- Entrepreneurial competences

### Professional competences<sup>6</sup>:

- C1. Working with concepts fundamental to the field of clinical psychology
- C2. Designing and conducting research in clinical psychology
- C3. Critical evaluation of problem situations and possible solutions in clinical psychology
- C4. Psychological assessment of the individual from a clinical perspective
- C5. Design and implementation of psychological interventions specific to the clinical field
- C6. Relational and interpersonal communication specific to the field of clinical psychology

### Cross competences<sup>7</sup>:

#### a) Personal competencies:

- Autonomy
- Responsibility
- Personal development
- Professional development

#### b) Interpersonal competences:

- Social interaction
- integration of specialist knowledge into everyday life
- ethics in dealing with others both professionally and personally

#### c) Global citizenship competences:

- personal and professional ethics in work and life
- active, involved, moral citizenship
- forward thinking, ecology, sustainability

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<sup>5</sup> *Key competences for lifelong learning* are those competences that all citizens need for personal fulfilment and development, employment, social inclusion and active citizenship, and are developed in the perspective of lifelong learning, from early childhood and throughout adult life, through formal, non-formal and informal learning.

<sup>6</sup> *Professional competences* is the ability to perform the activities required in the workplace to the quality level specified in the occupational standard. They are acquired formally, i.e. by completing a programme organised by an accredited institution.

<sup>7</sup> *Cross-competences* represent value and attitudinal acquisitions that go beyond a specific field/programme of study and are expressed through the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

## B. EXPECTED LEARNING OUTCOMES<sup>8</sup>

**a) Knowledge<sup>9</sup>** - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 7 of qualification**, corresponding to Master's degree studies, involve *highly specialized knowledge and critical awareness of it, some of which is at the forefront of knowledge in a field of work or study as a basis for original thinking and/or research:*

- Solving critical situations based on critical analysis, evaluation of solutions and alternatives, avoiding stereotypical scenarios;
- Correct, appropriate use of methods and tools in the fields of clinical psychology and psychotherapy;
- Appropriate use of professional communication;
- Development of the psycho-diagnostic strategy, using expert knowledge;
- Developing psychotherapeutic intervention strategies;
- Design and implementation of psychotherapeutic intervention plans;
- Accumulating the latest knowledge in the field to enable advanced research;
- Developing psychological interpretations of behavior and mental processes at different levels;
- Conducting supervised assessments and interventions in clinical psychology and psychological counselling.

**b) Skills<sup>10</sup>** - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 7 of the qualification**, corresponding to Master's degree studies, involve *specialist skills for problem-solving in research and/or innovation, for developing new knowledge and procedures and for integrating knowledge from different fields:*

- Managing critical situations;
- Psychodiagnostic skills, skills in using psychodiagnostic methods, choosing the right, relevant tools, performing psychodiagnosis;
- Development of new psycho-diagnostic tools;

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<sup>8</sup> *Learning outcomes* are statements that refer to what a learner knows, understands and is able to do at the end of a learning process and are defined as knowledge, skills, responsibility and autonomy.

<sup>9</sup> *Knowledge* is the result of assimilating information through learning. Knowledge is the body of facts, principles, theories and practices related to a particular field of work or study. Knowledge is described as theoretical and/or factual. Knowledge is expressed through the following descriptors: knowledge, understanding and use of specific language, explanation and interpretation.

<sup>10</sup> *Skill* is the ability to apply and use knowledge to accomplish tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). Skills are expressed by the following descriptors: application, transfer and problem solving, critical and constructive reflection, creativity and innovation.

- Adapting existing tools to the Romanian population;
- Advanced research skills in the field, enabling participation in doctoral studies;
- Appropriate use of psychotherapy-specific concepts in professional communication;
- Appropriate use in professional communication of concepts, methods and tools specific to psychological assessment (individual and group);
- Interpreting the role of communication in professional work and explaining different types and methods of communication;
- Applying the principles of effective communication in psychological intervention in order to establish an effective and appropriate contact with the client's particularities;
- Building a communication relationship adapted to the psychological characteristics and needs of the beneficiary.

c) **Responsibility and autonomy**<sup>11</sup> - According to *the European Qualifications Framework (EQF)*, the learning outcomes related to **level 7 qualifications**, corresponding to Master's degree studies, involve *managing and transforming work or study situations that are complex, unpredictable and require new strategic approaches, by taking responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams*:

- Analysis and responsible critical thinking in specific situations;
- Interpretation of concrete situations of psychological assistance;
- Professional ethics, respect for client autonomy;
- Responsibility in applying and interpreting specialist tests;
- Managing critical situations and emergencies;
- Ability to work both individually and in multidisciplinary teams.

