



Sulkhan-Saba Orbeliani
UNIVERSITY

Master's degree program

Program Name	Child and Adolescent Psychology
Program Head	Tamar Kobuladze, Associate Professor; Sopio Nadiradze, Assistant
Language of Instruction	Georgian
Qualification to be awarded	Master of Child and Adolescent Psychology
Program Volume in credits	The Master's programme is structured in accordance with the European Credit Transfer and Accumulation System (ECTS), embodying a student-centered approach predicated upon the academic workload requisite for the attainment of the programme's educational objectives. The Master's Programme in Child and Adolescent Psychology comprises 120 ECTS credits, distributed as 60 credits per academic year and 30 credits per semester. Consequently, the normative duration of the programme extends over 2 years, encompassing 4 semesters. Contingent upon individual student workload, the annual credit accumulation may deviate below or above 60 credits, not exceeding a maximum threshold of 75 credits.
Program approval date and protocol number	24.06.2026 №05-26

Program Objectives

The Master's Program in Child and Adolescent Psychology aims for its graduates to:

1. Construct interdisciplinary, in-depth and systematic knowledge of the bio-psycho-social dimensions of child and adolescent development, developmental risk factors, and supportive systems.

2. Develop advanced multidisciplinary expertise and competencies in contemporary methodologies of child and adolescent assessment, counseling, evidence-based intervention, and preventive support, while mastering collaborative principles with key stakeholders within their microsystem to facilitate optimal well-being of preschool and school-age children.
3. Design and implement academic research through advanced verbal and written communication skills (academic writing) and appropriate research methodologies, enabling profound analysis and resolution of challenges within child and adolescent psychology.
4. Integrate advanced ethical principles and professional practice paradigms for effective case management and interdisciplinary team collaboration across public, non-governmental, and private sectors, incorporating approaches founded on cultural sensitivity, social justice, and respect for diversity.

Learning Outcomes

Knowledge and Understanding

The graduate:

- (A) Possesses sophisticated knowledge of the bio-psycho-social aspects of child and adolescent development, developmental risk factors, and existing support mechanisms from a professional identity perspective.
- (B) Holistically examines the comprehensive cycle and contemporary approaches of psychological support for children and adolescents, their methodological foundations, and implementation specifics in both individual and group contexts.
- (C) Comprehends complex research methodology and distinctive characteristics within the field of child and adolescent psychology.

Skills

The graduate:

- (D) Conceptualizes and implements psychological assessment of preschool and school-age children, conducts sophisticated analysis of results, and formulates evidence-based recommendations; executes evidence-based, individualized counseling and therapeutic intervention utilizing an eclectic theoretical framework.
- (E) Facilitates ethical professional verbal and written communication throughout child and adolescent psychological assessment, counseling, and intervention processes: generates professional documentation incorporating contemporary technological advancements and engages in interdisciplinary collaboration with relevant specialists.
- (F) Develops research designs and conducts empirical investigations in contemporary child and adolescent psychology, analyzing quantitative and qualitative data through SPSS and NVivo software, adhering to rigorous methodological and ethical research standards.

Responsibility and Autonomy

The graduate:

(G) Upholds professional ethics and values in practice with preschool and school-age children and their family members.

(H) Systematically implements professional self-reflection, effectively utilizes supervision opportunities, and strategically plans professional development.

Prerequisites for admission to the program

The Master's Program in Child and Adolescent Psychology accepts candidates who hold one of the following academic qualifications:

- Bachelor's degree of Psychology
- Bachelor's degree of Occupational Therapy
- Bachelor's degree of Social Work
- Medical Doctor degree (MD)
- Bachelor in Physical Medicine and Rehabilitation

Admission to the program is granted based on performance in the General Master's Examinations and successful completion of the internal university interview process. Alternative admission pathways are available as stipulated by the Georgian Law on Higher Education, subject to completion of administrative registration and issuance of the rector's directive. The internal university examinations assess candidates' general knowledge in the chosen specialty and English language competency at B2 level. Assessment criteria and examination materials will be published on the university website (www.sabauni.edu.ge) a minimum of one month prior to examinations.

English language testing requirements may be waived for candidates who present valid international certification at B2 level (FCE, IELTS, TOEFL PBT, TOEFL CBT, TOEFL IBT, VERSANT, CERTUS, PEARSON) or have completed either a full degree program or minimum one semester of academic study in English.

Note: All language certificates must be valid at the time of application submission.

