

COURSE DESCRIPTION

Evidence-Based Assessment and Psychological Interventions

Academic year 2025-2026

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Faculty of Psychology and Educational Sciences
1.3. Doctoral School	Evidence-Based Assessment and Psychological Interventions
1.4. Field of study	Psychology
1.5. Level of study	Doctorate

2. Course-related data

2.1. Course title	Evidence-based assessment and psychotherapies			Course code	SDPIPVS2
2.2. Course coordinator	Professor Aurora Sentágotai-Tătar				
2.3. Seminar coordinator	Professor Aurora Sentágotai-Tătar				
2.4. Year of study	I	2.5. Semester	I	2.6. Type of assessment	Viva voce
2.7. Course status	Compulsory			2.8. Course type	Core subject

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	3	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Textbook, course material, recommended reading and class notes-based learning (IS)					50
Additional library research in and on electronic platforms					104
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					50
Tutoring (professional guidance)					2
Assessments					2
Other activities [i.e.: two-way communication with the course coordinator/tutor]					-
3.7. Total hours of individual study (IS) and self-taught activities (ST)				208	
3.8. Total hours per semester				250	
3.9. Number of credits				10	

4. Prerequisites (where applicable)

4.1. curriculum-related	Clinical psychology; Psychotherapy; Clinical assessment
4.2 skills-related	Scientific writing, scientific literature comprehension

5. Specific conditions (where applicable)

5.1. course-related	Computer, projector
5.2. seminar/laboratory-related	Computer, projector

6. Subject-specific learning outcomes

Knowledge
1. Understands and applies the principles of scientifically validated interventions in the field of psychodiagnostics and psychotherapy;

2. Is familiar with and critically approaches the main scientifically validated models of mental health and psychopathology
3. Has advanced scientifically validated diagnostic and clinical assessment skills
4. Is familiar with case conceptualization and with scientifically validated intervention techniques for various disorders;
Skills
1. Understands the principles of selecting, adapting, and integrating validated assessment instruments and intervention protocols
2. Critically appraises scientific evidence regarding the efficacy, effectiveness, and limitations of psychological interventions across clinical populations;
3. Applies evidence-based assessment procedures to formulate clinically relevant diagnostic hypotheses and case conceptualizations
4. Integrates findings from psychological assessment, clinical judgment, and current scientific evidence to plan appropriate psychological interventions
5. Knows the methodological principles required to design, conduct, and evaluate research on evidence-based assessment and psychological interventions
Responsibility and autonomy
1. Independently plans and conducts evidence-based psychological assessment and intervention activities in accordance with ethical and professional standards
2. Assumes responsibility for clinical decisions by integrating scientific evidence, client characteristics, contextual factors, and professional judgment
3. Critically reflects on the limits of one's own competence and seeks supervision, consultation, or additional evidence when needed
4. Demonstrates autonomy in designing, implementing, and evaluating research or practice-oriented projects

7. Contents

7.1. Course	Teaching and learning methods	Remarks ¹
1. The evidence-based movement in Psychology	Lecture, presentation, discussions	
2. Evidence-based models/theories of psychopathology	Lecture, presentation, discussions	
3. Transdiagnostic models of psychopathology I	Lecture, presentation, discussions	
4. Transdiagnostic models of psychopathology II	Lecture, presentation, discussions	
5. Evidence-based assessment. Principles	Lecture, presentation, discussions	
6. Evidence-based assessment. Applications	Lecture, presentation, discussions	
7. Evidence-based strategies – cognitive I	Lecture, presentation, discussions	
8. Evidence-based strategies – cognitive II	Lecture, presentation, discussions	
9. Evidence-based strategies – behavioural I	Lecture, presentation, discussions	
10. Evidence-based strategies – behavioural II	Lecture, presentation, discussions	
11. Evidence-based strategies – experiential I	Lecture, presentation, discussions	
12. Evidence-based strategies – experiential II	Lecture, presentation, discussions	
13. Crisis interventions	Lecture, presentation, discussions	

¹ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

14. Ethics in evidence-based psychological interventions	Lecture, presentation, discussions	
<p>Bibliography American Psychiatric Association (2013/2021). <i>Diagnostic and statistical manual of mental disorders. Fifth edition.</i> (DSM-5). Washington DC: APA. Barlow, D. (2002). <i>Anxiety and its disorders. The nature and treatment of anxiety and panic.</i> New York: The Guilford Press. Beck, A. T. & Haigh, E. A. P. (2014). Advances in cognitive theory and therapy: The generic cognitive model. <i>Annual Review of Clinical Psychology, 10</i>, 1-24. Dobson, D., & Dobson, K. S. (2009). <i>Evidence-based practice of cognitive-behavioral therapy.</i> New York: The Guilford Press. Goodheart, C. D., Kazdin, A. E., & Sternberg, R. J. (2006). <i>Evidence-based psychotherapy. Where practice and research meet.</i> Washington: APA. Harvey, A., Watkins, E., Mansell, W., & Shafran, R. (2004). <i>Cognitive behavioral processes across psychological disorders: A transdiagnostic approach to research and treatment.</i> Oxford: Oxford University Press. Hofmann, S., & Weinberger, J. (2007). <i>The art and science of psychotherapy.</i> New York: Taylor and Francis. Krueger, R. F., & Eaton, N. R. (2015). Transdiagnostic factors of mental disorders. <i>World Psychiatry, 14</i>(1), 27-29. Nolen-Hoeksema, S. & Watkins, E. (2011). A heuristic for developing transdiagnostic models of psychopathology: Explaining multifinality and divergent trajectories. <i>Perspectives on Psychological Science, 6</i>, 589-609. O'Donohue, W. T., & Fisher, E. J. (2009) <i>General principles and empirically supported techniques of Cognitive Behavior Therapy.</i> New Jersey: John Wiley & Sons. O'Donohue, W. T., Fisher, E. J., & Hayes, S. C. (2003). <i>Cognitive behavior therapy: Applying empirically supported techniques in your practice.</i> New Jersey: John Wiley & Sons.</p> <p>Links:</p> <ul style="list-style-type: none"> ▪ https://www.nice.org.uk/ ▪ https://www.apa.org/ ▪ https://www.cochranelibrary.com/ 		
7.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Transdiagnostic models of mental disorders	Case examples, discussions	
2. Transdiagnostic evidence-based assessment of mental disorders	Case examples, discussions	
3. Evidence-based case conceptualization	Case examples, discussions	
4. Applying evidence-based intervention strategies for specific mental disorders I	Case examples, discussions	
5. Applying evidence-based intervention strategies for specific mental disorders II	Case examples, discussions	
6. Research in evidence-based psychological interventions	Case examples, discussions	
7. Research in evidence-based psychological interventions	Case examples, discussions	
<p>Bibliography American Psychiatric Association (2013/2021). <i>Diagnostic and statistical manual of mental disorders. Fifth edition.</i> (DSM-5). Washington DC: APA. Barlow, D. (2002). <i>Anxiety and its disorders. The nature and treatment of anxiety and panic.</i> New York: The Guilford Press. Beck, A. T. & Haigh, E. A. P. (2014). Advances in cognitive theory and therapy: The generic cognitive model. <i>Annual Review of Clinical Psychology, 10</i>, 1-24. Dobson, D., & Dobson, K. S. (2009). <i>Evidence-based practice of cognitive-behavioral therapy.</i> New York: The Guilford Press. Goodheart, C. D., Kazdin, A. E., & Sternberg, R. J. (2006). <i>Evidence-based psychotherapy. Where practice and research meet.</i> Washington: APA. Harvey, A., Watkins, E., Mansell, W., & Shafran, R. (2004). <i>Cognitive behavioral processes across psychological disorders: A transdiagnostic approach to research and treatment.</i> Oxford: Oxford University Press. Hofmann, S., & Weinberger, J. (2007). <i>The art and science of psychotherapy.</i> New York: Taylor and Francis. Krueger, R. F., & Eaton, N. R. (2015). Transdiagnostic factors of mental disorders. <i>World Psychiatry, 14</i>(1), 27-29.</p>		

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O'Donohue, W. T., & Fisher, E. J. (2009) *General principles and empirically supported techniques of Cognitive Behavior Therapy*. New Jersey: John Wiley & Sons.

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Links:

- <https://www.nice.org.uk/>
- <https://www.apa.org/>
- <https://www.cochranelibrary.com/>

8. Assessment

Type of activity	8.1 Evaluation criteria ²	8.2 Evaluation methods ³	8.3 Percentage in the final grade
8.4. Course	Course material-based applied project	Project	80%
8.5. Seminar/ laboratory	Seminar material-based applied project	Project	20%
8.6 Minimum standard for passing			
Demonstrates a sound understanding of the core theoretical and practical aspects of the course. Presents and discusses the required assignments			

9. SDG labels (Sustainable Development Goals)⁴

	<input checked="" type="radio"/>	Sustainable Development Generic Label						
								
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								No label applies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

² The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

³ Both final evaluation methods and ongoing evaluation strategies should be established.

⁴ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."

Date of entry:
April 2026

Signature of course coordinator

Prof. Aurora Szentagotai-Tătar

Signature of seminar coordinator

Prof. Aurora Szentagotai-Tătar

Date of approval in the department:
April 2026

Signature of the head of department

Prof. Anca Dobrean