AYDIN ADNAN MENDERES UNIVERSITY
GRADUATE SCHOOL OF HEALTH SCIENCES
MENTAL HEALTH AND DISEASES
CLINICAL PSYCHOLOGY
CLINICAL PSYCHOLOGY MASTER
COURSE INFORMATION FORM

Course Title		Psychotherapy Approaches and Applications						
Course Code		KPS504		Couse Level		Second Cycle (Master's Degree)		
ECTS Credit	5	Workload	123 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To examine the conceptual and theoretical aspects of problem-solving therapy and to teach the role of problem-solving therapy in the treatment of mental problems; In addition, the problem-solving therapy stages, principles and techniques to provide the ability to practice therapy by providing understanding.						
Course Content		Problem solving as psychological resilience, theoretical perspectives for problem solving, social problem solving process, problem solving therapy approach, principles, effectiveness, application forms.						
Work Placement		N/A						
Planned Learning Activities and Teaching Methods			Explanation (Presentation), Demonstration, Discussion, Individual Study					
Name of Lecturer(s)								

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	60
Term Assignment	1	20

Recommended or Required Reading

1	Eskin, M. (2011). Sorun çözme terapisi (2. bs). HYB Yayıncılık: Ankara.

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic definitions and concepts
2	Theoretical	Resilience, coping and problem solving
3	Theoretical	Components of problem solving
4	Theoretical	Theoretical approaches to problem solving
5	Theoretical	Theoretical approaches to problem solving
6	Theoretical	Problem solving and mental problems
7	Theoretical	Problem solving and mental problems
8	Theoretical	The place and effectiveness of problem solving therapy in the treatment of mental problems
9	Theoretical	Application of problem solving therapy and patient groups
10	Theoretical	Psychotherapy: Principles, features, challenges and processes of change
11	Theoretical	Psychotherapy: Principles, features, challenges and processes of change
12	Theoretical	Evaluation in problem solving therapy
13	Theoretical	Process and stages of problem solving therapy
14	Theoretical	A sample problem-solving therapy application
15	Theoretical	A sample problem-solving therapy application

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	15	1	2	45
Assignment	1	0	4	4
Individual Work	18	0	4	72
Final Examination	1	0	2	2
			Total Workload (Hours)	123
			[Total Workload (Hours) / 25*] = **ECTS**	5

25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To learn problem solving therapy conceptually
2	To have knowledge about the components of problem solving therapy
3	To learn the place of problem solving therapy in the treatment of mental problems
4	To learn the principles of problem solving therapy
5	To learn the application of problem solving therapy

Programme Outcomes *(Clinical Psychology Master)*

1	Use the basic concepts and theories in the field of clinical psychology when dealing with the individual.
2	Students will be able to practice prevention and evaluation of psychological problems and psychotherapy.
3	Students can look at clinical psychology from an interdisciplinary perspective.
4	Conduct scientific research about the emergence and handling of psychological problems.
5	Use objective and reflective psychology measurement tools, observation and interview techniques.
6	To be able to make psychological evaluation by using objective psychological measurement tools, observation and interview techniques and to report the findings of the evaluation.
7	Students will be able to apply psychotherapy according to the results of psychological evaluation.
8	Carry out studies on the protection of community mental health and prevention of problems.
9	Conduct interdisciplinary studies with other disciplines.
10	Has ethical sensitivity and responsibility in scientific research and application studies.
11	Meet mental health counseling needs of social institutions.
12	Develops professional identity sensitivity.

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L3	L4	L5
P1	4	4	4	4	4
P2	4	4	4	4	4
P3	5	5	5	5	5
P4	4	4	4	4	4
P5	4	4	4	4	4
P6	4	4	4	4	4
P7	5	5	5	5	5
P8	5	5	5	5	5
P9	5	5	5	5	5
P10	5	5	5	5	5
P11	5	5	5	5	5
P12	5	5	5	5	5