Enrollment in the Master's Educational Program in Child and Adolescent Psychology through mobility rules is possible twice a year, within the timeframes established by the Ministry of Education and Science of Georgia, following mandatory procedures and rules set by the university.

Enrollment in the Master's Educational Program in Child and Adolescent Psychology, or enrollment through transfer from a recognized foreign higher education institution, is carried out based on the decision of the Ministry of Education and Science of Georgia.

Teaching-learning method

Student Knowledge Assessment System

The educational program employs a comprehensive assessment system that combines interim and final evaluations, totaling 100 points for the final grade.

The assessment framework incorporates both interim (single or multiple) and final evaluations. These assessments utilize various components to evaluate student knowledge, skills, and competencies through oral/written examinations, assignments, practical/theoretical work, and other methods.

The evaluation system employs diverse assessment methods including tests, essays, demonstrations, presentations, discussions, practical/theoretical assignments, group work participation, case study analysis, and simulation exercises. Each method is measured using specific assessment criteria that determine the level of learning outcome achievement.

Each assessment form and component is allocated a specific weight within the total 100-point system. These weightings are detailed in course syllabi and communicated to students at the beginning of each semester.

Course credit cannot be awarded based on a single assessment form (either interim or final evaluation alone). Students must achieve a passing grade across both assessment forms to receive credit.

The minimum competency threshold for both interim and final assessments is specified in course syllabi and communicated to students at semester commencement.

Five types of positive assessments:

(A) Excellent	assessment 91-100 points;
(B) Very good	maximum assessment 81-90 points;
(C) Good	maximum assessment 71-80 points;
(D) Satisfactory	maximum assessment 61-70 points;
(E) Sufficient	maximum assessment 51-60 points.

Two types of negative assessments:

(FX) Failed	with a maximum score of 41-50 points, which means that the student needs more work to pass and is allowed to take an additional exam with independent work once;
(F) Failed	with a maximum score of 40 points or less, which means that the work done by the student is not sufficient and he/she has to study the course again.

Assessment forms and components	
Assessment forms and components	Maximum score
Intermediate assessment:	70 points
1.1	
1.2	
1.3	
Final grade	30 points
Final written/oral exam	30
Total	100 points
In the learning component of the educational program, in case of receiving FX, an additional exam will be scheduled no later than 5 calendar days after the announcement of the final exam results. The number of points received in the final assessment is not added to the grade received by the student in the additional exam. The grade received in the additional exam is the final grade and is reflected in the final assessment of the learning component of the educational program. In case of receiving 0-50 points in the final assessment of the learning component, taking into account the grade received in the additional exam, the student will be given an F-0 score.	

Employability
The professional scope of practice for child and adolescent psychologists encompasses diverse institutional settings within formal education, healthcare, public service, and private sectors. In the educational domain, practitioners operate within formal educational institutions, including early education centers, kindergartens, schools, vocational institutions, and universities, as well as non-formal and alternative educational programs. The medical-clinical environment encompasses hospitals, hospices, specialized clinics, pediatric departments, re/habilitation centers, mental health facilities, early intervention centers, and habilitation services. Within the public sector, psychologists work in state institutions such as the Social Service Agency, Mandaturi Office (School Resource Officer Service), penitentiary institutions, and municipal service centers. The private sector offers opportunities through consultation centers, supervised individual practice, and research organizations. The practice extends to both local and international non-governmental organizations. Professional advancement pathways include expert consultation, research activities, academic positions, and doctoral studies. These opportunities allow practitioners to contribute to the field's development while advancing their professional expertise.

Opportunity to continue studies

Graduates of the Master's Program in Child and Adolescent Psychology may advance to doctoral studies at accredited higher education institutions within Georgia and internationally. Eligible doctoral programs include psychology and related disciplines that do not specifically require a master's degree in an alternative field as a prerequisite for admission.

Material resources necessary for the implementation of the program

The university maintains comprehensive material resources to ensure the successful implementation of the Master's Program and achievement of intended learning outcomes.

Physical Infrastructure - The university operates in a 24-hour accessible facility that adheres to sanitary and safety standards, featuring security systems, fire safety equipment, video surveillance, and security personnel. Academic spaces include fully equipped lecture halls and practical training rooms with essential educational technology and furniture.

Library Resources - The university library houses program-specific print and electronic collections accessible to students and faculty. The reading room provides a conducive study environment with computer workstations. Students have access to copying services and international electronic databases including Legislative Herald, EBSCO, HeinOnline, and Elsevier. The library maintains an electronic catalog system for efficient resource management.

