

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
OF THE REPUBLIC OF UZBEKISTAN
TASHKENT STATE UNIVERSITY OF ORIENTAL STUDIES**

“APPROVED BY”

G.Sh.Rikhsieva

“ ” _____, 2024

Registered: № BD-60310300-1.12

**SYLLABUS
FOR THE COURSE
CLINICAL PSYCHOLOGY**

Field of knowledge: 300000 – Social Sciences, Journalism, and
Information
Field of education: 310000- Social and Behavioral Sciences
Major: 60310300 – Psychology

Tashkent-2024

Dean of the Faculty of Applied Sciences: _____ A.A.Vakhidov

Head of the “Pedagogy and Psychology”
Department: _____ Sh.Kh.Abdullaeva

Head of the Resource Center (Library): _____ Yuldasheva M.M.

Course/Module Code KLP1606		Academic Year 2025-2026	Semester 6	ECTS 6	
Course/Module Type Mandatory		Education Language Uzbek/Russian		Weekly Lesson Hours 6	
1.	Course Name		Classroom Sessions (hours)	Self-study (hours)	Total Workload (hours)
	Developmental Psychology and Differential Psychology		72	108	180
2.	<p style="text-align: center;">I. Course Objective</p> <p>The course objective is to help students acquire a deep and comprehensive understanding of the fundamental concepts, mechanisms, phenomena, categories, and methods of <i>Clinical Psychology</i>, as well as the formation of medical psychological knowledge and its place within the system of sciences.</p> <p>Course Tasks:</p> <ul style="list-style-type: none"> – Explain the theoretical and practical aspects of issues related to norms and health in clinical psychology. – Address general problems in clinical psychology and explore their solutions. – Identify and clarify new medical-psychological issues essential for a psychologist's practical work. – Discuss the main professional responsibilities of a clinical psychologist and explore ways to address related challenges. – Examine the role of psychological and socio-psychological factors in the emergence of diseases. – Develop methods for providing psychological assistance to patients. – Design and implement psycho-preventive and psycho-corrective measures. <p>Compliance with International Practices:</p> <p>This course curriculum has been developed in accordance with Decree No. 87 of the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan, dated March 29, 2024, on "Improving the Process of Developing Normative-Methodological Documents in Higher Education". It has been refined by considering international best practices, particularly those of Lomonosov Moscow State University (QS Ranking: 94), which is listed among the top 300 universities in globally recognized rankings.</p> <p>https://www.topuniversities.com/universities/lomonosov-moscow-state-university#:~:text=Lomonosov%20Moscow%20State%20University%20is,QS%20World%20University%20Rankings%202025</p> <p>https://msu.uz/articles/P-Rabochiye-programmy-distiplin</p>				

II. Main Theoretical Part (Lecture Sessions)

II.I. The course includes the following topics:

1st theme. The subject, purpose, objectives, and research methods of clinical psychology.

The purpose and objectives of clinical psychology. The subject of clinical psychology, its main categories, and methods. Special and general psychological concepts. The formation of medical-psychological knowledge and its place within the system of clinical disciplines. Methods of medical-psychological research.

Specific fields of clinical psychology. The concepts of symptom, symptomatology, and syndrome. The clinical psychologist and their main functions. Requirements for the personality of a clinical psychologist.

2nd theme. Patient psychology. The internal representation of illness.

Different approaches to studying the internal representation of illness. Components of the internal representation of illness. Attitudes toward illness and their types. Key factors influencing the formation of attitudes toward illness. Concept of iatrogenesis. Sources of iatrogenesis. The personality of the patient. The personality of the medical worker and their mistakes. Issues of medical ethics. Maintaining medical confidentiality. The relationship between the patient and the doctor. The relationship between the patient and the nurse. Professional psychological deformation.

3rd theme. Psychosomatics and somatopsychics.

Psychosomatic and somatopsychic disorders. The history of views on psychosomatic interactions. M. Jacobi's perspectives. Heinroth's approaches. Theories related to psychosomatics. F. Alexander. M. Dunbar's theory. The theory of alexithymia. Personality types and susceptibility to illness (Friedman, Rosenman, Donell). Conversion symptoms. Functional symptoms. Psychosomatoses. Psychosomatic diseases. The current state of modern psychosomatics.

