COURSE DESCRIPTION

Advances Clinical Cognitive Sciences

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	**Advanced Clinical Cognitive Sciences**			Course code	3
2.2. Course coordinator	Assoc. prof. Simona Ştefan				
2.3. Seminar coordinator	Assoc. prof. Simona Ştefan				
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**
Learning from textbooks, course materials, bibliography, and notes (IS)					30
Additional research in the library, on subject-specific electronic platforms, and on-site					20
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays (greater than or equal to the total number of hours specified in the course calendar for evaluation tasks)					20
Tutoring (professional guidance)					2
Examinations					2
Other activities [i.e.: two-way communication with the course coordinator/tutor]					2
3.7. Total hours of individual study (IS) and self-taught activities (ST)				**74**	
3.8. Total hours per semester				**116**	
3.9. Number of credits				**10**	

4. Prerequisites (where applicable)

4.1. curriculum-related	General psychology, clinical psychology, psychotherapy, cognitive psychology
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. Knows advanced concepts, theories and models in the field	
2. Identifies frontier literature in the field	
3. Knows methods and techniques to identify and formulate problems	
4. Knows advanced, theoretical and experimental methods and techniques	
Skills	
1. Applies knowledge to solve complex problems	
2. Integrates theoretical and practical knowledge to identify novel solutions	
3. Formulates original problems and advances creative solutions	
4. Envisions and applies complex methods for investigating problems	
Responsibility and autonomy	
1. Works autonomously in investigating and expanding knowledge	
2. Works autonomously in defining research directions	
3. Takes autonomous decisions in choosing and adapting methods	

7. Contents

7.1. Course	Teaching and learning methods	Remarks[1]
1. The Field of Clinical Cognitive Sciences	Lecture, presentation, discussions	
2. Network models in psychopathology	Lecture, presentation, discussions	
3. Cognitive change as a specific change mechanism in psychotherapy	Lecture, presentation, discussions	
4. Cognitive biases in psychopathology – attention biases	Lecture, presentation, discussions	
5. Interpretation biases in psychopathology	Lecture, presentation, discussions	
6. Theoretical models of pathological worry	Lecture, presentation, discussions	
7. Information processing in obsessive-compulsive disorder	Lecture, presentation, discussions	
8. Information processing in post-traumatic stress disorder	Lecture, presentation, discussions	
9. Cognitive biases in illness anxiety	Lecture, presentation, discussions	
10. Transdiagnostic models of psychopathology	Lecture, presentation, discussions	
11. The role of transdiagnostic mechanisms in clinical psychology	Lecture, presentation, discussions	
12. Experimental models of fear response and exposure	Lecture, presentation, discussions	
13. Basic emotions in	Lecture, presentation, discussions	

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

psychopathology – the role of disgust		
14. Emerging paradigms in clinical cognitive sciences	Lecture, presentation, discussions	

Bibliography

Briganti G, Scutari M, Epskamp S, Borsboom D, Hoekstra RHA, Golino HF, Christensen AP, Morvan Y, Ebrahimi OV, Costantini G, Heeren A, Ron J, Bringmann LF, Huth K, Haslbeck JMB, Isvoranu AM, Marsman M, Blanken T, Gilbert A, Henry TR, Fried EI, McNally RJ (2024). Network analysis: An overview for mental health research. *International Journal of Methods in Psychiatry Research, 33*(4):e2034. doi: 10.1002/mpr.2034.

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Heeren & McNally (2016). An integrative network approach to social anxiety disorder: The complex dynamic interplay among attentional bias for threat attentional control, and symptoms. *Journal of Anxiety Disorders.*

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7.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Network models of social anxiety disorder	Lecture, discussions, student presentations	
2. Intolerance of uncertainty across diagnoses	Lecture, discussions, student presentations	
3. Attention bias computer tasks - applications	Lecture, discussions, student work	
4. Intrusions in OCD and personal values	Lecture, discussions, student presentations	
5. Particularities of military trauma and PTSD	Lecture, discussions, student presentations	
6. Measures of transdiagnostic processes and factors	Discussions, exercises	
7. Research designs in clinical cognitive sciences	Discussions, exercises, student presentations	

Bibliography

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8. Evaluation

Type of activity	8.1 Evaluation criteria[2]	8.2 Evaluation methods[3]	8.3 Percentage in the final grade
8.4. Course	Submitting a research proposal expressing advanced theoretical and methodological knowledge in the field of their doctoral thesis	Research project proposal	80%
8.5. Seminar/ laboratory	Identifying gaps in the literature and clarifying overlapping concepts	Individual presentations	20%
8.6 Minimum standard for passing			
The minimal grade for passing is *Satisfactory*, which can be obtained by submitting a research proposal and discussing at least a conceptual or methodological difficulty in the field during the seminars.			

9. SDG labels (Sustainable Development Goals)[4]

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[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."*

		Sustainable Development Generic Label

1 FĂRĂ SĂRĂCIE	2 FOAMETE „ZERO"	3 SĂNĂTATE ȘI BUNĂSTARE	4 EDUCAȚIE DE CALITATE	5 EGALITATE DE GEN	6 APĂ CURATĂ ȘI SANITAȚIE	7 ENERGIE CURATĂ ȘI LA PREȚURI ACCESIBILE	8 MUNCĂ DECENTĂ ȘI CREȘTERE ECONOMICĂ	9 INDUSTRIE, INOVAȚIE ȘI INFRASTRUCTURĂ
○	○	○	○	○	○	○	○	○

10 INEGALITĂȚI REDUSE	11 ORAȘE ȘI COMUNITĂȚI DURABILE	12 CONSUM ȘI PRODUCȚIE RESPONSABILE	13 ACȚIUNE CLIMATICĂ	14 VIAȚA ACVATICĂ	15 VIAȚA TERESTRĂ	16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE	17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR	No label applies
○	○	○	○	○	○	○	○	○

Date of entry:
16.02.2026

Signature of course coordinator

Signature of seminar coordinator

Date of approval in the department:
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Signature of the head of department

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