**Chinmaya Vishwavidyapeeth**

**Curriculum Document 2023**

**M.Sc. Clinical Psychology Syllabus**

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Program Title: MSc Clinical Psychology

Duration: Four Semesters (Two Academic Years)

Mode of Study: Full-Time Program

Validating Body: Chinmaya Vishwa Vidyapeeth (Deemd to be University & UGC

*This curriculum is with effect from July 2023-24/Approved in Academic Council held on 27th June 2023*

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MASTERS OF SCIENCE IN CLINICAL PSYCHOLOGY

REGULATIONS, 2023 (With Effect From 2023-24 Admissions)

**1. TITLE**

These regulations shall be called “Regulations for the M.Sc. Clinical Psychology programme” under the Choice-Based Credit and Semester System, 2023.

**2. SCOPE**

2.1 These regulations are applicable to the following Programme conducted by Chinmaya Vishwa Vidyapeeth, with effect from 2023-24 Admissions.

* M.Sc. Clinical Psychology

2.2 Any programs conducted in distance/off-campus or private registration modes shall not come under the purview of this regulation.

**3. DEFINITIONS**

3.1 Programme: A ‘Program’ means a patterned combination and sequence of courses spread over a fixed number of semesters, according to the regulations, the successful completion of which would lead to the award of the degree.

3.2 Semester: A ‘Semester’ means a term consisting of a minimum of 500 contact hours distributed over 90 working days within 15 academic weeks, exclusive of admission and examination days.

3.3 Academic week: An ‘Academic week’ is a unit of six working days in which the distribution of work is organized from day one to day six, with up to seven contact hours on each day. A sequence of 15 such academic weeks constitutes a semester.

3.4 Credit: A ‘Credit’ is a unit of input measured in terms of the student’s hours devoted to various aspects of the teaching-learning process. One credit for any programme at the University is deemed equivalent to 15 contact hours in the case of theory courses and 30 contact hours in the case of practical/lab courses. The credit weightage for courses that have

a combination of theory and lab components will be adjusted accordingly, based on the number of contact hours for each component. Students can earn and accumulate credits on the basis of the number and types of tasks they have successfully completed. All the tasks that carry credits are compulsory.

3.5 Course: A ‘Course’ means a complete integrated series of instructional content/lessons which are identified by a common title and will be taught and evaluated within a semester.

3.6 Programme Director: A ‘programme Director’ is a teacher nominated by the Vice-Chancellor to coordinate a single program under the University.

3.7 Head of School: A ‘Head of School’ is a teacher nominated by the Vice-Chancellor to take academic administrative decisions for a School under the University.

3.8 Course Coordinator: A ‘Course coordinator’ is a teacher nominated by the Head of the School under which a course is offered, whose responsibility it is to coordinate an individual course.

3.9 Course Instructor: A ‘Course instructor’ for any course refers to a teacher who teaches that course.

3.10 Grace Marks: ‘Grace Marks’ are additional marks awarded to students, as per the University Orders issued from time to time. Grace marks may not be applicable for every semester and every examination.

3.11 Grade: A ‘Grade’ means a letter symbol (eg: A, B, C, etc.) which indicates the broad level of performance of a student in a Course/ Semester/ programme.

3.12 Grade Point: ‘Grade point’ is the numerical indicator of the marks obtained by a student in a Course. The maximum possible Grade Point for any course is 10.

3.13 Grade Point Average (GPA): The ‘Grade Point Average’ is a numerical indicator of the average performance level of a student across all courses undertaken by that student in a specific period. The Grade Point Average is calculated across each Semester as well as over the entire duration of the programme.

3.14 Core Course: A ‘Core course’ for any programme is a course that comes under the category of courses which enable students to specialise in the core area of their degree and develop expertise for gainful living. A Core course for any programme is compulsory for all students undergoing that programme.

3.15 Elective Course: An ‘Elective course’ under any Master’s degree programme is designed to allow specialization in the selected area. Students can opt for any Elective courses of their own interest. To be eligible for the award of a degree, students must successfully complete a fixed number of Elective courses, as determined by the University.

3.16 Skill Enhancement Course (SEC): The courses are designed to develop assessment and therapeutic skills of students

3.17 Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the University Act and Statutes.

**4. DURATION**

4.1 The duration of M.Sc. Clinical Psychology 2 years (4 semesters).

4.2 The duration of odd semester shall be from July to December and that of the even semester from January to May. In every academic year, there shall be a winter break in December after the end of the first semester, and a summer vacation during May and June.

4.3 In exceptional cases, a student may be permitted to complete the M.Sc. Clinical Psychology within a period of four years from the date of admission to that programme, on the furnishing of valid reasons and subject to the approval of the Dean and Vice-Chancellor.

4.4 Re-admission: Those students who discontinue the course can be given the provision of readmission, if eligible in all respects, as long as the same curriculum scheme exists. If there is has been a change in the scheme, the candidate may have to join the programme as a fresh entrant.

4.5 Transitory regulations: Whenever a course/ scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ scheme. Failed students or students who could not appear for

these examinations have to attend classes for the new course, according to the changed syllabus/ regulations.

**5. REGISTRATION**

5.1 The strength of students for the programme shall be in accordance with the University rules.

5.2 Eligibility for admission: Candidates who have obtained a Bachelor’s Degree in Psychology or One of the majors as Psychology or equivalent with a minimum 55% marks in aggregate or equivalent grade point average.

5.3 Selection of Students: On the basis of performance in the written entrance test & interview, together with marks obtained in the qualifying degree examination

Entrance Pattern:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.No | Entrance | Marks | Weightage | Total Marks |
| 1 | Written test (35 minutes duration 60 MCQs) | 60 | 70 | 70 |
| 2 | School level interview  (To evaluate candidates’ Communication, clinical skills & interest in the field) | 10 | 10 | 10 |
| 3 | Merits/awards/research publication\*\* | 10 | 10 | 10 |
| 4 | Final interview with University Officials/Dean of Academic | 10 | 10 | 10 |
|  | Grand Total | | | 100 |

*\*Note: 5 Marks for 1st rank (university level) and 5 marks for research (UGC Care list Journals/Any peer-reviewed journals)publication/Government merit scholarship. Best cadre awards/National. Service Scheme Certificates*

5.4 Syllabus for Entrance Test: Topics of the entrance tests will be based on introduction to psychology topics (Introduction to psychology, biological bases of behaviour, sensation and perception, consciousness, learning, memory, Cognitive processes, human development, motivation and emotion, intelligence, personality, abnormal behaviour. and psychological intervention, social behaviour, research methods & statistics)

5.5 Each student shall register for the course in the prescribed registration form in consultation with the Programme Director within two weeks from the commencement of

each semester. The Programme Director shall permit registration on the basis of the preferences of the students and the availability of seats.

5.6 The number of courses/ credits that a student can take in a semester, under any programme, is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted under that programme.

5.7 A student can opt out of a choice-based course/ courses registered, subject to the minimum credits requirement, within seven days from the commencement of the course.

5.8 The programme Director shall send a list of students registered for each programme in each semester, giving the details of courses registered, including repeat courses, to the University in the prescribed form, within 20 days from the commencement of the semester.

**6. MEDIUM OF INSTRUCTION**

The medium of instruction shall be English.

**7. MEDIUM OF EXAMINATION**

The medium of examination shall be English.

**8. ATTENDANCE**

8.1 A student shall be considered to have satisfactory attendance to appear for the examination if he/she attends not less than 75% of the working days for all regular courses, and 90% of the working days for internship-type courses. Condonation of shortage of attendance shall be as per existing University statutes and rules. Students with a shortage of attendance beyond the condonable limit will not be eligible to register for the End Semester University Examination. In such cases, the candidate has to repeat the programme/course by taking re-admission with the concurrence of the University.

8.2 All the courses carrying credits/grades should be compulsorily attended by students for the successful completion of the programme. Apart from these, courses identified by the University as being critical to their personal growth and development, also need to be

compulsorily attended by all students. Only such students are permitted to register for the End Semester University Examination.

8.3 Students who register their name for the End Semester University Examination for a semester will be eligible for promotion to the next semester.

8.4 A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally for getting eligibility for promotion to the next semester, subject to the concurrence of the university.

8.5 All the practical, Clinical Postings, and field-work/internship, courses associated with a programme have to be compulsorily completed by all the students to be eligible for registering for the End Semester University Examination.

**9. EXAMINATION**

9.1 The evaluation of each theory course shall contain two parts.

1. Internal or In-Semester Assessment (ISA)
2. External or End-Semester Assessment (ESA)

9.2 The evaluation of practical/lab courses shall be conducted by internal and external examiners as per the examination system or In-Semester Assessment. Standardization of the assessment shall be done by an examination board constituted by the University.

9.3 A candidate who has not secured minimum marks (50%) /credit in internal examinations can re-do the same in concurrence with the University by paying the prescribed course fees. They should register and reappear for external examination along with the subsequent batch.

9.4 A candidate who has not secured minimum marks (50%)/ grades in external examinations in any of the course/ courses can reappear for the same within the specified period mentioned in 4.3.

9.5 A candidate who has failed to secure the minimum grade point in any of the courses of the M.Sc. Clinical Psychology programme, can re-do the same with the ensuing batch, with permission from the University.

9.6 All courses shall have a unique alphanumeric code, known as the ‘Course Code’

**10. GRADE POINT AND GRADE POINT AVERAGE**

10.1 The University follows the grading policy as specified by UGC in the CBCS scheme in order to maintain uniformity across institutions. This is based on a 10-point grading system, with letter grading consistent with UGC norms. All courses are evaluated using this scheme. Grades for the different semesters and for the overall programme are as shown below.

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Grade Point** | **Percentage Range** |
| O (Outstanding) | 10 | 91% and above |
| A+(Excellent) | 9 | 81 – 90% |
| A (Very Good) | 8 | 71 – 80% |
| B+(Good) | 7 | 61 – 70% |
| B (Above Average) | 6 | 51 – 60% |
| C (Average) | 5 | 46 – 50% |
| P (Pass) | 4 | 40- 45% |
| F (Fail) | 0 | Below 40% |
| I (Incomplete) | ‐ | ‐ |

After arriving at the total marks obtained in each of the components announced in the evaluation plan for the course, the final marks will be rounded up to the next higher integer. The letter grades and grade points will be arrived at using the above table. If applicable, penalties for not meeting attendance requirements will be incorporated accordingly before the final grades and grade points are arrived at.

**Computation of Cumulative Grade Point Average (CGPA)**

The student’s final performance is indicated by a single composite measure called CGPA. The manner in which CGPA will be computed is illustrated with an example below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **Credit** | **Grade Letter** | **Grade Code** | **Credit Point (Credit x Grade)** |
| Course 1 | 4 | A | 8 | 4x8=32 |
| Course 2 | 4 | B+ | 7 | 4x7=28 |
| Course 3 | 4 | B | 6 | 4x6=24 |
| Course 4 | 4 | O | 10 | 4x10=40 |
| Course 5 | 4 | C | 5 | 4x5=20 |
| Course 6 | 4 | B | 6 | 4x6=24 |
|  | 24 |  |  | 168 |

In the above example, the number of credits Earned = 24; Total Credit Points Obtained = 168

Therefore, the CGPA is computed as:

Total Credit Points / Number of Credits which in this case translates to 168/24 = 7 which is equivalent to a CGPA grade letter of B+

**11. GRIEVANCE REDRESSAL MECHANISM**

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has every right to know how the teacher arrived at the marks/grade given. In addition, the student has the right to expect each course to be executed fairly and capably. In order to address any grievance of students related to academic matters, such as assessment or course execution, a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if the grievance is not addressed at the lower level.

Level 1: *School Level*: The School shall be chaired by the Head of the School; with the Course Coordinator and an additional faculty member from the School as members.

Level 2: *programme Level*: A committee with the programme as Chairman; and the Head of the School and the programme Director as members.

Level 3: *University Level*: A Committee constituted by the Vice-Chancellor as Chairman; and with the Pro-Chancellor, Programme, and the Controller of Examinations as members.

**12. INTERNAL ASSESSMENT**

The marks received for internal evaluation components of courses are to be published before the End-term Examinations and are to be acknowledged by the students. All the details of internal assessment, and also documents and records pertaining to practical courses, are to be kept in the department for two years after the end of the programme and shall be made available for verification by the University if needed. The responsibility of internal assessment is assigned to the course coordinator. If any irregularities are found in the matter of examination, it shall be reported to the University.

**13. MARKS CUM GRADE CARD**

The University under its seal shall issue to the students a MARKS CUM GRADE CARD on completion of each semester, which shall contain the following information:

(a) Name of the University

(c) Title of the programme

(d) Name of the Semester

(e) Name and Student ID Number of the student

(f) Course Code, Title, Credits and Maximum Marks of each course opted in the semester.

(g) In Total Marks awarded, Grade, Grade point and Credit point in each course opted in the semester

(h) Course Average of the Exam in each course.

(i) The total credits, total marks (Max. & Awarded) and total credit points in the semester

(j) Semester Credit Point Average (SCPA) and corresponding Grade.

(k) Cumulative Credit Point Average (CPA) corresponding to all types of courses for the duration of the programme.

(l) The final Mark Cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester examination and shall include the final grade/marks scored by the candidate from I to III Semesters, as the case may be, and the overall grade/marks for the total programme.

A sample grade card, in the common template for all University Programs, is shown in annexure 1A

**14.** **PROGRAM MONITORING**

There shall be a programme Monitoring Committee to ensure that all Programs are being executed smoothly. It shall consist of the Dean of Academics as the Chairman and Convenor; and all programme Directors and all Heads of School as members. The Chairman will ensure that this Committee meets at least once a semester.

**15. TRANSITORY PROVISION**

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

**16. PROVISION** The Curriculum and Credit Framework Guidelines 2022, now in force are applicable to programme offered by the University to admissions made up to and including the academic year 2023 onwards.

**Annexure 1A.**

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**Student Name :** RAJU KHANNA

**PermanentStudent ID No. :** 173548020

**Programme Title : MSc Clinical Psychology**

**Semester No. :** I

**Semester Period :** July – December 2022

**MARKS-CUM-GRADE CARD**

|  |  |  |
| --- | --- | --- |
| Semester Credits: **23** | SGPA: **7.38** | Programme Credits: **84** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Course Type** | | **Credits** | | **Grade Awarded** | **Grade Point** | **Credit Point** | **Result** |
|  | Foundations of Human Behaviour | C | | 5 | | **B+** | **7** | **35** | Pass |
|  | Psychiatry | C | | 4 | | **A** | **8** | **32** | Pass |
|  | Cognitive Neuroscience: Advanced Cognitive Psychology | C | | 4 | | **B** | **6** | 24 | Pass |
|  | Applied Health Psychology/Disability and Rehabilitation | E | | 3 | | **A** | **8** | 24 | Pass |
|  | Psychodiagnostics-1 (Practical) | C | | 4 | | **A** | **8** | 32 | Pass |
|  | Clinical Work | SEC | | 3 | | **A** | **8** | 24 | Pass |
| **Totals** | | | **23** | | **Total credit point/SGPA** | | | 171 | 7.43 |

**Office Seal and Signature: Entered by : Checked By**

**(Sign) (Sign)**

**I. Abbreviations:**

1. SGPA: Semester Grade Point Average

2. CGPA: Cumulative Grade Point Average

3. Max.: Maximum possible marks that can be obtained for the course

4. C.Avg.: Course Average – average of marks obtained by all students taking a course

(Note: The Course Average is only provided for contextual comparison purposes, and does not affect the individual Grades or GPA of the student).

5. Course Type Key: F=Foundation; P=Proficiency; C=Core; CE=Core Elective; M=Minor; E=Elective; S=Self-Immersion

**II. Grading and Grade Point/Percentage Conversion:**

**Letter GradeGrade PointPercentage Range**

O (Outstanding)1091% and above

A+(Excellent)981 – 90%

A (Very Good)871 – 80%

B+(Good)761 – 70%

B (Above Average)651 – 60%

C (Average)541 – 50%

P (Pass)435 – 40%

F (Fail)0Below 35%

I (Incomplete)‐‐

**PROGRAMME DETAILS**

**II. Grading and Grade Point/Percentage Conversion:**

**Letter GradeGrade PointPercentage Range**

O (Outstanding)1091% and above

A+(Excellent)981 – 90%

A (Very Good)871 – 80%

B+(Good)761 – 70%

B (Above Average)651 – 60%

C (Average)541 – 50%

P (Pass)435 – 40%

F (Fail)0Below 35%

I (Incomplete)‐‐

**Overview**

Rapid social, political, economic and cultural transitions in India and globalization have created a heavy demand for psychological services. Especially trained professionals in Clinical Psychology apply psychological concepts, principles and theories in solving issues and concerns that arise in different contexts such as Individuals, Families, Schools, Hospitals, etc. Clinical Psychology postgraduates will specialize exclusively in clinical psychology and work as consulting psychologists, practitioners, researchers, etc. They can also opt to study further towards higher education in psychological sciences. Master of Science in Clinical Psychology programme will be provided intensive clinical exposure to the students in dealing with various mental health related assessment and treatment. Exclusive training on adult, child & adolescent issues, exposure to third wave psychotherapies, health psychology and cognitive behaviour therapy will be the highlight of this program

**About the Programme:**

M.Sc. in Clinical Psychology is a two-year full-time Programme with a blend of theory courses, lab and field-based practicums, on the course hospital exposure on weekly basis, and research. These courses would lay a strong foundation for both higher studies and employment opportunities, as the student so chooses. The insights from the Indian Knowledge System (IKS) and their modern-day applications, would form a unique feature of this Programme. The intense clinical training exposure would equip the postgraduates to analyse situations and behaviours in the clinical context, effectively apply psychological concepts, principles and theories so as to derive appropriate interventions required.

**The scope of Master of Clinical Psychology Program includes:**

* Hospital setting
* School and educational centers as Psychological counsellor
* Research & Teaching
* Community mental health programme
* Govt. & NGO’s
* Rehabilitation centers
* Defence services
* Assisting clinical psychologist & psychiatrist in psychometric evaluation

**Clinical Work**

Students of M.Sc. Clinical Psychology will be trained in following clinical aspects

* Case history intake
* Interview Methods
* Administration, Scoring & Interpretation of various psychological tests.
* Application of cognitive neurosciences principles in neuropsychological test.
* Child & Adolescent Psychology in various settings
* School psychology
* Application of Psychology principles to various medical conditions.
* Positive Psychology and its intervention
* Cognitive Behavior Therapy
* Rehabilitation of chronically ill patient
* Cognitive retraining skills

**Graduate Attributes**

Students graduating from this Programme will:

1. Possess enhanced readiness for teaching and research within and outside India.

2. Develop knowledge and skills to become globally competitive.

3. Develop readiness to partake in the nation-building process.

4. Emerge as life-long learners.

5. Hold a positive attitude towards human beings disregarding their diversity.

6. Acquire knowledge in and practice Indian Knowledge Systems and traditions.

**Programme Specific Outcomes:**

On successful completion of MSc in Clinical Psychology, students will:

1. Hold advanced theoretical knowledge in chosen field of Clinical Psychology.
2. Hold mastery over advanced level of knowledge in the application of Clinical Psychology in clinical, school and rehabilitation fields.
3. Acquire mastery over relevant concepts/theories/ideas from Indian Knowledge System aligning with modern fields of psychology.
4. Demonstrate analytical skills to translate applied psychological knowledge into its application in different psychology practice areas.
5. Possess professional psychology practice skills to effectively carry out practice in diverse areas.
6. Possess teaching and training skills so as to enable teaching in institutions of higher education.
7. Possess research skills so as to independently design, carryout, and report research findings.
8. Hold a positive attitude towards the unique experiences, emotions, and actions of humans.
9. Hold positive attitude towards the application of psychology in various spheres of life.

**Programme Requirements**

To graduate with a Master of Science in Clinical Psychology degree in the regular mode, students are required to take courses classified under four categories and earn at least 94 credits at the end of two years. While some of the categories of courses are mandatory, there is considerable flexibility in the elective courses.

A brief description of the courses is given below.

**Courses Offered Under Master of Science in Clinical Psychology**

A carefully designed curriculum, focusing on building capacity and professional skills through major courses, layered with intensive specialization courses offered in all four semesters would generate psychologists of higher standards and demand. The Programme includes practicums, clinical training that would facilitate transformation of classroom learning to competency building on field.

Practicums/Clinical training will be spread over four semesters. The core of practicums/clinical training would be application of theoretical and conceptual inputs gained as part of a course work either in various field settings or at the lab. Students’ clinical training will be monitored and supervised by licensed clinical psychologists. Documentation of the work and its periodical and final submission, as advised, to the concerned faculty is another mandatory requirement for the completion of a practicum/clinical training. Completion of all practicums/clinical training is one of the compulsory requirements for the completion of any given course work.

**Core Courses:**

* Foundation of Human Behaviour
* Psychiatry
* Cognitive Neuroscience: Advanced Cognitive Psychology
* Psychodiagnostics – 1 & 2
* Cognitive Neuroscience: Neuropsychology
* Psychotherapy
* Recent Advances in Psychotherapy
* Cognitive Behaviour Therapy
* Indian Approaches to Psychotherapy
* Advanced Research Methods: Quantitative & Qualitative
* Scientific Writing
* Master Dissertation

**Electives**

* Applied Health Psychology
* Disability and Rehabilitation
* Child and Adolescent Psychology
* Applied School Psychology

**Skill Enhancement Courses (SEC)**

* Clinical Training
* Indian Psychotherapy Practice

**Clinical Training:**

Clinical training in a clinical psychology program involves the development of clinical skills, knowledge of psychological theories and research, ethical and professional competence, clinical assessment and diagnosis, therapy and intervention skills, cultural competence, research and

scholarly skills, supervision and consultation experience, and the cultivation of a professional identity through self-reflection and self-assessment. It prepares students for professional practice as clinical psychologists by providing practical experience, theoretical knowledge, and ethical guidelines to work with diverse populations and effectively address psychological difficulties.

Each student would be placed in the hospital, mental health centre, rehabilitation, and school settings on a rotation basis in each semester. The clinical training is organized in a well-structured manner wherein day-to-day activities of each student in the field would be charted and closely monitored. A licensed clinical psychologist will monitor and supervise each student in the field. The fieldwork would be carried out under the joint supervision of a field supervisor and a faculty supervisor.

* Each clinical activities will be recorded in a log book and will be countersigned by the clinical supervisor.
* Each student should submit 5 complete psychodiagnostic case records at the end of the 2nd semester. Among five psychodiagnostic reports, at least two report should be child/adolescent assessments. Each report consists of at least one core psychological test and rating scales.
* At the end of 1st & 2nd semesters, each student should be cleared of core psychodiagnostics tests to get eligibility to appear for the end-semester exams.
* At the end of 4th Semester each student should be submitted 5 complete psychotherapy report and two psychotherapy/psychological intervention reports should be a child report
* Two months prior to the Semester 2 examination the candidates are required to submit five full-length Psychodiagnostics Reports as outlined above.
* Two months prior to the Semester 4 examination the candidates are required to submit five Psychotherapy Records as outlined above.

Minimum prescribed clinical work during the two years of training.

|  |  |  |  |
| --- | --- | --- | --- |
| Sl.No | Area | End of 2nd Semester | End of 4th Semester (Total) |
| 1 | Detailed case histories | 15 | 30 |
| 2 | Clinical Interviews | 20 | 40 |
| 3 | Full-length psychodiagnostics (one core test and one rating scale) | 10 | 20\* |
| 4 | Neuropsychological Assessment | 03 | 05 |
| 5 | Supervised Therapeutics (Psychological therapies/Behaviour Therapies/Counselling/Psychoeducation) | 50 Hrs | 100 Hrs. |

*\*End of the second semester.*

*Clinical competency will be evaluated based on the prescribed guidelines developed by the school and content in the clinical log book*

**Master Dissertation: (5 credits)**

Each student is to undertake research work on his/her area of interest in Clinical Psychology. This component of the Programme runs through two semesters, viz., third and fourth. Dissertation planning and pre-fieldwork process would be integrated with the coursework on Scientific Writing which would be offered in semester three. Each student would be assigned with a supervising teacher. The student in consultation with the supervisor identifies a topic for inquiry and gets the approval of the supervisor. Subsequently, the student develops a proposal for research and gets the approval of the supervising teacher. With continuous guidance and supervision, the student completes the research work and write a report in the form of a Master’s dissertation and submits to the school. Finally, each student would present and defend his/her dissertation before a panel of examiners and other students as part of evaluation.

* All students should complete the research topic finalization by the end of the second semester and data collection should begin from 3rd semester
* Prior to data collection, all research proposals should be obtained an institutional ethical committee approval
* The thesis should be submitted one month before the 4th Semester end semester exam

**Programme Structure:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester-wise Break-up** | | | | | |
| **Year 1: Semester 1** | | | **Year 1: Semester 2** | | |
| **Course Code** | **Course Title** | **Credits** | **Course Code** | **Course Title** | **Credits** |
| PSY 511 | Foundations of Human Behaviour | 5 | PSY 521 | Cognitive Neuroscience: Neuropsychology | 6 |
| PSY 512 | Psychiatry | 4 | PSY 522 | Advanced Research Methods: Quantitative | 4 |
| PSY 513 | Cognitive Neuroscience: Advanced Cognitive Psychology | 4 | PSY 523 | Psychodiagnostics-2 (Practical) | 4 |
| PSY 514 | Psychodiagnostic-1 (Practical) | 4 | PSY 524/PSY 525 | **Electives**: Child and Adolescent Psychology/ Applied School Psychology | 4 |
| PSY 515/  PSY 516 | **Electives:** Applied Health Psychology/ Disability and Rehabilitation | 3 |  |  | |
| PSY 517 | Clinical Training-1 | 3 | PSY 526 | Clinical Training-2 | 6 |
|  | **Total Credits** | **23** |  | **Total Credits** | **24** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester-wise Break-up** | | | | | |
| **Year 2: Semester 3** | | **Credits** | **Year 2: Semester 4** | | **Credits** |
| PSY 611 | Psychotherapy | 6 | PSY 621 | Cognitive Behaviour Therapy | 6 |
| PSY 612 | Recent advances in Psychotherapy | 4 | PSY 622 | Positive Clinical Psychology | 4 |
| PSY 613 | Qualitative Research Methods | 4 | PSY 623 | Indian Approaches to Psychotherapy | 4 |
| PSY 614 | Scientific Writing | 3 | PSY 624 | Dissertation | 5 |
| PSY 615 | Clinical Training -3 | 6 | PSY 625 | Clinical Training-4 | 5 |
|  | **Total Credits** | **23** |  | **Total Credits** | **24** |

**Semester-wise credit distribution of MSc Clinical Psychology**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester** | **Credits** | | | | **Marks** | | **Total** |
| **Total** | L | T | P | CIA | ESE |  |
| **Semester I** |  |  |  |  |  |  |
| Foundations of Human Behaviour | 5 | 4 | 2 | 0 | 50 | 50 | 100 |
| Psychiatry | 4 | 3 | 1 | 0 | 50 | 50 | 100 |
| Cognitive Neuroscience: Advanced Cognitive Psychology | 4 | 3 | 1 | 0 | 50 | 50 | 100 |
| Psychodiagnostic-1 (Practical) | 4 | 1 | 0 | 3 | 50 | 50 | 100 |
| **Electives:** Applied Health Psychology/ Disability and Rehabilitation | 3 | 2 | 1 | 0 | 50 | 50 | 100 |
| Clinical Training | 3 | 0 | 0 | 4 | 50 | 50 | 100 |
| **Total Credits** | **23** |  | | | | | |
| **Semester II** | | | | | | | |
| Cognitive Neuroscience: Neuropsychology | 6 | 4 | 2 | 0 | 50 | 50 | 100 |
| Advanced Research Methods: Quantitative | 4 | 3 | 1 | 0 | 50 | 50 | 100 |
| Psychodiagnostics-2 (Practical) | 4 | 1 | 0 | 3 | 50 | 50 | 100 |
| Electives: Child and Adolescent Psychology/ Applied School Psychology | 4 | 3 | 1 | 0 | 50 | 50 | 100 |
| Clinical Training | 6 | 0 | 0 | 6 | 50 | 50 | 100 |
| **Total Credits** | **24** |  | | | | | |
| **Semester III** | | | | | | | |
| Psychotherapy | 6 | 4 | 2 | 0 | 50 | 50 | 100 |
| Recent advances in Psychotherapy | 4 | 3 | 1 | 0 | 50 | 50 | 100 |
| Qualitative Research Methods | 4 | 3 | 1 | 0 | 50 | 50 | 100 |
| Scientific Writing | 3 | 2 | 1 | 0 | 50 | 50 | 100 |
| Clinical Training | 6 | 0 | 0 | 6 | 50 | 50 | 100 |
| **Total Credits** | **23** |  | | | | | |
| **Semester IV** | | | | | | | |
| Cognitive Behaviour Therapy | 6 | 4 | 2 | 0 | 50 | 50 | 100 |
| Positive Clinical Psychology | 4 | 3 | 1 | 0 | 50 | 50 | 100 |
| Indian Approaches to Psychotherapy | 4 | 3 | 1 | 0 | 50 | 50 | 100 |
| Dissertation | 5 | 0 | 0 | 6 | 50 | 50 | 100 |
| Clinical Training | 5 | 0 | 0 | 6 | 50 | 50 | 100 |
| **Total Credits** | **24** |  | | | | | |
| **All four Semester** | **94** |  | | | | | |

**Course Title:** **Foundations of Human Behaviour**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 1** | |
| **Course Credit** | | **5** | **Course Code** | **PSY 511** | |
| **Total Number of Hours** | | **75** | **Contact Hours Per Week** | **5** | |
| **Lecture** | **3** | **Tutorial** | **2** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

This course considers the major theoretical, application, research, and assessment issues in the study of foundations of human behaviour and personality. Emphasis will be placed on the theoretical aspects of personality and the different ways in which these theories are validated. The course will also explore Indian perspectives of Personality the more commonly used personality assessment measures, cultural influences on personality theory, as well as at least one non-Western theory of personality

**Course Objectives**

At the end of this course students should be able to:

* Understand the social psychological aspects of human behaviour and social cognition development
* Explain and distinguish among the major theoretical approaches to understanding personality.
* Demonstrate knowledge and understanding of theory and research in personality and social processes.
* Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.
* Understand the Indian view of human behaviour and Personality

**Course Outcome**

* Demonstrate and appreciate the value of a scientific psychological understanding of personality to society.
* Locate relevant research, theory, and information about personality psychology necessary to plan, conduct, and interpret results of research studies.
* Recognize the interaction of situational and individual characteristics on the development of personality.
* Appraise and integrate the Indian perspective of human behavior and personality

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  |  |  |
| CO2 |  |  |  |  |  | √ | √ |  |  |
| CO3 |  |  |  | √ | √ |  |  |  |  |
| CO4 |  |  | √ |  |  |  |  | √ |  |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching** **Pedagogy**

The coursework will be activity-based involving assignments, lectures, demonstrations, practise exercises, case presentations, debates, discussions, webinars with experts in educational psychology, documentary reviews and field visits to educational settings and clinics. Didactic lectures facilitated through informative slide presentations will help to understand the basic concepts. Movies/documentaries/case studies/institutional visits/webinars will be used to enhance the learning process. Practice exercises in methods of educational psychology research and psychoeducational assessments will help enhance the evaluative skills. Discussions and debates will be organised on core themes to strengthen critical thinking skills.

**Modules**

**Module – 1: Clinical Psychology and its Social Application (15 Hrs)**

* Introduction to Clinical Psychology: Definition, Scope of Clinical Psychology, Methods related to clinical psychology, branches related to clinical psychology, Ethical and legal issues: code of conduct
* Psychosocial Foundations of Behaviour: Concept of mental health and Illness, Stigma, Attitude towards mental illness, Self and Society: Self-concept, self-image, self-perception, and self-regulation. Attitude and Discrimination: Types of Attitude, Attitude Formation. Interpersonal process: Attachment theory, social support, social comparison theory. Social Cognition and Affect: Schema Heuristics, Errors in social cognition, and How to shape thoughts and feeling.

**Module-2: Introduction to Personality Psychology (10 Hrs)**

* Definition, Concept of Personality and Personality Theories.
* Assessment of Personality Psychoanalytic Theories.
* Sigmund Freud – Classical Psychoanalytic Theory.
* Carl Jung – Analytic Theory.
* Alfred Adler – Individual Psychology.
* Theories of Karen Horney, Erich Fromm, Harry Sullivan and Erik Erikson.

**Module-3: Behaviouristic Theories (10 Hrs)**

* Theories of James Watson Dollard and Miller (Stimulus response theory)
* Theories of B F Skinner, Albert Bandura, J B Rotter and Walter Mischel.

**Module-4: Humanistic and Phenomenological Theories (10Hrs)**

* Roger’s Person-Centered Theory.
* Rollo May’s Existential Theory.
* Kelly’s Theory of Personal Constructs.
* Maslow’s and Herzberg’s Motivational Theories.

**Module 5: Dispositional and Biological (10 Hrs)**

* Theories of Gordon Allport.
* Henry Murray, Raymond Cattell and Hans Eysenck, The Big Five Theory of Personality

**Module-6 Self-Unfoldment & Indian View of Personality (20 Hrs)**

* Materialism and Spirituality: What Does Freedom mean to me? Are we really free? How do we deal with the world? The Art of right contact. What is the art of Innate perfection? How does knowledge help us to become perfect? How do we achieve balance in the world? What are the two paths?
* Body, Mind & Intellect: What are the components of experience and the equipment of experience, Who is the person interacting in the world? Who am I really? Sessions will introduce and explore basic components of the individual and their relation to the outer world.
* Action, Energy, Values: Sessions will explore the definition of action, three kinds of action, secret of success, what is efficiency, the art of conserving and channeling energy. Sessions will explore the three cornerstones of Truthfulness (Satyam), Self-control (Brahmacarya) and Non violence (Ahimsā) .
* Karma, Vāsanas and Guṇa: Law of karma, Role of Self-effort, cause and effect and creating the future. Vasanas and gunas which defines why we do what we do. The Five sheaths and the three worlds: Sessions will map the five sheaths and the three world.Basic concepts explained in the ancient Indian texts. Jiva-four stages and five sheaths; Svabhava, Prakriti, Atman and Purusha Yoga-pathway to self-realization.
* Guna theory of personality Aurvedic view of personality – Doshas. Ayurveda and Mind, Vasana theory, Rebirth & Prabbdha concept of personality traits, Concept of holistic approach to mental health- personal, family & social influence

**Suggested Activities**

* Case study discussion.
* Video reviews and role play.
* Interactive lectures.
* Individual assignment: case study, reflections, and essay writing.
* Collaborative learning: group discussion,

**References:**

* Frawley, D. (2005). Ayurveda and the mind: The healing of consciousness. Motilal Banarsidass Publ..
* Hall and Lindzay, *Theories of personality*. Wiley Eastern
* Harmon-Jones, E., & Winkielman, P. (Eds.). (2007). Social neuroscience: Integrating biological and psychological explanations of social behavior. Guilford Press.
* Friedman H. S. and Schustack, M. W.(2004) *Personality*,2nd edition. Pearson education. India.
* Maddux, J. E., & Tangney, J. P. (Eds.). (2011). Social psychological foundations of clinical psychology. Guilford Press.
* Mayer, J D (2007). *Personality: a systems approach.* Boston. M A:
* Allyn and Bacon. Schultz D P and Schultz S E (2009) *Theories of personality.* 9th edition.
* Belmont.C A Wadsworth/ Congage learning. Pervin L.A. *Personality: Theory and Research.* Wiley Eastern.
* Biscoff, L J. (1970) *Interpreting personality theories.* New York. Harper and Roe.
* Paranjpe,A.C.(1998) *Self and Identity in modern psychology and Indian thought.*
* Paranjpe A.C. (1998). S*tyle over substance: The loss of personhood in theories of personality.*
* Research team VYASA(2002). Research contributions of VYASYA. Vivekananda Yoga Research Foundation. Bangalore. Swami Vivekananda Yoga Prakashana.
* Dr. R.N. Sharma-Indian Philosophy (problems and theories)
* Swami Chinmayananda (1993): Self-Unfoldment (The Self-Discovery Series), Chinmaya Publications, West.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Term Paper/Classroom activities | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title:** **Psychiatry**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 1** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 512** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Aim:**

The aim is to provide a general and comprehensive exposure to psychiatry, enabling the candidate to acquire knowledge, skills and desirable attitudes in the principles of psychiatry.

**Objectives:**

* Demonstrate an understanding of a clinically significant behavioral and psychological syndrome in both adults and children.
* Take detailed history, perform full mental status examination and make clinical formulation/ diagnosis, drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.
* Identify social, economic, environmental, biological and emotional determinants of mental health, and institute diagnostic, therapeutic, rehabilitative, preventive and promotive measures to provide holistic care to patient.
* Evaluate and treat psychological and interpersonal problems, including providing psychotherapy and counseling in selected cases.
* Plan rehabilitation of psychiatric patient suffering from chronic illness.
* Manage psychiatric emergencies efficiently.
* Discuss various pharmacological agents and other physical treatment options that are used to treat common mental disorders.

**Course Outcomes**

* On successful completion of the course, the participants will be able to
* Appreciate the scientific concepts and criteria of abnormality and understand the issues involved in defining abnormality
* Identify the various causal factors of mental disorders
* Know the various signs and symptoms of mental illness and develop skills to observe and label them
* Conduct psychological examination of individual with psychological disorder
* Develop acquaintance with the treatment methods available for mental disorders
* Learn about the mental healthcare delivery system and acts and policies governing it

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  | √ |  |  |  |
| CO2 | √ | √ |  | √ |  | √ |  | √ | √ |
| CO3 |  |  |  | √ | √ | √ | √ | √ | √ |
| CO4 |  |  |  |  |  |  |  |  |  |
| CO5 |  |  |  | √ | √ | √ |  |  |  |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The pedagogy includes interactive lectures by regular and expert visiting faculty; individual assignments such as guided reading, term papers, case studies, problem solving exercises, experience sharing exercises, reflections, etc.; collaborative learning such as group discussions, case analysis, cross case comparisons, video reviews, etc.

**Modules**

**Module 1: Introduction to Psychopathology (12 hrs)**

Defining abnormality, indicators of abnormality, classification of mental disorders - DSM and ICD, models of abnormality, paradigms to explain abnormal behaviour, clinical assessment and diagnosis of mental disorders: psychiatric case history taking and mental status examination. Descriptive psychopathology, signs and symptoms of mental disorders: disorders of perception, thought and speech, memory, emotion, the experience of self and consciousness. Management of mental disorders: medication, psychotherapy, rehabilitation. Indianization of Psychiatry utilizing Indian mental concepts. Mental health legislation and treatment in India, Indian Mental Health Act 2017.

**Module 2: Neurodevelopmental and neurocognitive disorders (8 hours)**

Neurodevelopmental disorders: Disorders of intellectual development, developmental speech and language disorders, autism spectrum disorder, attention deficit hyperactivity disorder. Neurocognitive disorders: Delirium, mild neurocognitive disorder, amnesia and dementia

**Module 3: Psychotic disorders (8 hours)**

Schizophrenia, schizoaffective disorder, schizotypal disorder, acute and transient psychotic disorder, delusional disorder, Symptomatic manifestation of primary psychotic disorders, Catatonia

**Module 4: Mood, anxiety, Obsessive-compulsive, stress and dissociative disorders (15 hours)**

Mood disorders: Bipolar I & II, Cyclothymic disorders, Depressive disorders, Recurrent depressive disorder, Dysthymic disorder, Anxiety disorders: generalised anxiety disorder, panic disorder, agoraphobia, specific phobias, social anxiety disorder, separation anxiety disorder, selective mutism. Obsessive-compulsive disorders, Body dysmorphic disorder, Olfactory reference disorder, Hypochondriasis, Hoarding disorder, and Body-focused repetitive disorders. Disorders related to stress: (complex) post-traumatic stress disorder, prolonged grief disorder, adjustment disorder, Reactive attachment disorder, and Disinhibited social engagement disorder. Dissociative disorders: dissociative neurological symptom disorder, dissociative amnesia, trance disorder, possession trance disorder, dissociative identity disorder, depersonalization-derealization disorder.

**Module 5: Feeding/Eating, Elimination, Disorders of bodily distress/experience disorders (4 hours)**

Eating disorders: Anorexia nervosa, Bulimia Nervosa, Binge eating disorder, Avoidant-restrictive food intake disorder, Pica, and Rumination-regurgitation disorder. Elimination disorders: Enuresis, Encopresis, Bodily distress disorder, and Body integrity dysphoria

**Module 6: Disorders due to substance use and addictive behaviours (8 hours)**

Commonly abused psychoactive substances: alcohol, cannabis, synthetic cannabinoids, opioids, sedatives, hypnotics or anxiolytics, cocaine, stimulants, synthetic cathinones, Caffeine, hallucinogens, nicotine, volatile inhalants, MDMA, dissociative drugs and prescription drugs. Mental and behaviour disturbances due to substance use: harmful use, dependence syndrome, intoxication, complex withdrawal state, substance-induced delirium, substance-induced psychotic and mood disorders. Addictive behaviour disorders: gambling disorder, gaming disorder.

**Module 7: Personality, disruptive behaviour, impulse control, Paraphilic, and Factitious disorder (12 hours)**

Personality disorders: general criteria, prominent personality patterns and types (negative affectivity, detachment, dissociality, disinhibition, anankastic, borderline). Disruptive behaviour disorders: oppositional defiant disorder, conduct disorder. Impulse control disorders: pyromania, kleptomania, compulsive sexual behaviour disorder, intermittent explosive disorder, substance-induced impulse control disorders. Paraphilias: exhibitionism, voyeurism, pedophilia, coercive sexual sadism disorder, frotteurism. Factitious: Factitious disorder imposed on self, and another

**Suggested activities**

Review of epidemiological studies and mental health surveys on prevalence and patterns of mental disorders, Debate on reliability and utility of psychiatric diagnosis, Group discussion on causal perspectives of abnormality, Field visit to psychiatric hospitals and rehabilitation centres, Case presentations and discussions, Review of published case studies on mental disorders, Review of movies/documentaries depicting mental disorders, Interviewing individuals with psychological disorders and their caregivers, Group interaction with mental health professionals, Comparative evaluation of mental health services in India and other countries,Critical review of mental health act and policies.

**References:**

* Sadock, Benjamin J., et al. Kaplan and Sadock's Comprehensive Textbook of Psychiatry. 10th ed., Wolters Kluwer, 2017.
* Government of India – The Mental Healthcare Act- 2017. The Gazette of India, Extraordinary, Part II-Section I, April 7, 2017, New Delhi
* B. S. Chavan, N. Gupta, P. Arun, A. Sidana, S. Jadhav (2012) Community mental health in India. Jaypee Brothers Medical Publishers, New Delhi.
* American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-V)* (5 ed.). Washington, DC: American Psychiatric Association.
* First, M. B., Skodol, A. E., Spitzer, R. L., & Williams, J. B. W. (2017). *Learning Dsm-5 by case example*. Arlington, VA: American Psychiatric Association Publishing.
* Jayasankar, P., Manjunatha, N., Rao, G. N., Gururaj, G., Varghese, M., Benegal, V., & Group, N. I. N. C. (2022). Epidemiology of common mental disorders: Results from “National Mental Health Survey” of India, 2016. Indian Journal of Psychiatry, 64(1), 13.
* Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing*. Hoboken, NJ: Wiley.
* Jaspers, K. (1923/1928). *Allgemeine Psychopathologie* (3rd ed.). Berlin: Springer. French edition: Jaspers, K. (1928). *Psychopathologie générale* (trans: A. Kastler, & J. Mendousse). Paris: Alcan.
* Oyebode, F. (2018). *Sims Symptoms in the Mind: textbook of descriptive psychopathology*. Edinburgh: ELSEVIER.
* Fish, F. J., & Hamilton, M. (1974). *Fishs clinical psychopathology*. Bristol: John Wright & Sons Ltd.
* Butcher, J. N., Hooley, J. M., Mineka, S., & Dwivedi, C. B. (2017). *Abnormal psychology*  (16th ed.) Noida: Pearson India.
* Durand, V. M., & Barlow, D. H. (2019). *Essentials of abnormal psychology*. Australia: Cengage.
* ICD 11, WHO
* Avasthi, A., Kate, N., & Grover, S. (2013). Indianization of psychiatry utilizing Indian mental concepts. Indian journal of psychiatry, 55(Suppl 2), S136.
* Sims, A. (1988). Symptoms in the mind: An introduction to descriptive psychopathology. Bailliere Tindall Publishers.

**Course Title:** **Cognitive Neuroscience: Advanced Cognitive Psychology**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

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| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 1** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 513** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

This course is an introduction to basic concepts of cognitive psychology. Course will cover theories and research done in the area of cognitive psychology. Topics covered will be an introduction to cognition, memory, language comprehension, language production, problem solving, reasoning and decision making. Diverse theories and certain experiments will be described and discussed.

**Course Objectives**

After completing the course, the students will be able to:

* Develop a core competency in the area of cognitive psychology, focusing on topics such as language, memory, problem solving, reasoning and decision making
* To be able to comprehend how the human brain interprets and manipulates information
* Understand human psychology from cognitive perspective
* Describe, evaluate, and communicate the impact of researches done in the area of cognition

**Course outcomes**

* Development of knowledge about cognitive processes that govern human behaviour
* Apply the knowledge to explain day to day life and experiences
* Describe, evaluate, and communicate the impact of researches done in the area of cognition
* Able to communicate the scientific understanding in simple and scientific language.

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  |  |  |
| CO2 |  |  |  | √ | √ |  |  | √ | √ |
| CO3 |  |  |  | √ |  | √ | √ |  |  |
| CO4 |  |  |  | √ |  | √ |  |  |  |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The pedagogy includes interactive lectures. The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems, and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module 1: Introduction to Cognitive Neuroscience (10 Hrs)**

* Introduction to Cognitive Neuroscience. Building block of the nervous system; Neurons and Glia. Functions of Glial cells
* External and Internal structure of the neuron, Bipolar, Unipolar and Multipolar. Function of Neuron: Transmission of signal within and between the neurons. Afferent and Efferent Neurons.
* Structure of the Nervous System, Spinal Cord, Medulla, Cerebellum, Pons, Midbrain, Hypothalamus, Thalamus, Hypothalamus, Thalamus, Basal Ganglia, Limbic System, Cerebral Cortex, Corpus Callosum. Meninges and Blood Brain Barrier. Cytoarchitectonic Divisions.
* Research Methods: Invasive methods, Histological Methods, Neuroimaging Techniques, Neuropsychological assessments, Psychophysical methods, Genetic Methods, Animal Studies.

**Module 2: Attention (12 Hrs)**

* Attention: Defining attention. Factors influencing attention. Brain structures involved in arousal, vigilance and sustained attention.
* Selective Attention. Theories of selective attention. Filter Theory, Attenuation Theory, Late-Selection Theory, Kanheman’s model of Attention, Capacity, and Mental Effort, Schema Theory. Change Blindness and Inattentional Blindness.
* Role of Superior Colliculus, Thalamus, Parietal Lobe and Medial Prefrontal Cortex in selective attention.
* Automatic Processing. Divided Attention. Attention hypothesis of automatization.
* Methods used in Indian system for developing attention: Chitta Ekagratha, Types of Upasanas and method of dhyana

**Module 3: Perception (10 Hrs)**

* Perception: Sensation and transduction, defining perception, Gestalt approaches to study perception.
* Theories of visual perception: Bottom up processes: Gibson’s Theory of Direct Perception, Template Theories, Feature-Matching Theories, Recognition-by-Components Theory. Top down processes; Perceptual Learning, Change Blindness, The Word Superiority Effect, A Connectionist Model of Word Perception.
* Photoreceptors and Ganglion cells, Pathways from retina to the Brian.

**Module 4: Memory (10 Hrs)**

* Defining Memory, Encoding, Storage and Retrieval. Types of memory; sensory memory, short term memory and working memory. Types of long term memory.
* Models of Memory: Modal model- Atkinson and Shiffrin, levels of processing model - Lockhardt and Tulving, levels of recall model - Zinchenko, Anderson’s ACT model, integrative model.
* Forgetting: interference and decay theories of forgetting, motivated forgetting, memory distortions, Eyewitness Testimony, factors influencing memory, Memory Enhancing Strategies.
* Role of hippocampus, cortical regions, Basal ganglia and amygdala in memor

**Module 5: Representation of Knowledge (12 Hrs)**

* Elements of thought: Concepts, propositions, mental imagery. Theoretical descriptions of the nature of the concepts; Classical view, Prototype view, Exemplar View, Schemata View, Knowledge-Based View.
* Characteristics of mental images (rotation, size, shape, part-whole relation) spatial cognition and cognitive maps.
* Models of knowledge organization (in semantic memory): prototype, feature comparison, hierarchical model, Connectionist Models (Parallel Distributed Processing) of McClelland, Rumelhart, & Hinton), Networks models –Quillian, Spreading Activation - Collins & Loftus, schemas, Parallel Distributed Processing Model of McClelland & Rumelhart.

**Module 6: Higher Order Cognition (6 Hrs)**

* Reasoning: Deductive and Inductive reasoning
* Problem solving; Problem solving strategies, Impediments to problem solving, Critical Thinking. Decision making, Phases of decision making. Organization of frontal lobe for executive functioning.
* Psycholinguistics, Nature versus nurture, Linguistic- Relativity Hypothesis. Theories of language acquisition: Skinner-behaviorism, Chomsky (LAD), Lennerberg- genetic readiness. Role of the left hemisphere in language processing. Neural organization of language

**Additional Reading and Suggested Activities:**

Introduction to Neuropsychological assessment tools, Discussion and presentation on theories of cognitive psychology, Introduction to artificial intelligence, Field visit to cognitive psychology and AI labs. Introduction to Psychophysics, and psychophysical methods.

Discussion on Nyaya- Pramana Shastra – the ways of knowing. Mimanasa: the art of interpretation of meanings of words and sentences

**References**

1. Banicch, M,T., & Compton, R,J.(2010). Cognitive Neuroscience. (3rd Ed.). Wadsworth Publishing.
2. Solso, R. L., MacLin, M. K., & MacLin, O. H. (2005). (7th ed.). Pearson Education.
3. Sternberg, R., Sternberg, K. and Mio, J., 2012. Cognitive Psychology. 6th ed. Belmont, Calif.: Wadsworth/Cengage Learning.
4. Galotti, K.M. (2001). Cognitive Psychology in and out of the Laboratory. New Delhi: SAGE Publications.
5. Eysenck, M, W. & Keane, M, T. (2010) Cognitive Psychology: A Student's Handbook.
6. Carlson, N. R. (2008). Foundations of physiological psychology. Boston: Pearson/A and B

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Read and prepare critical summary of cognitive psychology research Paper related to the module | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission withunexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title: Applied Health Psychology**

**programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Elective** | **Schedule of Offering** | **Semester 1** | |
| **Course Credit** | | **3** | **Course Code** | **PSY 515** | |
| **Total Number of Hours** | | **45** | **Contact Hours Per Week** | **3** | |
| **Lecture** | **2** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

The course provides grounding into the broader perspective on health and illness in the bio-psycho-social contexts.  The students are introduced to need and scope of health Psychology, conceptual understanding of health and its concomitants. Health compromising and promoting behaviours as well as interventions are discussed. Students are expected to equally focus on coping, social support and resilience. The course facilitates an appreciation of contextual and cultural factors in addition to the biomedical models of health, illness throughout the lifespan. Finally future challenges in health in the Indian context are discussed.

**Course Objectives**

To make the students:

* To introduce health psychology as a broader field of enquiry that examines bio- medical, social and cultural conceptualizations of health (Indian ayurvedic dinacharya), illness and well-being.
* To facilitate a detailed study of health interventions, health promoting and health compromising behaviours
* To examine the role of coping, social support, resilience and interventions in health, illness and well-being.
* To analyze the present and future health challenges in the Indian context.

**Course Outcomes**

On completion of this course, students would be able to:

* Possess the knowledge and skills essential for health psychologist
* Will be equipped with the knowledge to deal with various kinds of physiological and psychological issues affecting health
* Learn techniques to communicate effectively, develop effective lifestyles and healthy habits and learn Indian health style practices

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ |  |  |  |  | √ |  |  |  |
| CO2 |  | √ |  | √ | √ |  |  | √ | √ |
| CO3 |  | √ | √ | √ | √ |  |  |  |  |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The pedagogy includes interactive lectures by regular and expert visiting faculty; individual assignments such as guided reading, term papers, case studies, problem solving exercises, experience sharing exercises, reflections, etc.; collaborative learning such as group discussions, case analysis, cross case comparisons, video reviews, etc.

**Modules**

**Module 1: Introduction to Health Psychology (8 Hrs)**

* Brief Historical Overview; Need and Scope for Health psychology
* Models of Health and Illness – Mind-body dualism, biomedical model, Ayurveda model of health and illness
* Factors predicting health behaviours based on various health models
* Future of Health Psychology

**Module 2:  Illness Cognition (9 Hrs)**

* Managing Illness
* Illness Cognition – Definition, measuring illness cognition, Illness cognitions and health outcomes, coping mechanism
* Illness and self-regulatory beliefs
* Illness and social representations

**Module 3: Coping Resilience and Social Support (12 Hrs)**

* Risks and Protective Factors
* Health Promotion: Health promoting behaviours; exercise, diet, sleep, cultural ideas of health behaviours;
* Health Compromising Behaviours; Eating, diets and nutrition, including obesity and malnutrition across lifespan; Alcohol and substance abuse; drunken driving; Smoking and Cancers.
* Concept and meaning of lifestyle, Influencing life style choices: Approaches to health promotion and health intervention; individualistic, structural-collective approaches, yogic and Ayurvedic lifestyle management.

**Module 4: Doctor–patient communication and the role of health professionals health beliefs (3 Hrs)**

* Definition of compliance – patient satisfaction, patient understandings, approach to improve compliance
* The role of knowledge in doctor-patient communication
* The problem of doctor variability

**Module 5: Stress Management (3 Hrs)**

* Define stress, Stress models
* The role of psychological and physiological factors in stress
* Individual variability in the stress illness link
* Factors that moderate stress illness link – coping, social support, personality and control

**Module 6: Practicum (10 Hrs)**

* Design an intervention method for de-addiction with the support of Biopsychosocial model.
* Conduct Health Psychology Assessments in adults by visiting your nearest clinic to understand and differentiate the effects of physical disease from psychological reaction to illness.
* Conduct an assessment on your friend’s personality and evaluate the role of personality in health and wellbeing
* Explore the recent studies in Psychoneuroimmunology (minimum 5 studies) and understand how it impacts the overall health.
* Conduct a study to evaluate the Health Anxiety and the coping mechanisms of women in Kerala during pandemic.

**References:**

* Baum, Andrew; Ravenson, Tracy A; Singer, Jerome(Eds.) (2012) *Handbook of Health Psychology* (2nd Edition) New York. Taylor and Francis
* Broome, Annabel; Lielleywyn Sue (Eds.) (1995) Health Psychology: Process and Application(2nd Edition) London. Chapman and Hall
* Crossley, M. L. (2000). *Rethinking Health Psychology.* Buckingham UK: Open University Press.
* French, David; Vedhara, Kavita; Kaptein, AA; Weinman, John.(Eds.) (2010) Health Psychology(2nd Edition) Sussex UK. BPS Blackwell.
* Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction.* Cambridge, UK: Cambridge University Press.
* Taylor, Shelley E. (2009) *Health Psychology*. 6th Edition. New Delhi. Tata-McGraw Hill

**Suggested Activities**

* How Indian systems look at work, entertainment, sleep, exercise, and rest?
* Indian Philosophical concepts that promote resilience to pain, bereavement, and loss of functionality.
* What are the different Indian approaches to stress management: Concept of Satvik, rajasic and Tamasic vision and action, Techniques like prayer, pranayama, faith system,
* Discuss and understand the Bagavad Geeta /Bhaja Govindam modelof deaddiction

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Health Psychology related community activities | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title:** **Disability and Rehabilitation**

**Programme(s) in which it is offered: MSc Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Elective** | **Schedule of Offering** | **Semester 1** | |
| **Course Credit** | | **3** | **Course Code** | **PSY 516** | |
| **Total Number of Hours** | | **45** | **Contact Hours Per Week** | **3** | |
| **Lecture** | **2** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

This course introduces the concepts related to educating students with special needs. Student diversity in regular schools and the need to provide individualised support to those who need it would be addressed. Further, assessment, Programme planning, Programme implementation, and evaluation of plan effectiveness pertaining to students with various dishabille and diversities would also form this course. This course helps students to gain hands-on experience in dealing with student diversity in the Indian context. Further, it will provide the students with the skills needed to successfully handhold and enhance the opportunities and outcomes of students with disabilities.

**Course Objectives:**

 To make students understand student diversity and the nature of disabilities that students in regular schools bring in with them.

* To help students appreciate the underpinning concepts, theories, evidence-based interventions, and legality surrounding special education/inclusive education.
* To make students assess, plan, implement, evaluate, and revise interventions to help diverse students and students with different disabilities get included in society.
* To work towards converting schools into inclusive schools.

**Course Outcomes**

By the end of the course, the student will be able to:

* Explain student diversity in contemporary schools and the nature of various disabilities that students in regular schools can have.
* Analyse the merits of the underpinning concepts, theories, and evidence-based interventions, which support students with special needs in regular schools.
* Critically evaluate the national and international legal mandates guiding special and inclusive education.
* Assess, plan, implement, evaluate, and revise individualised interventions to help diverse students and students with different disabilities get included in society.
* Facilitate converting regular schools into inclusive schools

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  |  |  |
| CO2 |  |  |  | √ | √ |  |  |  |  |
| CO3 |  | √ |  | √ | √ |  | √ |  | √ |
| CO4 |  |  |  | √ | √ | √ |  |  |  |
| CO5 |  |  |  |  |  |  |  | √ | √ |

**Prerequisites and other constraints**

Admission to the MSc Programme in psychology stream and would opt School psychology specialization

**Teaching** **Pedagogy**

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module 1.** **Introduction to Special needs education (10 Hrs)**

* History of special needs education
* Underlying principles of special needs of education
* Approaches to special needs education- Inclusive education
* Legalities surrounding special needs education
* Team approaches in special needs education.
* Special needs education in India

**Module 2.   Student diversity in contemporary Schools (10Hrs)**

* Students with disabilities
* Students from difficult circumstances
* Students with differing sexual orientation
* Migrant students**.**

**Module 3.  Special support to students with learning disabilities (10Hrs)**

* Nature of learning disabilities
* Screening and assessment
* Psychoeducational intervention
* Writing of an individualised education plan
* Implementation of the IEP
* Formative and summative evaluations

**Practicals:**

* NIMHANS Index of Specific Learning Disabilities
* Malin’s Intelligence Scale for Indian Children
* Diagnostic test of learning disability by Swarup Mehtha & D H Mehtha.

**Module 4.   Special support to students with physical and sensory disabilities (10Hrs)**

* Nature of physical and sensory disabilities
* Assessment of students with hearing impairments, visual impairments, and motor disorders
* Psycheducational interventions
* Educational programme planning for students with hearing impairments, visual impairments, motor disorders and health impairments
* Formative and summative evaluations

**Practicals:**

* Snellen test/visual acuity test
* Tuning fork tests (optional)
* Audiometer tests (optional)

**Module 5.  Special support for students with developmental disabilities ( 5Hrs)**

* Nature of developmental disabilities
* Assessment of students with intellectual disabilities, autism spectrum disorders, attention deficit hyperactive disorders (ADHD), and conduct disorders
* Educational and psychological support for students with intellectual disabilities, autism spectrum disorders, ADHD, conduct disorders
* Formative and summative evaluations

**Practicum**

Conduction of the following assessments:

* Developmental Psychopathology Checklist
* Indian Scale for Assessment of Autism
* Conners Comprehensive Behaviour Rating Scales
* Behaviour Assessment Scales for Indian Children with Mental Retardation.

**Suggested Activities**

Case study discussion, video reviews, and role play, Interactive lectures, Individual assignment: case study, reflections, and essay writing, Collaborative learning: group discussion, Assessments,

**Reference**

* Cecil, R. Reynolds and Elaine, F, (2007). *Encyclopedia of Special education*: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals. 3rd Ed, Vol.1.Publisher: John Wiley &Sons.
* Deiner, P. L. (2005). Resources for educating children with diverse abilities: birth through eight (4th Ed.). New York: Thomson.
* Johns, B, McGrath, Z,  and Mathur, R. (2010). *The many Faces of Special Educators*: their unique talents in working with students with special Needs and in life. Rowman & Lifflefield Education A division of Rowman & Littlefield Publishers, INC. Lanham.New York. Toronto, Plymouth, U.K.
* Michael, F. (2009). *Foundations of special Education*: An Introduction. Ed: q, A John Wiley & Sons, Ltd., Publication.
* Roger P. and George, A. G. (2008), *Teaching Students with Learning Disabilities:* A Step-by-Step Guide for Educators, Corwin Press, A SAGE Company, Pvt. Ltd. 2455 Teller Road. Thousands Oaks, California 91320.
* Roger, G.G. (2007), *Understanding, Developing, and Writing Effective IEPs,* Corwin Press A SAGE Publications Company 2455 Teller Road Thousand Oaks, California 91320 www.corwinpress.com.
* Sicilie, K. and Chental, (2006), *Adolescents on the autism spectrum:* a parent’s guide to the cognitive, social, physical, and transition needs of teenagers with autism spectrum diosorders.Perigee Trade; The Berkley Publishing Group

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Practicums | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title: Psychodiagnostics - 1**

**Programme in which it is offered: M.Sc. in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 1** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 517** | |
| **Total Number of Hours** | | **105** | **Contact Hours Per Week** | **7** | |
| **Lecture** | **1** | **Tutorial** | **0** | **Practical** | **3** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

The psychodiagnostics course strives to present adequate representation about the diversity of contemporary Psychodiagnostics and Assessment methods; learning of the current world ethical standards of psychological diagnostics and assessment activity; technology of test reliability determination that obtained by different Psychodiagnostics methods; studying of classical and contemporary intellect diagnostic approaches, Psychodiagnostics of personality characteristics and achievements potential of the person.

**Course Objectives**

At the end of this course students should be able

* To help the participants understand the basic concepts of psychiatric diagnosis and assessment
* To help participants get acquainted with the various areas of diagnostic assessment and the principles governing them
* To familiarize participants with the most commonly used assessments in practice
* To help participants understand the basic principles of diagnostic formulation
* To help participants learn and appreciate the art of reporting assessments and making reliable interpretations

**Course Outcomes**

* Demonstrate the art of test construction and development of the norms of psychodiagnostics tools
* Learn the art of conducting a psychiatric interview, administering and interpreting the various psychodiagnostics tools
* Demonstrate the art of preparing psychological test reports
* Demonstrate the ethics and professionalism in psychological assessments

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  | √ | √ |  | √ |  |  |
| CO2 |  |  |  | √ | √ | √ | √ |  |  |
| CO3 |  |  |  | √ | √ | √ | √ |  |  |
| CO4 |  |  |  |  |  | √ | √ |  | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The coursework will be activity based involving assignments, lectures, case studies, class quizzes, lab exercises, presentations, group discussions, debates, webinars with clinical psychologists and other mental health professionals. Didactic lectures facilitated through informative slide presentations, and test demonstrations will be utilized to help participants understand the basic concepts of diagnostic assessment and be familiar with the method of administration of various tests. Lab visits and expert interactions will be utilized to enhance the learning process. Discussions/debates will be organized on core themes to enhance critical thinking skills

**Modules**

**Module 1: Fundamentals of Psychodiagnostics Assessment (25 Hrs)**

* Diagnostic assessment: Purpose, areas of assessment: intelligence, personality, cognitive functions, clinical symptoms, developmental assessments.  Assessment methods: clinical interviewing, mental status examination, behavioural observations, formal testing, assessment process, diagnostic formulation, reporting and communicating findings, ethical and legal issues. Test Construction: Basics of Psychological tests, Item development, Item Analysis, Standardization procedure (Reliability, Validity), and Development of Norms.

**Module 2: Developmental assessments (15 Hrs)**

* Developmental Screening Test (DST)
* Denver Developmental Screening Test (DDST)
* Vineland Social Maturity Scale (VSMS)

**Module 3:  Assessment of Intelligence (35 Hrs)**

* Binet’s test of intelligence (locally standardized)
* Wechsler Intelligence Scale for Children (WISC-IV)
* Wechsler Adult Intelligence Scale (WAIS-IV)
* Bhatia Intelligence Test
* Standard Progressive Matrices
* Coloured Progressive Matrices
* Malins Intelligence Scale for Children (MISIC)

**Module 4: Assessment of Psychopathology (10 Hrs)**

* Beck’s Depression Scale
* State and Trait Anxiety Scale
* Mental Health Inventory
* Yale Brown Obsessive Compulsive Disorder
* Generalized Anxiety Disorder
* International Personality Disorder Examination
* Hospital anxiety depression inventory, PANSS, CAGE, AUDIT, MAST. Child: Connors rating scale, CBCL, CARS, CHAT, CDI.

**Module 5: Memory scales (20 Hrs)**

* Wechsler Memory Scale (WMS)
* PGI-Memory Scale.

Note: The students must gain familiarity with each test and scale listed for demonstration and practice. A total of 10 assessments from the list have to be administered by the student, and the same should be submitted as a record with assessment reports and protocols for evaluation. Any two assessments from each module may be considered for submission.

**References**

* Geisinger, K. F., Bracken, B. A., Carlson, J. F., Hansen, J.-I. C., Kuncel, N. R., Reise, S. P., & Rodriguez, M. C. (Eds.). (2013). *APA handbook of testing and assessment in psychology, Vol. 2. Testing and assessment in clinical and Counselling psychology.* American Psychological Association. [https://doi.org/10.1037/14048-000](https://psycnet.apa.org/doi/10.1037/14048-000)
* Bram, A. D., & Peebles, M. J. (2014). *Psychological testing that matters: Creating a road map for effective treatment.* American Psychological Association. [https://doi.org/10.1037/14340-000](https://psycnet.apa.org/doi/10.1037/14340-000)
* Gary D. Phye, Donald H. Saklofske, Jac J.W. Andrews, Henry L. Janzen (2001) Handbook of Psychoeducational Assessment: A Practical Handbook A Volume in the EDUCATIONAL PSYCHOLOGY Series. New York: Elsevier Publishers.
* Michel Hersen, Jay C. Thomas, Gerald Goldstein, Mark J. Hilsenroth, Sue R. Beers, Daniel L. Segal, Stephen N. Haynes, Elaine M. Heiby (2004) Comprehensive Handbook of Psychological Assessment, Volume 4: Industrial and Organizational Assessment. New York: John Wiley & Sons.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

The evaluation of Psychodiagnostic-1 is based on the 6 core tests outlined below. Students should be able to pass the tests by demonstrating the core tests' administration, scoring, and interpretation. The

core tests will be scheduled as exams (short practical exams) periodically throughout the first semester.

**Core Psychodiagnostics Tests**

1. Developmental Screening Test (DST)/Vineland Social Maturity Scale (VSMS)
2. Binet Kamat Test (BKT) of Intelligence/MISIC
3. Weschler Intelligence Scale for Children (WISC)
4. Wechsler Adult Intelligence Scale (WAIS-IV)
5. Standard Progressive Matrices
6. Wechsler Memory Scale (WMS)/PGI
7. Beck’s Depression Scale/ State and Trait Anxiety Scale/CARS/CBCL (Rating Scales)

**Evaluation Matrix**

|  |  |
| --- | --- |
| Core Tests Exams | 20% |
| Psychodiagnostics Test Report (Minimum 2 report) | 10% |
| Mid-term Examination Practical | 20% |
| End-Term Exam/Practical | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title: Clinical Training-1**

**Programme in which it is offered: M.Sc. in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 1** | |
| **Course Credit** | | **3** | **Course Code** | **PSY 517** | |
| **Total Number of Hours** | | **90** | **Contact Hours Per Week** | **6** | |
| **Lecture** | **0** | **Tutorial** | **0** | **Practical** | **4** |
| **Last Revision** | | | **2023** | | |

**Introduction**

Clinical training in clinical psychology is an essential component of preparing future psychologists to effectively assess, diagnose, and treat mental health disorders. This rigorous training program combines academic coursework and supervised practical experience to equip students with the necessary skills and knowledge to work with diverse populations in a clinical setting. Through this training, aspiring clinical psychologists gain valuable hands-on experience in conducting assessments, providing therapy, and collaborating with multidisciplinary teams, ensuring they are well-prepared to make a positive impact on individuals' mental well-being.

**Aim**: To train the students to perform psychological assessments and to develop competent and compassionate professionals who are capable of providing evidence-based assessment, diagnosis, and treatment for individuals experiencing mental health challenges.

**Objectives**: To learn and practice the necessary clinical skills needed to perform Clinical interview, Case history method, Observation method, Psychological evaluation, Understanding basic Psychopathology, Know about the structured psychiatry evaluation proforma (adult) and skills to perform cognitive assessment.

* To understand foundational knowledge on Clinical training to provide students with a comprehensive understanding of the theoretical frameworks, research, and evidence-based practices that inform clinical psychology.
* To equip students with practical skills necessary for clinical practice by learning how to conduct psychological assessments, administer and interpret tests, develop treatment plans, deliver therapy effectively, and engage in case conceptualization.
* To cultivate professional competence by clinical training to foster professional competence by promoting self-awareness, empathy, cultural sensitivity, and ethical decision-making.
* To demonstrate how to establish therapeutic relationships, work collaboratively with clients and interdisciplinary teams, and adhere to professional standards and guidelines.
* To foster self-reflection and personal growth through clinical training to engage in ongoing self-reflection, self-awareness, and personal growth.
* To demonstrate and prepare for licensure and professional practice through necessary educational and supervised experience requirements to become eligible for licensure exams within and outside India to and embark on a successful career in clinical practice.

**Course Outcomes**

At the end of the clinical training, students should be able to

* Development of Clinical Skills such as development and refinement of various clinical skills necessary for assessment, and diagnosis (Students are expected to gain expertise in administering psychological assessments and implementing evidence-based assessments)
* Apply the knowledge of psychological theories and research and students are expected to acquire knowledge of different theoretical orientations and evidence-based practices.
* Demonstrate ethical and professional competence by learning ethical guidelines and professional standards and applying them in their clinical work (Develop skills in maintaining confidentiality, managing boundaries, and addressing ethical dilemmas)

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 |  |  |  | √ | √ | √ | √ |  |  |
| CO2 | √ | √ |  | √ | √ |  |  |  |  |
| CO3 |  |  |  |  |  |  | √ | √ | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching** **Pedagogy**

* The coursework will be a complete one to one/ group supervised clinical training under the qualified licensed clinical psychologists at the hospitals or rehabilitation centres or special schools or schools. Clinical training involves, demonstrations, practise exercises, case presentations & discussions, and Case Based Learning. Practice exercises in methods of clinical psychology research and psychoeducational assessments will help enhance evaluative skills. Discussions and PBL will strengthen critical thinking skills.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Attendance in Clinical Training | 10% |
| Detailed Case history intake (Minimum 5) | 10% |
| One Full-length Case Presentation with Supervisor | 10% |
| Mid-term Examination/Clinical Viva | 20% |
| End Term Exam/Clinical Viva | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title- Cognitive Neuroscience: Neuropsychology**

**Programme in which it is offered: M.Sc. in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 2** | |
| **Course Credit** | | **6** | **Course Code** | **PSY 521** | |
| **Total Number of Hours** | | **90** | **Contact Hours Per Week** | **6** | |
| **Lecture** | **4** | **Tutorial** | **2** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

This is a basic course in neuropsychology that focuses on the field's beginnings. This course will provide an overview of the biological basis of behaviour fundamentals of neuropsychology. The course's main goal is to give students a basic understanding of neuropsychology's most important concepts.  Further, to develop an understanding of the brain-behaviour relationship and psychological and neurological functioning. The course will also introduce neurological disorders and neuropsychological testing. The aim of the course is to enable students to gain knowledge in neuropsychological testing and rehabilitation as well.

**Course Objectives**

* To explore and enable the students to understand the biological basis of experience and behaviour and the fundamentals of neuropsychology
* To develop an understanding of the relationship of Brain-behaviour and psychological disorders and neuropsychology
* To develop an understanding of neurological dysfunction and disorders.
* To enable students to gain skills in neuropsychological testing
* To help the student understand and learn the methods of neuropsychological rehabilitation

**Course Outcomes**

* Describe the origins and development of neuropsychology as a discipline.
* Develop a conceptual understanding of the foundational principles of neuropsychology.
* Develop a working knowledge of neuropathology from a neuropsychological standpoint.
* Consider assessment from the perspective of a deficit measurement paradigm employed in neuropsychology.
* Learn the principles and methods of the neuropsychological rehabilitation Programme.

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  |  |  |
| CO2 | √ | √ |  |  |  |  |  |  |  |
| CO3 |  |  |  | √ | √ | √ | √ |  |  |
| CO4 |  |  |  | √ | √ |  |  |  |  |
| CO5 | √ | √ |  |  |  |  |  | √ | √ |

**Pre-requisites:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The coursework will be activity based involving assignments, lectures, visual illustrations, drawing exercises, case studies, class quizzes, lab exercises, presentations, group discussions, debates, webinars with bio psychologists and field visits to neuropsychology units and treatment centres. Didactic lectures facilitated through informative slide presentations, 3D video illustrations and neuroscience animations will be utilized to help participants understand the basic concepts of neurophysiology. Documentaries, lab visits and expert interactions will be utilized to enhance the learning process. Anatomical drawing exercises and presentations will be helpful in developing visual and spatial brain maps of learned information. Discussions/debates will be organized on core themes to enhance the critical thinking skills.

**Modules**

**Module 1: Introduction to Neuropsychology (12 hours)**

* Nature and scope of Neuropsychology, the historical development of neuropsychology as a scientific discipline, divisions of neuropsychology, research methods, emerging research areas.
* Methods of studying the brain: Neurohistology Techniques, Radiologic Procedures, Electrophysiologic Procedures, Imaging of Brain Metabolism, Magnetic Imaging Procedures, Cerebrospinal Fluid Studies, Behavioural Examinations, Neurologic Examination, Neuropsychological Evaluation.

**Module 2: Fundamentals of Cognitive Neuroscience (15 Hrs)**

* Consciousness and Attention: States of Consciousness, Waking, Dream, Altered States of Consciousness
* Learning and Memory: types of learning, types of memory, stimulus response learning, motor learning, perceptual learning, relational learning, long term potentiation and mechanisms involved.
* Thinking and Problem solving
* Executive controls and actions
* Emotions: Components of emotional response, brain areas mediating emotional response, neurotransmitters and emotions, pathways of emotion regulation, the neural basis for communication of emotions

**Module 3:  Functional Aspects of Lobes (25 hrs)**

* Occipital Lobes- Anatomy and Functions, Disorders of Cortical Function
* Parietal Lobes- Anatomy and Functions, Somatosensory Symptoms of Parietal Lobe Lesions and disorders
* Temporal Lobes- Anatomy and Functions, Symptoms of Temporal Lobe Lesions and disorders
* Frontal Lobes- Anatomy and Functions, Symptoms of Frontal Lobe Lesions and disorders

**Module 4: Neurological Disorders (20 hours)**

* Developmental and neuropsychiatric disorders of childhood: abnormalities in anatomical development, genetic and chromosomal disorders, acquired disorders, learning disabilities, pervasive developmental disorders, disruptive behavioural disorders.
* Cerebrovascular Disorders, Tumours, Traumatic Brain Injuries, brain infections, Epilepsy, Tumors, Headaches, Disorders of Sleep and Neurodegenerative disorders.

**Module 5:  Neuropsychological Testing and Neurorehabilitation (18 hours)**

* Rationale and purpose of Neuropsychological Assessment, neurological mental status examination, assessment areas: Orientation (Arousal), Sensation and Perception, Attention/Concentration, Motor Skills, Verbal Functions/Language, Visuospatial Organization, Memory, Judgment/Problem Solving, frequently used assessment devices, the assessment process, interpreting assessment data and reporting the findings, psychometric issues in neuropsychological assessment.
* Neurorehabilitation: principles, models, components, methods and outcomes.

**Suggested Activities**

* Conduction of assessment and neurorehabilitation program
* Case presentations
* Seminar presentations on neurological disorders
* Review of published cases
* Journal reviews
* Designing cognitive retraining activities
* Group interactions with neuroscientists, neuropsychologists and neurosurgeos
* Field visit to neurological clinics and neurorehabilitation centres
* Identify and learn Indian approaches to Neurorehabilitation such as Vedic chanting and Sanskriti
* Discussion of Siddhis in Yoga shastra can have inputs on Altered States of Consciousness.
* Discuss the three states of waking experience in Mandukya Upanishad and other scriptures
* Seminar on Mudras and Pranayama techniques to overcome sleep related disorders

**References**

* Kolb, B., &amp; Whishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
* Darby, D., & Walsh, K. (2005). Walsh’s Neuropsychology. A Clinical Approach, Fifth edition. UK: Elsevier
* Pinel, J. P. J., & Barnes, S. J. (2018). Biopsychology. Harlow: Pearson Education Limited.
* Carlson, N. R. (2014). Foundations of Behavioural Neuroscience. Pearson.
* Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioural, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
* Lezak, M. et al., (2012). Neuropsychological Assessment [5th Edition]
* Wilson, B. A., &amp; Betteridge, S. (2019). Essentials of Neuropsychological Rehabilitation. The Guilford Press.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Practicum/Neuropsychology Assessment Report | 10% |
| Individual Assignment | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title: Advanced Research Methods**

**Programme in which it is offered: M.Sc. in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 2** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 522** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **2** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

This course provides a fundamental understanding of statistics and an overview of the research process. The course explores statistical concepts and procedures such as central tendency, variability, hypothesis testing, etc. The broad range of research methods and research methodologies underlying them would also be explored. It covers topics such as problem formulation, operationalization, writing research proposals, research designs and data analysis.

**Course Objectives**

To enable students to:

* Distinguish between scientific and non-scientific methods of inquiry
* Write a research proposal
* Describe major quantitative, qualitative, and mixed research designs.
* Design research studies.
* Enable them to apply different statistical procedures to test hypotheses of various kinds’
* Understand the fundamentals of statistics and also their applications in different researches
* Enumerate the main ethical issues that should be considered in conducting research.
* Analyse qualitative and quantitative data.

**Course Outcomes**

* Appreciate scientific knowledge and differentiate it with non-scientific knowledge.
* Understand the process of scientific research.
* Prepare quality research proposals.
* Know the application of statistics in scientific research.

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  | √ |  |  |
| CO2 | √ | √ |  |  |  | √ | √ |  |  |
| CO3 |  |  |  |  |  | √ | √ |  |  |
| CO4 |  |  |  |  |  |  | √ |  |  |

**Pre-requisites:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments in the form of behavioural assessments, behavioural intervention plan development, etc. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module 1: Introduction to Research methods (6 Hrs)**

* Methods of Acquiring Knowledge (Scientific and Non-scientific Methods)
* Goals of the Scientific Method
* Ethical Considerations in Conducting Research
* Problem Identification
* Research Questions/Hypotheses
* Literature Review
* Theoretical and Operational definitions
* The Research Proposal

**Module 2: Research Designs** **(17 Hrs)**

* Three Research Paradigms
* Quantitative Research designs
* Qualitative Research designs
* Mixed Research designs
* Emphases of the Three Paradigms

**Module 3: Data Analysis (9 Hrs)**

* Analysis of Qualitative Data
* Analysis of Quantitative Data

**Module 4: Central Tendency and Variability (3 Hrs)**

* Central tendency
* Variability
* Central tendency and variability in research articles

**Module 5: Introduction to Hypothesis Testing (5 Hrs)**

* Core logic of hypothesis testing
* The hypothesis-testing process
* One-tailed and Two-tailed hypothesis tests
* Hypothesis tests in research article

**Module 6: Introduction to *t* tests and Analysis of Variance (10 Hrs)**

* *t* test for single sample
* *t* test for dependent means
* *t* test for independent means
* *t* test in research articles
* Basic logic of analysis of variance
* Hypothesis testing with analysis of variance
* Analysis of variance in research articles

**Module 7: Correlation and Regression (10 Hrs)**

* Patterns of correlation
* The correlation coefficient
* Significance of correlation coefficient
* Correlation and causality
* