

SGT UNIVERSITY



**FACULTY OF BEHAVIOURAL SCIENCE
DEPARTMENT OF CLINICAL PSYCHOLOGY**

POST-GRADUATE PROGRAMME

COURSE SYLLABUS/CURRICULUM

**MASTER OF SCIENCE (PSYCHOLOGY)
(CLINICAL)**

(SESSION 2021-23)

M.Sc. (Psychology) (Clinical)
(2021-2023)
Semester-I (Total Marks=600)

S. No	Paper Code	Course Title	Hrs/ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	1909010 1	Cognitive Psychology	4	60	40	100	4
2	1909010 2	Practicum: Cognitive Psychology	8	40	60	100	4
3	1909010 3	Research Design & Methods	4	60	40	100	4
4	1909010 4	Theories of Personality	4	60	40	100	4
5	1909010 5	Applied Social Psychology	4	60	40	100	4
6	1909010 6	Practicum: Applied Social Psychology	8	40	60	100	4
TOTAL		6	32	320	280	600	24

C-PSY-01 (A): Cognitive Psychology

Course Objectives: This is a core course of Psychology particularly focusing on the present-day general approach of cognition in Psychology. It aims at introducing all the concepts of cognition and the cognitive processes. The course advances their understanding of knowledge acquisition and organizational processes. The course opens the windows of the students to the modern concepts of artificial intelligence and machine problem solver.

Course Outcome: The course is designed to make the students familiar with the basic cognitive processes which regulate information processing between environment and the individuals. It focuses on different level of information processing starting with perception, through learning memory and higher order thinking. The methodology to investigate the cognitive processes and to conduct experiments tapping the internal cognition and finding relevance in real life are the key competence of the students. The students will be able to understand their own knowledge acquiring process as well that of other. Upon completing the course they will be able to appreciate the problems as well as solution of Human cognition. It shall prepare the student for the futuristic development in the area of Neuro-cognition and artificial intelligence.

Unit	Contents	Teaching Hrs.
I	Introduction to Cognitive Psychology	16
	Nature of Cognitive Psychology, Current trends	5
	Paradigms in the study of Cognitive Psychology: Information Processing Approach, Connectivistic Approach, Evolutionary Approach,	6
	Methods of cognitive psychology: Experimentation and use of computer technology	5

II	Attention, Perception, Memory	16
	Perception: Nature, Gestalt Approach, Bottom up and Top down processes.	5
	Attention: Nature and types, Selective Attention: Filter Theory,	6
	Memory: Types, Theories & Model: Information processing model, level of processing model.	5
III	Higher Cognitive Processes	16
	Language: The Structure of Language-Linguistic relativity hypothesis. Language acquisition.	5
	Thinking and Problem Solving: Types and steps. Obstacles in problem solving.	6
	Reasoning: Nature, Types of reasoning, Three Approaches to the Study of Reasoning	5
IV	Higher Cognitive Processes	16
	Decision Making: Nature and Phases, Cognitive illusions: Availability, Anchoring, Sunk Cost Effects, Illusory Correlation, Hindsight Bias, Confirmation Bias, Overconfidence	6
	Blocks to Problem Solving, Creativity, Critical Thinking Representativeness, Framing Effects in decision making	5
	Decision Making: Concept and Phases, Cognitive illusion in decision making	5

C-PSY-P-01 (A): Practicum –Cognitive Psychology

Course Objectives: The course is designed to acquire experimental skills to conduct study on the process of cognition. It shall challenge the students to operationalize constructs of cognition. They will also learn to collect data and analyses for reporting.

Course Outcome: The student will be able to measure and analyze the basic processes of cognition, such as concept learning, forgetting curve, short term memory, reaction time, measuring creativity and problem-solving through simple tasks and practical activities.

Contents	Teaching Hrs.
Cognitive Psychology:	32
1. Trail making test	8
2. Memory techniques: Recall & Recognition	8
3. Experiments in problem solving (Dunker's (1945) Candle problem for functional fixedness; 2 String Problem; Water Jug experiment by Luchin (1942, 1959)	8
4. STM-Peterson paradigm	8
5. Types of heuristics	8
6. Concentration-letter cancellation task	8
7. Serial position curve-verbal learning	8
8. Parallel v/s serial processing	8

Note: At least 4 practical to be reported by every student.

Syllabus Books:

- Benjafield, J.G. (1992). *Cognition (2nd ed)*. New Jersey: Prentice Hall.
- Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. SAGE.
- Goldstein, E. B. (2007). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*. Wadsworth Cengage Learning.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi: Sage Publications.
- Sternberg, R.J. (2009). *Cognitive Psychology*. USA: Wadsworth.
- Esgate, A. Groome, D. Baker, K. Heathcote, D. Kemp, R. & Maguire, M. (2005). *An Introduction to Applied Cognitive Psychology*. Corriene Reed Psychology Press.
- Moore, J. (2013). Cognitive Psychology as a Radical Behaviorist Views It. *The Psychological Record*, 63 (3).
- Moore, J. (2010). What Do Mental Terms Mean? *The Psychological Record*, 60 (4).
- Barsalou, L. W. (1992). *Cognitive Psychology: An Overview for Cognitive Scientists*. Lawrence Erlbaum Associates.

C-PSY-02 (A): Research Design & Methods

Course Objectives: The course has been designed to expose the students with basic methods of research to study behavior. They will learn different methods on selected problems as the core techniques. The students will also understand the procedures, precautions and errors in methods.

Course Outcome: At the end of this course, students will be able to understand the basic research designs and processes. They will be able to do review of literature, formulate research questions, and generate hypotheses. Student will be equipped to design research proposal and conduct researches. The students would learn to control the extraneous effects of unwanted variables in the research situation.