Faculty Workspace - Dedicated faculty workspaces are equipped with necessary office furniture, computers with internet connectivity, and multifunction printing devices to support academic activities.

Information and Communication Technology - The program utilizes modern information and communication technologies, including specialized software such as SPSS and NVivo for research purposes. The computer infrastructure meets contemporary standards and is accessible to students, faculty, and administrative staff. An electronic learning management system facilitates student assessment and academic progress monitoring. The university website provides public access to program catalogs and academic information, ensuring transparency in educational operations.

Program Structure

The Master's Program in Child and Adolescent Psychology is an educational program based on a bio-psycho-social approach, which integrates theoretical knowledge with practical application and follows the ECTS system, comprising 120 credits distributed across four semesters.

The program's core curriculum consists of 102 mandatory credits in the primary field of study, including a 12-credit practicum component and an 24-credit master's thesis. Students may select 18 credits of elective courses either from the Child and Adolescent Psychology program or from any master's program offered within the university.

The practicum component, a cornerstone of the program, encompasses 12 credits and operates under a dual supervision system. Students have the opportunity to select their practicum placement from various organizations working with children and adolescents, aligned with their professional interests. The practical training is jointly supervised by experienced organizational specialists and program directors, ensuring high-quality practical experience.

The research component culminates in a master's thesis worth 24 credits. Students develop competencies in empirically testing theoretical hypotheses, conducting scientific research, and applying statistical analysis to research findings. The master's thesis must incorporate both theoretical and empirical components, preferably utilizing diverse research methods or diagnostic instruments.

Educational program curriculum

№	Prerequisite	Module/Subject	ECTS Credit				Student's study load	
			Year 1		Year 2			
			Semester					
			I	II	III	IV	Contact hours	Independent hours
	Educational component							
	Compulsory educational courses in the main field of study							
1.	No prerequisites	Developmental Characteristics of Child and Adolescent	6/150				42	108
2.	No prerequisites	Behavioral Neuroscience	6/150				42	108
3.	No prerequisites	Developmental Disorders	6/150				29	121
4.	No prerequisites	Qualitative Research Methods	6/150				26	124
5.	No prerequisites	Academic Writing for Master's Program Students		6/150			28	122

6.	Developmental Characteristics of Child and Adolescent	Child and Adolescent Psychiatry		6/150			29	121
7.	Qualitative Research Methods	Quantitative Research Methods and Data Analysis Using SPSS		6/150			42	108
8.	Developmental Characteristics of Child and Adolescent, Developmental Disorders; Co-prerequisite: Child and Adolescent Psychiatry	Theoretical Orientations and Approaches in Psychotherapy		6/150			42	108
9.	No prerequisites	Family Psychology and Integrated Model of Family Intervention		6/150			29	121
10.	Theoretical Orientations and Approaches in Psychotherapy, Behavioral Neuroscience	Child and Adolescent Psychological Counseling			6/150		28	122
11.	Developmental Characteristics of Child and Adolescent, Developmental Disorders	Psycho-Educational Assessment			6/150		28	122
	Practicum component							
12.	All mandatory courses (Including Semesters I-II)	Practice			12/300		66	234

Research component								
13.	All mandatory courses (Including Semesters I-III)	Master's Thesis				24/600	18	582
Elective educational courses in the main field of study								
14.	No prerequisites	Juvenile Justice and Crime Prevention Mechanisms	6/150	+	+	+	40	110
15.	No prerequisites	Psychotrauma and Its Management in Children and Adolescents	6/150	+	+	+	42	108
16.	Developmental Characteristics of Child and Adolescents, Developmental Disorders, Behavioral Neuroscience	Communication, Language, Speech and Feeding Therapy			6/150	+	29	121
17.	No prerequisites	Occupational Therapy			6/150	+	28	122
18.	Developmental Characteristics of Child and Adolescent	Supporting the Development of Social-Emotional Competencies in Children and Adolescents Within Educational Settings			6/150	+	29	121
19.	Developmental Characteristics of Child and Adolescent	Psychology of Addictions and Therapeutic Support from Adolescence to Adulthood			6/150	+	29	121
20.	Developmental Characteristics of Child and Adolescent, Developmental	Deviance and Intervention Mechanisms			6/150	+	29	121

	Disorders, Behavioral Neuroscience							
21.	Developmental Characteristics of Child and Adolescents, Developmental Disorders	Psychology of Teaching and Learning Process			6/150	+	42	108
22.	Developmental Characteristics of Child and Adolescents, Developmental Disorders, Behavioral Neuroscience	Inclusive and Special Education			3/75	+	31	44
23.	No prerequisites	Social Work with Youth Under 18			3/75	+	29	46
24.	No prerequisites	Child and Adolescent Support Services in Healthcare			3/75	+	37	38
25.	No prerequisites	Children's and Adolescents' Rights			3/75	+	29	46
Per semester			30	30	30	30		
Per year			60		60			
Total			120					

Map of program objectives and learning outcomes

Educational program objectives	Learning outcomes							
	Knowledge and Understanding			Skills			Responsibility and Autonomy	
	A	B	C	D	E	F	G	H
Objective 1. Construct interdisciplinary, in-depth and systematic knowledge of the bio-psycho-social dimensions of child and adolescent development, developmental risk factors, and supportive systems.	X	X	X					
Objective 2. Develop advanced multidisciplinary expertise and competencies in contemporary methodologies of child and adolescent assessment, counseling, evidence-based intervention, and preventive support, while mastering collaborative principles with key stakeholders within their microsystem to facilitate optimal well-being of preschool and school-age children.		X		X	X			
Objective 3. Design and implement academic research through advanced verbal and written communication skills (academic writing) and appropriate research methodologies, enabling profound analysis and resolution of challenges within child and adolescent psychology.			X			X		
Objective 4. Integrate advanced ethical principles and professional practice paradigms for effective case management and interdisciplinary team collaboration across public, non-governmental, and private sectors, incorporating approaches founded on cultural sensitivity, social justice, and respect for diversity.							X	X

Map of the program's mandatory courses and program learning outcomes

№	Subject	Course Status		Program learning outcomes							
				(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
1.	Developmental Characteristics of Child and Adolescent	I	D	+	+					+	
2.	Behavioral Neuroscience	D		+	+	+		+	+		
3.	Developmental Disorders	I	D	+	+			+			
4.	Qualitative Research Methods	D	P			+			+	+	+
5.	Academic Writing for Master's Program Students	D						+			
6.	Child and Adolescent Psychiatry	I	D	+	+	+	+	+	+	+	+
7.	Quantitative Research Methods and Data Analysis Using SPSS	D	P			+			+	+	
8.	Theoretical Orientations and Approaches in Psychotherapy	I	D	+	+		+	+		+	+
9.	Family Psychology and Integrated Model of Family Intervention	D		+	+		+	+		+	
10.	Child and Adolescent Psychological Counseling	D		+	+		+	+		+	
11.	Psycho-Educational Assessment	D	P		+	+	+	+			

12.	Practice	P	M	+	+		+	+		+	+
13.	Master's Thesis	P	M	+	+	+	+	+	+	+	+

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I – Introductory courses	D - Developing courses	P - Practical courses	M- Mastery courses

Map of learning outcomes for the program's mandatory and elective courses

№	Module/Subject	Competencies		
		Knowledge and Understanding	Skills	Responsibility and Autonomy
Compulsory educational courses in the main field of study				
1.	Developmental Characteristics of Child and Adolescent	+	+	+
2.	Behavioral Neuroscience	+	+	
3.	Developmental Disorders	+	+	
4.	Qualitative Research Methods	+	+	+
5.	Academic Writing for Master's Program Students	+	+	+
6.	Child and Adolescent Psychiatry	+	+	+
7.	Quantitative Research Methods and Data Analysis Using SPSS	+	+	+
8.	Theoretical Orientations and Approaches in Psychotherapy	+	+	+
9.	Family Psychology and Integrated Model of Family Intervention	+	+	
10.	Child and Adolescent Psychological Counseling	+	+	+
11.	Psycho-Educational Assessment	+	+	
12.	Practice	+	+	+
13.	Master's Thesis	+	+	+
Elective educational courses in the main field of study				
14.	Juvenile Justice and Crime Prevention Mechanisms	+	+	

15.	Psychotrauma and Its Management in Children and Adolescents	+	+	
16.	Communication, Language, Speech and Feeding Therapy	+	+	
17.	Occupational Therapy	+	+	
18.	Supporting the Development of Social-Emotional Competencies in Children and Adolescents Within Educational Settings	+	+	+
19.	Psychology of Addictions and Therapeutic Support from Adolescence to Adulthood	+	+	+
20.	Deviance and Intervention Mechanisms	+	+	+
21.	Psychology of Teaching and Learning Process	+	+	+
22.	Inclusive and Special Education	+	+	+
23.	Social Work with Youth Under 18	+	+	
24.	Child and Adolescent Support Services in Healthcare	+	+	+
25.	Children's and Adolescents' Rights	+	+	