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<sup>11</sup> *Responsibility and autonomy* means the learner's ability to apply his/her knowledge and skills autonomously and responsibly.

### 3. Occupations that can be practiced on the labor market

*In the field of study:*

- Psychologist specializing in clinical psychology (clinical psychologist) - COR 263401
- Psychologist specializing in psychological counselling (psychological counsellor) - COR 263402
- Psychologist specializing in psychotherapy (psychotherapist) - COR 263403

*In related fields:*

- Occupational Therapist - COR 263419
- Research Assistant in Psychology - COR 263416

### 4. Providing flexible learning pathways within the study programme

Starting with the second semester, year 1 of studies, students have at their disposal optional courses, which allow them to accumulate knowledge and develop in a specific psychotherapeutic direction. There are a total of 18 optional subjects, 9 for each direction. The students can choose between a minimum of 9, those on their direction, and all 18 in order to develop their professional specialist competences. With this option, the students are all trained in clinical psychology, becoming clinical psychologists, and then they have the opportunity to choose between the most sought-after psychotherapeutic directions: cognitive-behavioral psychotherapy and family psychology.

### 5. Professional activity and student assessment

The rights, obligations and conditions for the professional activity of students at the West University of Timisoara are regulated by the *Code of Students' Rights and Obligations and the Regulation on the professional activity of students in undergraduate and master's degree courses at the West University of Timisoara*, approved by the Senate of the West University of Timisoara.

The form and methods of evaluation/examination for each subject in the curriculum are set out in the subject descriptions.

### 6. Final examination

In accordance with the *Regulations on the organization and conduct of the examinations for the completion of undergraduate and master's degree studies at the West University of Timisoara*, approved by the UVT Senate, the examination for the completion of master's degree studies in any master's degree programme organized at UVT consists of a dissertation examination, for which **10 credits** are awarded.

The topics and bibliography corresponding to the final exams are published on the website of each faculty and/or on the UVT website before the beginning of each academic year.

Registration for the final examination is subject to the student's choice of the subject of the final thesis within 60 days of the beginning of academic year of the final year of study.

Submission of the final version of the final paper on the e-learning platform must be achieved at least 5 working days before the scheduled starting date of the exam.

Each graduation thesis will be accompanied, at the time of submission, by the *Similarity Report* resulting from the verification of originality of the graduation thesis through a specialized software on the UVT e-learning platform.

According to the structure of the academic year, at UVT the final exams for the completion of the university studies can be organized in 2 sessions, usually in July and September.

The dissertation topics are chosen at the latest at the beginning of the second year of the master's degree course, together with the coordinator of the dissertation, either from the coordinator's list of proposals or on the basis of the master's candidate's proposal. In the second semester there is a specialist subject designed to support the master students in the preparation of their dissertation.

## **7. Preparation for the teaching profession (*if applicable*)**

The students wishing to opt for a teaching career in pre-university education must also complete the *Psycho-pedagogical Training Programme* (complementary to the present study programme) in *order to certify their competences for the teaching profession* and obtain the Certificate of Completion of this programme. In the West University of Timisoara, this programme is organized through the Department for the Preparation of Teaching Staff (DPPD) and can be followed in parallel with university studies or in a postgraduate regime. For more information, go to the link: <https://dppd.uvt.ro>.



## LIST OF SUBJECTS STUDIED, GROUPED BY YEAR AND SEMESTER OF STUDY

### Year of study I

Academic year 2023-2024

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				No. of credits	Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Clinical psychology	DF	DO	PC111	1	2			5					
2.	Psychological counselling	DF	DO	PC112	1	2			5					
3.	Psychodiagnosis and clinical assessment	DF	DO	PC113	1	2			6					
4.	Developmental psychology	DF	DO	PC 114	1	1			6					
5.	Methodology and research standards in psychology	DS	DO	PC115	2	1			6					
6.	Research ethics	DC	DO	PC116	1	0			2					
7.	Psychopathology	DF	DO	PC121						1	1		5	
8.	Health Psychology	DF	DO	PC122						1	2		5	
9.	Assessment of neurocognitive and personality disorders	DS	DO	PC123						2	1		5	
10.	Cognitive-behavioral psychotherapy	DS	DOP	PC124						1	2		5	
	Theoretical and clinical approaches in systemic family therapy			PC125										
11.	Case conceptualization in TCC	DS	DOP	PC126						1			5	
	Experiential approach in TFS			PC127										
12.	Specialist practice in clinical psychology	DS	DO	PC128								2	5	
<b>Total</b>					7	8			30	6	6		2	30
<b>Total teaching hours per week</b>					15						14			