Unit	Contents	Time (Hrs.)
I	Introduction to Psychological Research Nature, purpose and scope of psychological research	16
	Pure v/s applied research; experimental v/s non-experimental research, Epidemiological research, Historical research, Ethnographic research	5 6 5
	Stages of Psychological Research	
II	Research Designs Basic single factor designs: between- and within-group designs	16 5
	Advanced multifactor experimental designs: factorial designs	6
	Correlational design, Quasi-experimental design; Repeated measure design	5
III	Types of Research Ex Post Facto Research: Difference between Ex post Facto and Experimental Design	16 5
	Laboratory Experiment: A laboratory experiment, Miller study of the learning of visceral responses; Field experiment and Field Study	6 5
	Survey Research: Types, Methodology, Application and advantages	
IV	Issues in psychological research APA Code of Ethics	16 5
	Communicating Research Results: Writing Research proposals and Reports, Presentations and posters	6
	Reading, Reviewing and Replicating research. Using internet and computer software's for research,	5
	Emerging issues in psychological research	

Syllabus Books:

- Broota, K.D. (2006). *Experimental design in behavioural research*. New age publishers.
- Gravelter, F.J. and Forzano, L.B. (2006). *Research Methods in Behavioral Sciences*. Singapore: Thomson-Wadsworth.
- Kerlinger, F.N. (2017). *Foundations of Behavioural Research*. Surjeet Publications.
- McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall

C-PSY-03 (A) Theories of Personality

Course Objectives: Personality is a core content of main stream psychology, therefore each student shall be exposed with the basics of personality as construct, its dimensions, and theories. It shall also help the students to understand themselves as person or their self.

Course Outcome: At the end of the course students will obtain knowledge about human personality and its development as well as various theoretical perspectives and ideas of personality given by classic theorists. They will also obtain an understanding of normative as well as idiographic view of personality.

Unit	Contents	Teaching Hrs.
I	Key concepts	16
	Personality: Perspectives	5
	Trait Approach: Allport's, R.B. Cattell's, Eysenck	6
	Types theory: Sheldon's classification	5
	<i>Hippocrates' theory of personality</i>	5
II	Major Theories	16
	Psychoanalytic approach: Freud (Division of mind, Division of personality, Stages of Personality Development)	5
	<i>Neo-Freudians' approach</i>	6
	Social cognitive view of Personality: Bandura's Reciprocal determinism and self- efficacy	5
	<i>Cultural construction of self</i>	5
	<i>Dynamic aspects of self-concept</i>	
III	Other models	16
	Humanism: Rogers view of self	5
	Existential: Rollo May, Frankl; Big five Model	6
	Eastern Views: Chark's Tridosha	5
	<i>Comprehensive comparison of various theories of personality theory</i>	
IV	Recent Advancement	16
	Advances in Personality Theories,	5
	Locus of control and personality	6
	Role of genetic factors in the development of personality	5
	<i>Positive Psychology Personality Traits</i>	

Syllabus Books:

- C. F. Halverson, C.F., Kohnstamm, G.A. and Martin, R.P. (1994). The Developing Structure of Temperament and Personality from Infancy to Adulthood. Lawrence Erlbaum Associates.
- Eysenck, H.J. and Eysenck, M.W. (1985). Personality and individual differences. Plenum: New York.
- Hall, C. and Lindzey, G. (1978). Theories of Personality. Wiley: New York.
- Maddi, S.R. (1972). Personality theories: a comprehensive analysis. Dorsey Press: Illinois

DSE-01 (A): Applied Social Psychology

Course Objectives: This field in psychology deals with social psychological theories, principles, research findings and experimental methods to understand social issues and to offer real- world solutions for a variety of social problems. It shall also help the students in understanding and finding a solution for their own problems.

Course Outcome: At the end of this course, students will be able to understand the social issues and apply practical suggestions for improving their own behavior in areas ranging from workplace productivity to daily life activities.

Unit	Content	Time (Hours)
I	Introduction	16
	Applied Social Psychology: Meaning, Nature and Fields	5
	Social influences on behavior, Levels of analysis.	6
	Methodological approaches: Participatory action and Learning research techniques.	5
II	Applications	16
	Applying Social Psychology- I: Environment, Population, Diversity.	5
	Applying Social Psychology- II: Work, Unemployment and Poverty.	6
	Applying Social Psychology- III: Health and Legal System.	5
III	Social problems –	16
	Aggression and violence; Deprivation and Poverty.	5
	Domestic Violence, Culture Shock and Uncertainty	6
	Prejudice, Crime and Delinquency	5
IV	Intervention and Evaluation	16
	Social Cognition, Impression formation and conflict management.	5
	Persuasion, Propaganda and campaigning.	6
	Impact Analysis, Process of Intervention, Need for evaluation for effective programme.	5

DSE-P-01 (A): Practicum: Applied Social Psychology

Course Objectives: The course is designed to acquire experimental skills to conduct study on the process of social. It shall challenge the students to operationalize constructs of cognition. They will also learn to collect data and analyses for reporting.

Course Outcome: The student will be able to measure and analyze the basic processes of cognition, such as concept learning, forgetting curve, short term memory, reaction time, measuring creativity and problem-solving through simple tasks and practical activities.

Content	Time (Hours)
C-PSY-P-14 Practicum: (any four to be reported)	32
Attitude Scale	8
A case study of Low SES.	8
Prejudice Scale	8
Focus group discussion on Road traffic accident victims (Bystander Effect)	8
Altruism Scale	
Social Problem Scale	

Note: At least 4 practical to be reported by every student.

Syllabus Books:

- Aronson, E., Wilson, T.D. & Akert, R.M. (2010) *Social Psychology*. Boston: Prentice Hall.
- Baron, R.A., Branscombe, N.R., Byne, D. & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson.
- Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.
- Myers, D.G. (2005). *Social Psychology*. New Delhi: Tata McGraw Hill.
- Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi: Pearson.
- Schneider, F.W., Gruman, A., Coult, L.M. (Eds). (2012). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage Publications.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures*. New Delhi: Sage Publications.