4th theme. The psychology of patients with chronic somatic diseases.

Psychological characteristics of patients with cardiovascular diseases. Psychology of patients with gastrointestinal diseases. Psychological characteristics of patients with endocrine diseases. Psychological factors, conditions, and characteristics observed in dermatological diseases. Chronic somatic diseases in children.

5th theme. The psychology of patients with oncological diseases.

The problem of oncological diseases. The nosology of oncological diseases. The role of psychological and socio-psychological factors in the development of oncological diseases. Psychological characteristics of patients with oncological diseases. Psycho-oncology as a specialized branch of clinical

psychology. The technology of working with oncological patients.

6th theme. Disorders of consciousness.

Consciousness. Causes of consciousness disorders. Criteria for consciousness disorders. Types of consciousness disorders. Clouding of consciousness. Jaspers' tetrad. Stupor. Sopor. Coma. Delirium. Oneiroid. Amentia. Fugue and trance. Somnambulism.

7th theme. Disorders of cognitive processes.

General characteristics of cognitive processes. Causes of cognitive process disorders. General cognitive impairments. Sensory and perception disorders. Attention and memory disorders. Thought disorders.

8th theme. Disorders of internal regulation. Emotional disorders.

Causes and classification of disorders. Symptoms of emotional disorders. Consequences of emotional disorders. Mood disorders, depression, anxiety, and phobias. Motivational disorders. Apathy and loss of motivation. Psychological support in managing internal regulation disorders.

9th theme. Neuropsychiatric disorders. Neurosis and neurosis-like conditions.

Neurotic disorders. Neurosis. Neurosis-like conditions. Causes of occurrence. Manifestations of neurotic disorders. Types of neurosis. Neurasthenia. Obsessive-compulsive disorder. Hysterical neurosis. Neurotic depression. Hypochondriac neurosis. Psychopathy. Sociopathy. Types of psychopathy. Borderline conditions and disorders.

10th theme. Perinatal psychology.

Pregnancy and childbirth. Perinatal psychology as a distinct field of psychology. The historical development of perinatal psychology as a science. The psychology of pregnancy and childbirth. The psychology of the perinatal period. Psychological work in obstetric clinics and centers. Psychological aspects of infertility. Psychological dimensions of reproductive health.

11th theme. Psychoprophylaxis and psychohygiene.

Concepts of psychohygiene and psychoprophylaxis. Psychohygiene of mental work. Psychoprophylaxis and psychohygiene of age-related mental disorders. Psychoprophylaxis of harmful health habits among schoolchildren. Healthy lifestyle. Formation of the concept of a healthy lifestyle and health-related risk factors. Psychological foundations of reproductive health. Primary, secondary, and tertiary prevention of health maintenance.

12th theme. Psychotherapeutic methods in clinical psychology.

Methodological foundations of organizing psycho-corrective and

psychotherapeutic interventions in clinical psychology. Specific features and principles of conducting psychotherapeutic interventions in clinical psychology. Indications for psychotherapy. Rules for conducting psychotherapy.

II.2. Guidelines and recommendations for practical sessions.

1. The subject, purpose, objectives, and research methods of clinical psychology
2. Patient psychology
3. Psychosomatics and somatopsychics
4. Iatrogenic conditions
5. Psychology of patients with chronic somatic diseases
6. Clinical-psychological intervention system
7. Cognitive process disorders
8. Internal regulation disorders
9. Sleep disorders
10. Psychology of medical professionals
11. Pregnancy and childbirth
12. Psychology of children with chronic somatic diseases
13. Psychoprophylaxis and psychohygiene
14. Specific features of the clinical psychologist profession
15. Psychotherapeutic methods in clinical psychology

During seminar sessions, students will learn to work in groups, express independent thoughts, and conduct group presentations. They will deepen the knowledge and skills gained from lectures through practical discussions. Additionally, students are encouraged to reinforce their understanding using textbooks and study guides, enhance their knowledge with supplementary materials, prepare visual aids on topics, and utilize other recommended learning resources.

III. Self-study

The requirements for organizing students' independent learning are based on Decree No. 136 of the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan, dated April 29, 2024, "On Approving the Model Procedure for Organizing Independent Learning of Students in Higher Education Institutions".

The assessment of independent learning is carried out by attaching the completed assignments to HEMIS throughout the semester, as well as through partial ongoing, midterm, and final tests and responses to questions.

Recommended Topics for Independent Learning:

1. Concepts of Disease and Norm.
2. Psychohygiene of Mental Work.

3. Psychoprophylaxis and Psychohygiene of Mental Disorders in Different Age Periods.
4. Psychoprophylaxis of Harmful Habits Affecting Schoolchildren's Health.
5. Primary and Secondary Prevention of Health Preservation.
6. Indications for Psychotherapy.
7. Early Psychological Views in Clinical Psychology.
8. Mental Health and Mental Disorders.
9. Clinical and Neuropsychological Syndromes.
10. Disorders of Thinking.
11. Apathy, Depression, Anxiety.
12. Classification of Sleep Disorders.
13. Organization of Psychological Services in Perinatology.
14. Issues of Ethics and Deontology in Medicine.
15. Psychoprophylaxis of Harmful Habits in Schoolchildren.
16. Healthy Lifestyle.
17. Psychological Foundations of Reproductive Health.
18. Neuropsychology and Its Development History.
19. Relationship Between Pathopsychology and Psychiatry.
20. Specialized Fields of Clinical Psychology.
21. Role of Psychological Factors in the Emergence of Diseases.
22. Character and the Course of Disease.
23. Iatrogenesis.
24. Disease, Personality, Psychohygiene, and Psychoprophylaxis.
25. Emotional Disorders.
26. Cognitive Process Disorders.
27. Depression: Causes and Consequences.
28. Anxiety and Fear: Issues of Norm and Pathology.
29. ADHD: Problems and Solutions.
30. Organization of Psychocorrectional Work with Children.
31. Psychocorrection of Cognitive Process Disorders.
32. Psychological Aspects of Doctor-Patient Communication. The Role of Psychology in Shaping Doctor-Patient Relationships.
33. Key Aspects of Clinical Psychologists' Work.
34. Participation of Clinical Psychologists in Psychoprophylactic, Psychocorrective, and Rehabilitation Activities.
35. Research Areas in Clinical Psychology.
36. Diseases Associated with Menopause in Women.
37. Participation of Clinical Psychologists in Psychoprophylactic, Psychocorrective, and Rehabilitation Activities.
38. Contributions of A.R. Luria to the Development of Neuropsychology.
39. B.V. Zeigarnik's Contribution to the Advancement of Pathopsychology.
40. Issues in the Formation of Medical Culture.

Students are encouraged to prepare and present presentations on the independently studied topics.

	<p>Forms of Independent Work for Students:</p> <p>When preparing independent work, students can use the following formats, considering the specifics of the subject:</p> <ul style="list-style-type: none"> • Studying topics from textbooks and educational manuals. • Mastering individual lecture topics based on handout materials. • Working on topics using specialized scientific literature. • Conducting in-depth studies on topics related to educational and scientific research activities. • Reading literature on various topics (home reading). • Completing educational exercises that involve active and problem-based learning methods. • Preparing essays, reports, articles, and tests on the given topic. • Creating slide presentations on the topic. • Preparing and delivering a scientific lecture.
3.	<p>IV. Learning Outcomes of the Subject (Developed Competencies)</p> <p>Upon mastering the subject, the student will:</p> <ol style="list-style-type: none"> 1. Understand the place of clinical psychology within the system of sciences and its development prospects. They will also be familiar with organizing and conducting clinical-psychological research, including methodologies and tools, as well as the principles, mechanisms, and categories of clinical psychology. 2. Acquire knowledge of theoretical and methodological aspects of clinical psychology, including its systems, categories, mechanisms, and fundamental laws. Additionally, they will understand the role of psychological factors in the onset, progression, and treatment of various diseases and will be able to apply this knowledge in practice. 3. Develop skills in analyzing psychological changes associated with somatic diseases, conducting research on patient psychology and cognitive impairments, and applying correctional methods for various psychological disorders.
4.	<p>V. EDUCATIONAL TECHNOLOGIES AND METHODS:</p> <ul style="list-style-type: none"> • Lectures • Interactive case studies • Seminars (logical reasoning, rapid Q&A sessions) • Group work • Presentations • Individual projects • Team projects for collaborative work and defense.
5.	<p>VI. Requirements for Earning Credits:</p> <p>Complete understanding of theoretical and methodological concepts related to the subject, accurate reflection of analysis results, independent reasoning about studied processes, completion of tasks and assignments given in current and midterm assessments, and submission of the final written work.</p>

Main Literature	
1.	<p>D.A.Urazbayeva Klinik psixologiya. O‘quv qo‘llanma Botirova d.b. “yosh davrlar pedagogik psixologiyasi”, darslik.t, 2021y Kamalova s.r.«yosh va pedagogik psixologiyasi» o‘quv qo‘llanma. T. 2021y</p> <p style="text-align: center;">Additional Literature</p> <ol style="list-style-type: none"> 1. Мирзиёев Ш.М. Янги Ўзбекистон стратегияси.-Тошкент.”O‘zbekiston” нашриёти, 2021.-464 б. 2. Mirziyoyev Sh.M. Hozirgi zamon va yangi O‘zbekiston.- T.: “O‘zbekiston”, 2024 3. Mirziyoyev Sh.M. Inson qadri, uning huquq va erkinliklari, qonuniy manfaatlari uchun- T.: “O‘zbekiston”, 2022. 4. Handbook of Emotions. Edited by Michael Lewis, Jeannette M. Haviland-Jones, and Lisa Feldman Barrett. The Guilford press. New York London, 2008. 5. Lohman D. F., Lakin J.M. Reasoning and Intelligence. New York: Cambridge University Press, 2009. 6. Schults D. P. Theories of Personality. Wadsworth. A division of Thomson Learning, Inc., 2005. 550 p. 7. Strongman K. T. The Psychology of Emotion. Copyright. John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester. 2003. 8. Styles E. A. The Psychology of Attention. The Taylor & Francis e-Library, 2005, 232 p.
	<p style="text-align: center;">Articles from Scopus</p> <ol style="list-style-type: none"> 1.Shoir Kh. Abdullaeva, A. Shayusopova, Sayyora R. Kamalova, Dilafruz B. Botirova. Psychological and pedagogical factors in improving the quality of education. International Journal of Mechanical Engineering. ISSN: 0974-5823. Vol. 7 No. 2 February, 2022 –B 1838-1843. 2.Shoir Kh. Abdullaeva, Saida Kh.Makhkamova, Sayyora R. Kamalova, Rano A. Khaydarova, Dilafruz B. Botirova. The role of online platforms in improving the effectiveness of lessons in higher education. SCOPUS. International Journal of Evaluation and Research in Education (IJERE) Vol. 8, No. 1, July 2023, pp. 101~105 ISSN: 2252-8822, DOI: 10.11591/ijere.v8.i1.pp1076-13197. 3.Shoir Abdullaeva, Sayyora Kamalova, Rano Khaydarova, Dilafruz Botirova, Rafael Baxtiyorov. Enlightenment awakening as a guarantee of a stable society. SCOPUS. “ENLIGHTENMENT AWAKENING AS A GUARANTEE OF A STABLE SOCIETY” Elsevier/Scopus
	<p>The course program was developed by the Department of “Pedagogy and Psychology” at Tashkent State University of Oriental Studies and was approved by protocol No. ____ dated “____” _____ 202__.</p> <p>The curriculum of the course was approved by the Council of Tashkent State</p>

	University of Oriental Studies by protocol No. _____ dated “ ” _____ 202 .
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