#### Elective subjects

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				No. of credits	Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Volunteering 1	DC	DFAC	PM116				1	2					
2.	Volunteering 2	DC	DFAC	PM127								1	2	

### Caption

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<b>C1</b>	content criterion
<b>C2</b>	mandatory criterion
<b>DF</b>	core subjects
<b>DD</b>	field subjects (where applicable)
<b>DS</b>	specialist subjects
<b>DC</b>	complementary subjects
<b>DO</b>	compulsory (required) subjects
<b>DOP</b>	elective subjects
<b>DFAC</b>	optional subjects
<b>CP</b>	professional competence
<b>CT</b>	cross-competence
<b>C</b>	course-type teaching activity
<b>S</b>	seminar-type teaching activity
<b>L</b>	practical laboratory-type teaching activity
<b>P</b>	teaching activity as an internship

**Subject code:** <faculty><department><subject no.>

## Year of study II

### Academic year 2024-2025

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II							
					Number of hours/week				No. of credits		Number of hours/week				No. of credits	
					C	S	L	P			C	S	L	P		
1.	Scientifically validated clinical practice guidelines	DS	DO	PC221	2				6							
2.	Child psychopathology	DF	DO	PC212	1	1			6							
3.	Cognitive-behavioral interventions in anxiety disorders	DS	DOP	PC213	2	1			6							
	Therapeutic techniques in family therapy			PC214												
4.	Cognitive-behavioral interventions in affective disorders	DS	DOP	PC215	1	2			6							
	Individual psychotherapy in TF approach			PC216												
5.	Specialist practice - Reflective approaches in cognitive-behavioral therapies	DS	DOP	PC217				4	6							
	Specialist practice in TF			PC218												
6.	Psychopharmacology	DS	DO	PC211						2						6
7.	Cognitive-behavioral interventions in personality disorders	DS	DOP	PC222						2						6

	Couple psychotherapy in TF approach			PC223											
8.	Cognitive-behavioral interventions in psychosis	DS	DOP	PC224							1	1		6	
	Family psychotherapy in TF approach														
9.	Introduction to acceptance and commitment therapy	DS	DOP	PC226							1	1		6	
	Trauma, abuse and recovery in TF, psychoanalytic approach			PC227											
10.	Specialist practice in cognitive-behavioral therapies	DS	DOP	PC228									4	3	
	Specialist practice in TF			PC229											
11.	Dissertation writing practice	DS	DO										2	3	
<b>Total</b>					6	4		4		30	6	2		6	30
<b>Total teaching hours per week</b>					14				30		14				

Elective subjects														
It. no.	Subject	C1	C2	Subject code	Semester I				No. of credits	Semester II				
					Number of hours/week					Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Volunteering 3	DC	DFAC	PM216				1	2					
2.	Volunteering 4	DC	DFAC	PM227								1	2	

**Caption**

<b>C1</b>	content criterion
<b>C2</b>	mandatory criterion
<b>DF</b>	core subjects
<b>DD</b>	field subjects (where applicable)
<b>DS</b>	specialist subjects
<b>DC</b>	complementary subjects
<b>DO</b>	compulsory (required) subjects
<b>DOP</b>	elective subjects
<b>DFAC</b>	optional subjects
<b>CP</b>	professional competence
<b>CT</b>	cross-competence
<b>C</b>	course-type teaching activity
<b>S</b>	seminar-type teaching activity
<b>L</b>	practical laboratory-type teaching activity
<b>P</b>	teaching activity as an internship

**Subject code:** <faculty><department><subject no.>

## GENERAL ASSESSMENT I (by content criterion)

It. no.	Subject type	Total number of hours				Total		Provision for specific ARACIS standards
		1st year		2nd year		Hours	% of total	
		Course	S/L	Course	S/L			
1.	Core	6	10	1	1	18	31,57%	25-30%
2.	Field (if any) Specialist							
3.	Complementary	6	6	11	15	38	66,66 %	60-65%
4.	Core	1				1	1,75%	5-10%
<b>TOTAL</b>		<b>13</b>	<b>16</b>	<b>12</b>	<b>16</b>	<b>57</b>	<b>100%</b>	

## GENERAL ASSESSMENT II (according to the mandatory criterion)

It. no.	Subject type	Total number of hours				Total		Provision for specific ARACIS standards
		1st year		2nd year		Hours	% of total	
		Course	S/L	Course	S/L			
1.	Mandatory	10	14	6	3	33	57,86%	70-80%
2.	Elective	2	2	7	13	24	42,10%	20-30%
3.	Optional		2		2			<i>Not included in the calculation of totals</i>
<b>TOTAL</b>		<b>12</b>	<b>16</b>	<b>12</b>	<b>16</b>	<b>57</b>	<b>100%</b>	

## CORRELATION BETWEEN COMPETENCES, EXPECTED LEARNING OUTCOMES AND SUBJECTS STUDIED

### Correlation of expected learning outcomes with subjects studied

Expected learning outcomes	Clinical psychology	Psychological counseling	Psychodiagnosis and clinical assessment	Developmental psychology	Methodology and research standards in psychology	Psychopathology	Health Psychology	Assessment of neurocognitive and personality disorders	cognitive-behavioral psychotherapy (elective) / Theoretical and clinical approaches in systemic family therapy (elective)	Case conceptualization in TCC / Experiential approach in TFS	Research ethics	Specialist practice in clinical psychology	Scientifically validated clinical practice guidelines	Child psychopathology	Cognitive-behavioral interventions in anxiety disorders / Therapeutic techniques in family therapy	Cognitive-behavioral interventions in affective disorders / Individual psychotherapy in TF approach	Specialist practice – Reflective approaches in cognitive-behavioral therapies / Specialist practice in TS	Psychopharmacology	Cognitive-behavioral interventions in personality disorders / Couple psychotherapy in TF approach	Cognitive-behavioral interventions in psychosis / Family psychotherapy in TF approach	Third wave in cognitive-behavioral therapies / Trauma, abuse and recovery in TF, psychoanalytic approach	Specialist practice in cognitive-behavioral therapies / Specialised practice in TF	Dissertation writing practice
<b>Knowledge</b>																							
Solving critical situations based on critical analysis, evaluation of solutions and alternatives, avoiding stereotypical scenarios	x	x	x	x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Correct, appropriate use of methods and tools in the fields of clinical psychology and psychotherapy	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Appropriate use of professional communication	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Development of the psycho-diagnostic strategy, using expert knowledge			x			x		x				x	x	x									
Developing psychotherapeutic intervention strategies		x					x		x	x		x	x		x		x		x	x	x	x	
Design and implementation of psychotherapeutic intervention plans		x					x		x	x		x	x		x		x		x	x	x	x	
Accumulating the latest knowledge in the field to enable advanced research	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Developing psychological interpretations of behavior and mental processes at different levels	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Developing intervention strategies to solve the target group's problems	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Conducting supervised assessments and interventions in clinical psychology and psychological counselling	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
<b>Skills</b>																							
Managing critical situations	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Psychodiagnostic skills, skills in using psychodiagnostic methods, choosing the right, relevant tools, performing psychodiagnosis	x		x		x	x	x	x				x	x	x									
Development of new psycho-diagnostic tools			x		x	x		x				x	x	x									

Expected learning outcomes	Clinical psychology	Psychological counseling	Psychodiagnosis and clinical assessment	Developmental psychology	Methodology and research standards in psychology	Psychopathology	Health Psychology	Assessment of neurocognitive and personality disorders	cognitive-behavioral psychotherapy (elective) / Theoretical and clinical approaches in systemic family therapy (elective)	Case conceptualization in TCC / Experiential approach in TFS	Research ethics	Specialist practice in clinical psychology	Scientifically validated clinical practice guidelines	Child psychopathology	Cognitive-behavioral interventions in anxiety disorders / Therapeutic techniques in family therapy	Cognitive-behavioral interventions in affective disorders / Individual psychotherapy in TF approach	Specialist practice – Reflective approaches in cognitive-behavioral therapies / Specialist practice in TS	Psychopharmacology	Cognitive-behavioral interventions in personality disorders / Couple psychotherapy in TF approach	Cognitive-behavioral interventions in psychosis / Family psychotherapy in TF approach	Third wave in cognitive-behavioral therapies / Trauma, abuse and recovery in TF, psychoanalytic approach	Specialist practice in cognitive-behavioral therapies / Specialised practice in TF	Dissertation writing practice
Adapting existing tools to the Romanian population			X		X	X		X				X	X	X									
Advanced research skills in the field, enabling participation in doctoral studies					X			X					X										
Appropriate use of psychotherapy-specific concepts in professional communication		X					X		X		X				X	X	X		X	X	X	X	X
Appropriate use in professional communication of concepts, methods and tools specific to psychological assessment (individual and group)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Interpreting the role of communication in professional work and explaining different types and methods of communication		X	X				X		X	X		X			X	X	X		X	X	X	X	X
Applying the principles of effective communication in psychological intervention in order to establish an effective and appropriate contact with the client's particularities	X	X	X	X		X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X
Building a communication relationship adapted to the psychological characteristics and needs of the beneficiary	X	X	X	X		X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X
<b>Responsibility and autonomy</b>																							
Analysis and responsible critical thinking in specific situations	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Interpretation of concrete situations of psychological assistance	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Professional ethics, respect for client autonomy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Responsibility in applying and interpreting specialist tests	X		X		X	X		X				X	X	X									
Managing critical situations and emergencies	X	X	X	X		X	X		X	X		X		X	X	X	X		X	X	X	X	
Ability to work both individually and in multidisciplinary teams	X	X	X			X	X		X	X		X		X	X	X	X	X	X	X	X	X	