Semester-II (Total Marks=600)
(2021-2023)

S. No	Paper Code	Course Title	Hrs/ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090201	Statistics in Psychology	4	60	40	100	4
2	19090202 / 19090203	Abnormal Psychology/ Forensic Psychology (Any one)	4	60	40	100	4
3	19090204 / 19090205	Practicum: Abnormal Psychology/ Forensic Psychology	8	40	60	100	4
4	19090206	Neuro-Psychology	4	60	40	100	4
5	19090207	Practicum: Neuro-Psychology	8	40	60	100	4
6	19090208	Human Values and Professional Ethics	4	30	20	50	2
7	19090209	Field training in Hospital/Juvenile home/Prison	4	20	30	50	2
TOTAL		7	36	310	290	600	24

C-PSY-04 (A) Statistics in Psychology

Course Objectives: The course is aimed at data description, analysis and hypothesis testing. They will learn to use various statistical techniques for the purpose of testing the hypotheses as per designs. The course will enhance the computation skills of the students.

Course Outcomes: After going through the course students now know when and where to use a particular statistical test and provide the answers. They have now better analytical skills and make inferences from the data.

Unit	Contents	Teaching Hrs.
I	Introduction to Statistics in Psychology	16
	Concept, scope and purpose of statistics in psychology.	5
	Sample and population, sampling methods.	
	Types of statistics: descriptive vs inferential, parametric vs non-parametric.	
	Qualitative data analysis: Introduction, Different methods: Content analysis, Thematic analysis, Interpretative Phenomenological analysis	5
		6

II	Descriptive statistics	16
	Representation of data: frequency distribution, cumulative curve, pie charts, line graphs, bar diagrams	5
	Mean, median, mode: properties, calculation from grouped and ungrouped data.	6
	Variance, standard deviation, normal curve, z-scores, standard error, Percentiles, quartiles, confidence intervals.	5
III	Inferential Statistics	16
	Statistical inference and tests of significance of mean, t-test, Type I and Type II errors.	5
	Correlation: Pearson's r	6
	ANOVA: One-way, two-way	5
IV	Inferential Statistics (Non-Parametric)	16
	Difference between Parametric and Non-Parametric Statistics, Spearman's rho. Chi square test.	5
	Mann Whitney U Test, W Test, Median test	6
	Friedman ANOVA	5

Syllabus Books:

- Bakeman, R.P.. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*. Lawrence Erlbaum Associates, 1992
- Everitt, B.S. (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.
- Garrett, P. (1968). *Statistics in Psychology and Education*.
- Kault, D. (2003). *Statistics with Common Sense*. Greenwood Press, 2003
- Michael Cowles. (2001). *Statistics in Psychology: An Historical Perspective*. Lawrence Erlbaum Associates.
- Reichmann, W. J. (1961). *Use and Abuse of Statistics*. Oxford University Press.
- Siegel, S. and Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

C-PSY-05 (A): Abnormal Psychology

Course Objectives: The course is designed to know the students the abnormal side of behavior, psychopathology and the current systems of diagnosis such as ICD and DSM. The students will learn the symptoms and causes of various disorders along-with the criteria of abnormality.

Course Outcomes: Students now understand the difference between normal and abnormal behavior. They are aware of the symptoms and causes of various disorders. It will lay the foundations for them to go on higher studies in clinical psychology.

Unit	Content	Time Hrs.
I	Introduction	16
	Mental Illness: Definition,; Historical background,	5
	Paradigms in Psychopathology: Biological, Psychodynamic Humanistic, Cognitive- Behaviour ,	6
	Socio-cultural factors,	
	Epidemiological studies: Prevalence, incidence and risk factors.	5
	Diagnosis: Nature and Importance; Classificatory Systems: DSM and ICD.	

II	Anxiety, Mood and Dissociative Disorders Anxiety disorder: Types_ Phobias and Generalized Anxiety Disorder, Clinical description, epidemiology, causes and treatment. Other Anxiety disorder: Clinical description, epidemiology, causes and treatment of Obsessive Compulsive Disorder. Mood Disorder: Clinical description, epidemiology, types, causes and treatment. Dissociative Disorders: Clinical description, Types; epidemiology, causes and treatment.	16 5 6 5
III	Schizophrenia, Schizophrenia: Type and Epidemiology Signs and symptoms and Causes Pharmacological and Psychological Treatment. Schizotypal and Delusional Disorder, Signs and symptoms and Causes	16 5 6 5
IV	Substance Use, Eating Disorders and Sexual Disorders: Substance Use Disorders: Clinical Description, Types, Epidemiology, Causes and Treatment Eating Disorders: Clinical Description, Types, Epidemiology, Causes and Treatment Sexual Disorders: Clinical Description, Types, Epidemiology, Causes and Treatment of Sexual Dysfunction.	16 5 6 5

Syllabus Books:

Barlow, D.H. and Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning.

Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.

Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15th ed.)*. New Delhi: Pearson Education.

Car, A. (2001). *Abnormal Psychology*. Psychology Press.

Cave, S. (2002). *Classification and Diagnosis of Psychological Abnormality*. Routledge.

Kearney, C.A. and Trull, T.J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage Learning.

Niraj, A. (2006). *A short textbook of psychiatry*. Jaypee Brothers Publishers.

C-PSY-P-05 (A): Practicum: Abnormal Psychology

Course Objectives: The course prepares the students to make practical testing of abnormal behavior and certain symptoms by using standardized psychological tests.

Course Outcome: After the course the students are more skilled in conducting the psychological tests of clinical importance. They are more skilled in diagnosing after hands on experience. Now they can prepare a complete profile of the patient/ subject and analyze for subsequent course of action.

Contents	Teaching Hrs.
Psychology of Abnormal Behavior:	32
-Make an assignment on the changes made in the classificatory system from DSM-IV-TR to DSM- 5	8
- Clinical rating scales: HAM-A, HAM-D, YMRS, Y-BOCS for a patient suffering from mood disorder, Anxiety Disorder or Dissociative Disorder (depending on the requirement of the patient)	8
- Use of TLC scale/ PANSS/ BPRS on a patient of Schizophrenia	
- Assignment on techniques used for cessation of Cigarette Smoking. Prepare a chart on the development of DSM system.	8
Techniques for cessation of Alcohol Use disorder.	8

Note: At least 4 practical to be reported by every student.

Course Objectives: This course is designed with the aim to give the basic understanding to the students about the psychology behind crime and theories and types of crime. The course will focus on the interventional role of psychologist in investigation as well as assessment of criminal behavior. They will have knowledge of behavioral and personality signature markers.

Course Outcomes: After studying this course the students will understand the nature, types and theories in social and psychological perspective criminal behavior and its forensic aspects. They will have better understanding of behavioral signature markers of criminals.

Unit	Contents	Time (Hrs.)
I	Introduction	16
	Forensic Psychology: Definition; Difference between forensic and clinical psychology, History of Forensic Psychology, Issues and Emerging Trends in Forensic Psychology	5
	Types of offenders: Juvenile Offender, Violent Offenders, Sexual offender.	6
	Ethical principles and professional competencies	5
II	Theories and Assessment of Criminology	16
	Theories of Crime: Psychoanalytic; Eysenck's Biosocial Theory, Social Learning Theory.	5
	Identification and evaluation of criminal suspects, Risk assessment and Report Writing.	6
	Profile Analysis: FBI Profiling; Polygraph process and detection of lying, Narco analysis Eyewitness Testimony.	5
III	Forensic Assessment	16
	Approaches of forensic assessment, Forensic and clinical issues in the assessment of psychopathy,	5
	Evaluation of malingering and deception,	6
	Evaluation in delinquency cases, Psychological profile of criminals	5
IV	Prevention, Correction and Rehabilitation of Criminal/offender	16
	Interviewing technique, Therapies: CBT, Relaxation, Recreational, yoga and meditation.	5
	Rehabilitation of offenders: Social skill training, Civil responsibility and community rehabilitation of offenders.	6
	Prevention: education of legal aspect. Role of Psychologist in crime prevention.	5

Syllabus Books:

- Goldstein, A.M. (2003). *Forensic Psychology*, Vol 11, Handbook of Psychology, Volume 11. John Wiley & Sons.
- Jenifer M. Brown, J.M. and Campbell, E.A. (2010). *The Cambridge Handbook of Forensic Psychology*, Cambridge University Press Cambridge, UK
- Weiner, I.B. and Otto, R.K. (2013). *The Handbook of Forensic Psychology*, 4thedi., John Wiley & Sons, Inc., Hoboken, New Jersey.

Course Objective: This course is designed to develop deep understanding of factors promoting investigation of criminal behavior and its assessment. The focus will be on relevant psychological tools and profiling methodology.

Course Outcomes :After studying this course the students will gain deep understanding of factors promoting crime and establishing markers of criminals' behavior. They will be exposed to interaction and assessment in police and criminal justice system.

Content	Time (Hours)
DSE-PSY-P-4 Practicum: (any four to be reported)	32
• Cognitive distortions and aggression	8
• Personality assessment of offenders	8
• Interviewing techniques with offenders	8
• Assessment of Malingering through Projective Tests	8
• Psychosocial Rehabilitation of offender	
• Assessment of social skills among offenders	

Note: At least 4 practical to be reported by every student.

C-PSY-06-(A): Neuropsychology

Course Objectives: The course is designed to understand the organic basis of various behavioral problems with a special emphasis on brain dysfunction. The course covers some of the major neuro-psychological diseases such as brain injuries, tumors, vascular disorders and dementia etc.

Course Outcome: The students will be competent to make a difference between psychogenic and neurogenic behavioral disorders. They will now be more specialized clinical psychological exposure.

Unit	Contents	Teaching Hrs.
I	Introduction to Neuropsychology	16
	- Nature and concept of neuropsychology, past history, current status and scope of neuropsychology.	5
	- Brain (Structure and Functions) – hind brain, mid brain, and forebrain;	6
	- Cerebral cortex and its lobular organization, sub-cortical regions, Hemispheric asymmetry	5
II	Neurochemistry	16
	Structure and function of cells, Synaptic transmission;	5
	Neurotransmitters – classical, amino acids, neuropeptides	6
	Role of neurotransmitters in various behaviors	5
III	Neuropsychiatric Disorders	16
	Dementias- types, Alzheimer's Disease and Parkinson's Disease, causes and management	5
	Cerebrovascular disorders: ischemia, thrombosis, hemorrhage – symptoms, causes, management	6
	Tumors of the brain: types; head trauma: open head and closed head injuries - symptoms, causes, management	5
IV	Assessment, Treatment and Neuropsychological Rehabilitation.	16
	Neuropsychological Assessments: Halsted-Reitan	5
	Neuropsychological Battery, Luria-Nebraska neuropsychological battery, AIIMS Battery, PGIBBD and other approaches	6
	Neuro-Plasticity; Neuropsychological recovery Neuropsychological Rehabilitation: Neuro-psychotherapy; Cognitive retraining and remediation.	5

C-PSY-P-06-(A): Practicum –Neuropsychology

Course Objectives: The course is designed to acquire and transfer skill of conducting neuropsychological testing on selected patients or normal subjects in laboratory. The course has focus on neuro-psychological assessment batteries available for Indian population.

Course Outcome: The students after the hand on experience will be competent to handle diagnosis and assessment of patients with brain disorders. They are capable to analyse and make profile of patients.

Contents	Teaching Hrs.
Biopsychology:	24
1. AIIMS Battery (Adult)	4
2. AIIMS Battery (Child)	4
3. Neurofeedback/GSR	4
4. EMG – a report on recording	4
5. A case study of dementia patient	4
6. PGIBBD	4
7. Wisconsin Card Sorting Test (WCST)	4
8. Trail Making Test	4
9. Study of Variation of Stroop Effect	4

Note: At least 4 practical to be reported by every student.

Syllabus Books:

Carlson. Physiological Psychology.

Faust, M. (2015). *The Handbook of Neuropsychology of Language*. NY: Wiley.

Goldstein, L.H. & McNeil. J.E. (2012). *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. NY: Wiley

Pinel, J.P. (2006). *Biopsychology*. Pearson Education, Inc.

Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson: Wadsworth.

DSE-02 (A): Human Values and Professional Ethics

Course Objectives: The course is designed to inculcate a sense of ethics and morality in conducting as a professional, as an individual and as a responsible citizen. The course comprises of some key issues relevant in the present-day society since the beginning times. It will touch the core theories and principles relevant for all professions in general and psychologists in particular.

Course Outcomes: The course is expected to imbibe humane and positive thinking in the students. They will be able to spell out the philosophical basis of ethics, learn the different types of ethics, ethical theories, bioethics and environmental ethics as well as be able to critically evaluate various issues in professional ethics.

Unit	Contents	Time (Hrs.)
I	An Introduction to Moral Philosophy and Applied Ethics:	16
	Introduction, Understanding Declaration and Ethics and Bioethics,	5
	Universal Guidelines on Bioethics and Human Rights, Moral Development and Moral Theories,	6
	Principles of Benefit and Harm, Foundation of Bioethics, Historical Evolution	5
II	Value of Human Life:	16
	Autonomy, Informed consent, Persons without the capacity to consent, Privacy and confidentiality	5
	Bioethical Mediation, Respect for human vulnerability and personal integrity.	6
	Human Rights, Punishment, Suicide, Structures of Inequality: Caste and Poverty, Social responsibility and Public Health Bioethics.	5
III	Ethics in the Public Domain:	16
	Nature as Means or End, Respect for nature,	5
	Respect for, cultural diversity and pluralism, sharing of benefits, Protecting future generations, Disaster of Bioethics	6 5
IV	Ethics in the Public Domain:	16
	Professional Ethics and Public Policy, Medical Ethics: Surrogacy,	5
	Media Ethics – Privacy, Ethical Issues in Cyber space, Family and Marriage,	6
	Morality: Parents and Children. Specialty vs. Ethics	5

Syllabus Books:

Biological Psychology, 11thEdn by James W. Kalat, Cengage, 2014, Paperback, ISBN-10: 8131525260.

Gorman, P. (2004). *Motivation and Emotion*. Routledge.

Introduction To Biopsychology, 9thEdn by Pinel, J. P. J & Barnes, S.J., Pearson India, 2016, Paperback, 9789332575172.

Rookes, P. and Willson, J. (2000). *Perception: Theory, Development, and Organisation*. Routledge

Semester-III (Total Marks=650)
(2021-2023)

S. No	Paper Code	Course Title	Hrs/ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090308	Introduction to Clinical Psychology	4	60	40	100	4
2	19090309	Psycho-diagnostics	4	60	40	100	4
3	19090310	Psychotherapy-I	4	60	40	100	4
4	19090311	Practicum: Clinical Psychology	8	40	60	100	4
5	19090312	Practicum: Psychodiagnosics	8	40	60	100	4
6	19090313	Summer Training (Clinical)	4	20	30	50	2
7	19090314	Field Training	8	40	60	100	4
TOTAL		7	40	320	330	650	26

C-PSY-07 (A): Introduction to Clinical Psychology

Course Objectives: The course aims at providing a good theoretical base for understanding of clinical psychology and psychotherapeutic interventions to be used in understanding the mental health issues. The course also addresses several issues related to variety of established techniques being used in present scenario so that they may become a practice- nor in clinical settings.

Course Outcome: At the end of the course the students would be better placed with regard to the sound conceptual base of the psychotherapeutic interventions. They will also identify several implications of different intervention techniques. It will help them to prove themselves in future as better clinical psychologists.

Unit	Content	Time (Hrs.)
I	Introduction	16
	Nature of the discipline Clinical Psychology, History: ancient views and recent developments.	5
	Training and professional development, Code of conduct and Ethics guidelines in Clinical Psychology, Development of standards of Clinical Psychology in India; IACP	6
	Classification systems – Need, advantages and disadvantages; DSM and ICD	5
	Other Mental health professionals; multi-disciplinary teams	
II	Assessment in Clinical Psychology	16
	Role of assessments in Clinical Psychology; Origins of Clinical Assessment; Process of Assessment.	5
	Clinical Interviewing: Purpose- Gathering Information for Assessment and Treatment,	6
	Establishing Rapport for Assessment and Treatment; Skills of the interviewer; History Taking and MSE.	5

III	Assessment in Clinical Psychology	16
	Models and methods of assessment: traditional or norm referenced assessment- intelligence, achievement tests and tests for special abilities.	5
	Norm referenced and criteria based objective personality measures;	6
	Role of Projective assessment and Behavioural Assessment in clinical psychology	5
IV	Intervention Models and Areas of Application	16
	Models: Psychodynamic, Humanistic, Existential, Cognitive-Behavioural, Integrative.	5
	Modes: Individual, Couples, Group & Family.	6
	Applications: Clinical Neuropsychology, Clinical Health Psychology, Clinical Geriatric Psychology, Forensic Psychology, Child and Adolescent Psychology, LGBT population.	5
	Contemporary and Future Role of Clinical Psychologists.	

Syllabus Books:

- Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. NewYork: Open University Press.
- Brewer,K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
- Hacker, J., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practices and ethics* . Delhi: Pearson Education.
- Kramer, G. P., Bernstein, D. A., &Phares, V. (2014). *Introduction to clinical psychology*. Upper Saddle River, NJ: Prentice-Hall.
- Phares, J.E., &Trull, J.T. (2000).*Clinical Psychology: Concept, Method & Profession*. Wadsworth.
- Plante, T.G. (2004). *Contemporary Clinical Psychology, 4th Ed*. Wiley publishers. New York:US.
- Pomerantz, & Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage publications.

C-PSY-8 (A): Psycho-diagnostics

Course Objectives: The course is designed to know the special assessment methods of the clinical sample. The tests of clinical importance, special methods of clinical settings and integration of various tools and techniques for a complete profiling are to be integrated.

Course Outcome: Students after the course will have better know how of assessing patients. They have developed a comparative sense of assessing normal and clinical subjects. The skills requiring to diagnose shall have input of theory in this course.

Unit	Contents	Teaching Hrs.
I	Introduction to Psycho-diagnostic Assessment	16
	Nature, scope, and goals of assessment;	5
	Characteristics and types of psycho-diagnostic assessment.	6
	Process of assessment; psycho-diagnostic report writing.	
	Ethical issues in assessment	5

II	Interviewing and Behavioral Observation Methods	16
	Interviewing: nature and principles; process of intake interview, history taking and MSE.	5
	Interviewing skills – active listening, note-taking, reflecting, summarizing, questioning.	6
	Computer assisted interviews	5
III	Behavioral Observation and Intelligence Assessment	16
	Behavioral observation – naturalistic observation, self-monitoring, controlled observation;	5
	Behavioral checklists, inventories and questionnaires.	6
	Intelligence: Indian and Western views; Criticisms of IQ Assessment.	5
IV	Personality Assessment	16
	Objective Personality measures: 16 PF, NEO-5, MMPI;	5
	Semi-Projective: SSCT, WAT	6
	Projective techniques: TAT, Rorschach, Boston process approach, Projective techniques for children and adolescents.	5

Syllabus Books:

- Groth-Marnat, G. & Wright, A.J. (2016). *Handbook of Psychological Assessment*. NY: Wiley
- Anastasi, A. and Urbina, S. (2016). *Psychological Testing*. Pearson Education India.
- Plante, T.G. (2004). *Contemporary Clinical Psychology, 4th Ed.* Wiley publishers. New York:US.
- Kaplan, R. & Saccuzzo, D.P. (2012). *Psychological Testing: Principles, Applications, and Issues. 8th Ed.* Wadsworth Publishing.
- Domino, G. & Domino, M. (2006). *Psychological Testing: An Introduction, 2nd Ed.* Cambridge University Press.

Paper C-PSY-9 (A): Psychotherapy-I

Course Objectives: The course aims at providing a good theoretical base for understanding the psychotherapeutic interventions to be used in understanding the mental health issues in case of abnormalities. The course also addresses several issues related to variety of established techniques being used in present scenario.

Course Outcome: At the end of the course the students would be better placed with regard to the sound conceptual base of the psychotherapeutic interventions. They will also identify several implications of different intervention techniques. It will help them to prove themselves in future as better clinical psychologists.

Unit	Content	Time (Hours)
I	Introduction	16
	Nature of psychotherapy; history and development of psychotherapy, process of psychotherapy	5
	Client-therapist relationship, role and qualities of a good therapist	6

	Ethics in psychotherapy, Mechanisms of change, defense mechanisms	5
II	Therapies Psychoanalytical approach to treatment; free association; Interpretation of dreams, Therapeutic factors: resistance, transference and counter transference, Humanistic therapy: meaning of existence and purpose in life, Gestalt therapy, Constructivist Approaches: Solution focused and narrative therapy	16 5 6 5
III	Behavioural Therapies Principle of Behaviour Modification, Application and Techniques: Systematic Desensitization, Exposure therapies. Principle of Cognitive Therapies: Application and Techniques: Cognitive Behavioural Therapy (CBT), Rational Emotive Behavioural Therapy (REBT)	16 5 6 5
IV	Integrative Psychotherapies Multimodal Therapy: Goals, Assessment and treatment approach Interpersonal Psychotherapy: Goals, Assessment and treatment approach Psychodrama, Group Therapy and Creative art therapies	16 5 6 5

Syllabus Books:

- Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
- Yalom, I. (2009). *The Gift of Therapy*. Harper Perennial: New York.
- Gobard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.
- Klerman, M. M. Weissman, B. J. Rounsaville, E. S. Chevron. (1984). *Interpersonal Psychotherapy of Depression*. Basic Books.
- Mace, C.. (1995). *The Art and Science of Assessment in Psychotherapy*. Routledge.
- Fagan, P.J., Kaiser, M.D., Heavner, T.J.C. and Phillips, E.L. (1985). *Psychotherapy Revised: New Frontiers in Research and Practice*. Lawrence Erlbaum Associates, 1985.

C-PSY-P-7,9 (A): Practicum: Clinical Psychology

Course Objectives: The purpose of the course is to acquaint them with various psychotherapies and to acquire some skills to practice them.

Course Outcome: Doing practical with certain diagnostic tools and some intervention techniques, the students shall now have a feeling of competence. Through this they have direct interaction with patients and thus earned a clinical confidence.

Contents	Teaching Hrs.
<u>C-PSY-P-7,8,9 (A)</u>	32
- Case history of a Clinically diagnosed patient	
- MSE of a patient with psychological illness	8
- Measurement of Special Abilities in a child	
- Measuring levels of substance addiction	8
- Assessment of Intelligence for Mental Retardation	
- Exposure / Implosion to a Sensory Stimulus	8
- Exposure Therapy (Invivo/Invintro)	8
- Projective personality test using DAPT	
- Assessment of defenses through TAT	
- Assessment of Cognitive Distortion	
- <i>Hierarchy construction of a Phobic Patient</i>	

Note: At least 4 practical to be reported by every student.

C-PSY-P- 8 (A): Practicum: Psychodiagnostics

Course Objectives: The purpose of the course is to give first hand training to the students in the area of psycho-diagnostics.

Course Outcome: Doing practical with certain diagnostic tools, the students shall now have a feeling of competence. Through this they have direct interaction with patients and thus earned a clinical confidence.

Contents	Teaching Hrs.
<u>C-PSY-P-7,8,9 (A)</u>	32
- Assessment of Personality through objective measures (MMPI Clinical Scales)	8
- Projective techniques of personality measurement (TAT)	8
- Administration and Interpretation of MISIC	
- Assessment using behavioural observation methods	8
- Personality structure through Ink Blots	8

Note: At least 4 practical to be reported by every student.

Paper SEC-01(A): Field Training Hospital

Field training for acquiring interviewing skills is a **skill enhancement course** and therefore requires hands on experience. Each student will go to the field training in Hospital. The students under the guidance of a teacher will observe/interact with the population available at hospital.

They will observe/interact with the clients and prepare report on the basis of their training. Every student will submit the report based on their training under the supervision of the teacher before the commencement of final exams.

Semester-IV (Total Marks=650)
(2021-2023)

S. No	Paper Code	Course Title	Hrs/ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090405 / 19090406	Child and Adolescent Psychopathology/ Psychology of Aging	4	60	40	100	4
2	19090408	Personality Disorders	4	60	40	100	4
3	19090401	Psychotherapy-II	4	60	40	100	4
4	19090402 / 19090403	Practicum: Child and Adolescent Psychopathology/ Psychology of Aging	8	40	60	100	4
5	19090407	Practicum: Personality Disorders and Psychotherapy	8	40	60	100	4
6	19090404	Dissertation	12	60	90	150	6
TOTAL		6	40	320	330	650	26

Total Credits: 100

C PSY-10(A): Child & Adolescent Psychopathology

Course Objectives: The course is designed to know the students the abnormal side of behavior, psychopathology in children and adolescents as per the current systems of diagnosis such as ICD and DSM. The students will learn the symptoms and causes of various disorders along-with the criteria of abnormality in young ages.

Course Outcome: Students now understand the difference between normal and abnormal behavior in childhood and adolescence. They are aware of the symptoms and causes of various disorders occurring in younger ages. It will lay the foundations for them to go on higher studies in clinical psychology.

Unit	Content	Teaching Hrs.
I	Introduction Defining the disorders of infancy, childhood and adolescence Normal development and temperament Models of child psychopathology: Physiological, Psychodynamic, Behavioural and Cognitive, Humanistic, Family, Socio-cultural Assessment and Diagnosis in Children and Adolescents: nature, techniques of assessment: interview, standardized tests, observation	16 5 6 5

II	Neuro-developmental disorders Intellectual disability: classification of intellectual disability, symptoms, causal factors, management ADHD and tic disorder: prevalence, symptoms, causal factors, co-morbidity, management Autism spectrum disorder: types, prevalence, symptoms, causal factors, management	16 5 6 5
III	Neurodevelopmental disorders and Adolescent Psychopathologies Specific Learning Disability: types, prevalence, symptoms, causal factors, management Disruptive, impulse-control and conduct disorders: types, prevalence, symptoms, causal factors, management Adolescent substance use disorder, Psychological issues with adolescents	16 5 6 5
IV	Other Child and Adolescent Psychopathologies Anxiety disorders: Separation anxiety disorder, Selective Mutism, Phobia Mood Disorders: Depressive Disorder, Bipolar Disorder- symptoms, causal factors, management Elimination disorders: Enuresis, encopresis- prevalence, symptoms, causal factors, management	16 5 6 5

Syllabus Books:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5TM)*. American Psychiatric Pub.
- Beauchaine, T. & Hinshaw, S. (2017). *Child and Adolescent Psychopathology*. NY: Wiley.
- Cicchetti, D. (2016). *Developmental Psychopathology, Vol. 3 & 4*. NY: Wiley.
- Parritz, R., & Troy, M. (2013). *Disorders of childhood: Development and psychopathology*. Nelson Education.
- Sadock, B.J. & Sadock, V.A. and Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (11th. Ed.)*. Philadelphia: Lippincott Williams & Wilkins.

C-PSY-10 (A) Psychology of Aging

Course Objectives: The objective of the course is to focus on the behavior, competence, deficits and challenges in the aged populations. They will understand the basic theories of development and clinical aspects in the aging aged.

Course Outcome: The students are competent to understand the psychodynamics of the aged people. Besides being sensitive to the need of this age category the students are equipped to provide geriatric care. They are acquainted with some prosthetics and rehabilitation for disabled aged people.

Unit	Content	Time (Hours)
I	Introduction to Geropsychology	16
	Nature, scope and applications	5
	Concept of ageing and successful ageing- characteristics and developmental tasks	6
	Theories of Aging : biological, psychological and social	5
II	Demands of old age	16
	Physical changes – changes in sensory and motor abilities, muscle atrophy, ailments	5
	Cognitive changes – attention, memory, cognitive deficits, cognitive assessment	6
	Personality changes – self-concept, interests and moral orientation.	5
III	Challenges of old age	16
	Coping with loneliness, bereavement, and death; mental health and illness in old age	5
	Societal changes and impact on elderly	6
	Changing role as grand-parents, social and family adjustments in late life, professional care for elderly	5
IV	Contemporary Concerns of elderly	16
	Positive ageing: positive mental health in adulthood and ageing – factors, longevity, and successful ageing; individual differences in ageing.	5
	Interface between mental and physical health, policies and services for the elderly; safety and security in urban settings.	6
		5

Syllabus Books:

- Arking, R. (2006). The Biology of Aging: Observations and Principles. Oxford University Press.
- Bee, H. and Bjorklund, B.R. (2003). *Journey of Adulthood*. Prentice Hall.
- Belsky, J.K., (1990). *The Psychology of Ageing, Theory, Research and Interventions*, CA : Books / Cole Pubs Company
- Chadha, N., K., (1997) - *Aging and the Aged – Challenges before Indian Gerontology*.
- Charles, Susan T., ed. (2009). *Current Directions in Adulthood and Aging*. New York: Pearson.
- Hofer, S.M. and Alwin, D.E. (2008). *Handbook of Cognitive Ageing: Interdisciplinary Perspectives*. London: Sage.
- Manuck, S.B., Jennings, R., Rabin, B.S. and Baum, A.. (2000). Behavior, Health, and Aging. Lawrence Erlbaum Associates.
- Palmore, E.B., Whittington, F. and Kunkel, S. (2009). The International Handbook on Aging: Current Research and Developments. (3rd Ed.). Praeger
- Sokolovsky, J. (2009). The Cultural Context of Aging: Worldwide Perspectives. Praeger.
- Whitbourne, Susan Krauss (2008). *Adult Development and Aging: Biopsychosocial Perspectives*, 3rd edition. Hoboken, NJ: Wiley and Sons.

C-PSY-11-(A): Personality Disorders

Course Objectives: The course is designed to know the students the abnormal side of personality and related psychopathology as per the current systems of diagnosis such as ICD and DSM. The students will learn the symptoms and causes of various personality disorders.

Course Outcome: Students now understand the difference between normal and abnormal personality. They are aware of the symptoms and causes of various personality disorders occurring in people. It will lay the foundations for them to go on higher studies in clinical psychology.

Unit	Contents	Time (Hrs.)
I	Introduction	16
	Nature of personality disorders: Criteria for diagnosis of a Personality disorder; Classification	5
		6
	Culture and Gender related issues in diagnosis of Personality Disorders	5
II	Personality disorders - Cluster A	16
	Paranoid Personality disorder: Clinical description, Prevalence, Etiology, Treatment, Prognosis	5
	Schizoid Personality disorders: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis	6
	Schizotypal Personality Disorder: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis	5
III	Personality disorders - Cluster B	16
	Anti-social Personality Disorder: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis	5
	Narcissistic Personality: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis	6
	Histrionic Personality Disorder: Clinical description	5
	Borderline Personality: Clinical description, Borderline Personality organization, Prevalence, Etiology, Treatment, and Prognosis	
IV	Other Personality Disorders – Cluster C	16
	Obsessive Compulsive Personality disorder :Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis	5
	Dependent Personality Disorder	6
	Anxious and Avoidant Personality Disorder: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis	5
	Research on Personality Disorders: Issues	

Syllabus Books:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5TM)*. American Psychiatric Pub.

Freeman, A. & Reinecke, M. (2007). *Personality Disorders in Childhood and Adolescence*. NY: Wiley

Magnavita, J. J. (Ed.). (2004). *Handbook of personality disorders: Theory and practice*. John Wiley & Sons.

Maj, M. (2005). *Personality Disorders*. NY: Wiley

Sadock, B.J. & Sadock, V.A. and Ruiz, P. (2015). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (11th. Ed.). Philadelphia: Lippincott Williams & Wilkins

C-PSY-12 (A): Psychotherapy-II

Course Objectives: The course aims at providing a good theoretical base for understanding the psychotherapeutic interventions to be used in understanding the mental health issues in case of abnormalities. The course also addresses several issues related to variety of established techniques being used in present scenario.

Course Outcome: At the end of the course the students would be better placed with regard to the sound conceptual base of the psychotherapeutic interventions. They will also identify several implications of different intervention techniques. It will help them to prove themselves in future as better clinical psychologists.

Unit	Content	Time (Hours)
I	Evidence based Psychotherapies	16
	Evidence in psychotherapies, empirical basis of therapies: Importance and limitations of psychotherapy research	5
	Objectivity-subjectivity issues, biases and cultural factors, client factors, therapist factors	6
	Guidelines of evidence-based practice, randomized controlled trials, improving quality of research in psychotherapy	5
II	Cognitive and Behavioural Psychotherapy	16
	Cognitive conceptualization, identifying and evaluating automatic thoughts, modifying beliefs	5
	Techniques of classical conditioning: flooding, systematic desensitization, aversion therapy;	6
	Techniques of operant conditioning: contingency management, modeling, extinction, token economy	5
III	Application of CBT	16
	Applications of Cognitive Behavioral Therapy in Obsessive Compulsive Disorder, Anxiety disorder	5
	Applications of Cognitive Behavioral Therapy in Depression and Mood disorder	6
	Applications of Cognitive Behavioral Therapy in Personality Disorder and Psychosis	5
IV	Third Wave Psychotherapies	16
	Introduction, difference between traditional CBT and Third wave and Empirical basis of third wave therapies	6
	Dialectical Behavioural Therapy: Introduction and different techniques of DBT	5
	Mindfulness based cognitive Therapy: Introduction and different techniques of DBT	5

Syllabus Books:

- Fagan, P.J., Kaiser, M.D., Heavner, T.J.C. and Phillips, E.L. (1985). *Psychotherapy Revised: New Frontiers in Research and Practice*. Lawrence Erlbaum Associates, 1985
- Gobbar, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.
- Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
- Klerman, M. M. Weissman, B. J. Rounsaville, E. S. Chevron. (1984). *Interpersonal Psychotherapy of Depression*. Basic Books.
- Mace, C.. (1995). *The Art and Science of Assessment in Psychotherapy*. Routledge.
- Yalom, I. (2009). *The Gift of Therapy*. Harper Perennial: New York.

SEC-02(A): Field Training Hospital

Field training for acquiring interviewing skills is a **skill enhancement course** and therefore requires hands on experience. Each student will go to the field training in Hospital. The students under the guidance of a teacher will observe/interact with the population available at hospital.

They will observe/interact with the clients and prepare report on the basis of their training. Every student will submit the report based on their training under the supervision of the teacher before the commencement of final exams.

SEC-03 (A) Dissertation

Dissertation is a skill enhancement course focusing on skills like surveying, data collection, tools selection/standardization, statistical analytical skills and report writing.

Dean, FBS shall allot a supervisor to all candidates in semester 3rd who will start working under his/her guidance and submit a report before the commencement of the examination of 4th semester. Students will submit the hardbound copy to the department.