### Correlation of expected learning outcomes to key, professional and transversal competences

Expected learning outcomes	Key competences			Professional competencies						Cross skills									
	Digital competences	Personal, social and learning to learn competences	Entrepreneurial competences	Working with concepts fundamental to the field of clinical psychology	Designing and conducting research in clinical psychology	Critical evaluation of problem situations and possible solutions in clinical psychology	Psychological assessment of the individual from a clinical perspective	Design and implementation of psychological interventions specific to the clinical field	Relational and interpersonal communication specific to the field of clinical psychology	Autonomy	Responsibility	Personal development	Professional development	Social interaction	Integration of specialist knowledge into everyday life	Ethics in dealing with others both professionally and personally	Personal and professional ethics in work and life	Active, involved, moral citizenship	Forward thinking, ecology, sustainability
<b>Knowledge</b>																			
Solving critical situations based on critical analysis, evaluation of solutions and alternatives, avoiding stereotypical scenarios		x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x
Correct, appropriate use of methods and tools in the fields of clinical psychology and psychotherapy				x	x	X	x	x	x	x		x			x	x			
Appropriate use of professional communication	x	x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x
Development of the psycho-diagnostic strategy, using expert knowledge			x	x	x	X	x	x	x	x		x			x	x			
Developing psychotherapeutic intervention strategies	x			x		X	x	x	x	x		x	x	x	x	x	x		
Design and implementation of psychotherapeutic intervention plans	x	x	x	x	x	X	x	x	x	x	x	x	x	x	x	x			
Accumulating the latest knowledge in the field to enable advanced research	x	x	x	x	x	X	x	x		x	x	x		x		x			
Developing psychological interpretations of behavior and mental processes at different levels		x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	
Developing intervention strategies to solve the target group's problems	x	x	x	x		X	x	x	x	x	x	x	x	x	x	x	x	x	
Conducting supervised assessments and interventions in clinical psychology and psychological counselling	x	x		x		X	x	x	x	x	x	x	x	x	x	x			
<b>Skills</b>																			
Managing critical situations		x	x	x		X	x	x	x	x			x	x	x	x	x	x	

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Psychodiagnostic skills, skills in using psychodiagnostic methods, choosing the right, relevant tools, performing psychodiagnosis		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Development of new psycho-diagnostic tools	X	X		X	X	X	X	X	X	X	X	X	X		X	X			
Adapting existing tools to the Romanian population	X	X		X	X	X	X	X	X	X	X	X	X		X	X			
Advanced research skills in the field, enabling participation in doctoral studies	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X			
Appropriate use of psychotherapy-specific concepts in professional communication		X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	
Appropriate use in professional communication of concepts, methods and tools specific to psychological assessment (individual and group)	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Interpreting the role of communication in professional work and explaining different types and methods of communication				X		X	X	X			X	X	X	X	X	X	X	X	
Applying the principles of effective communication in psychological intervention in order to establish an effective and appropriate contact with the client's particularities	X		X	X	X	X	X	X			X	X	X	X	X	X	X	X	
Building a communication relationship adapted to the psychological characteristics and needs of the beneficiary	X		X	X	X	X	X	X			X	X	X	X	X	X	X	X	
<b>Responsibility and autonomy</b>																			
Analysis and responsible critical thinking in specific situations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Interpretation of concrete situations of psychological assistance		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
Professional ethics, respect for client autonomy	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	



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Responsibility in applying and interpreting specialist tests	x	x		x	x	X	x	x	x		x	x	x			x	x		
Managing critical situations and emergencies		x	x	x		X	x	x	x	x	x	x	x	x	x	x	x	x	x
Ability to work both individually and in multidisciplinary teams	x	x		x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x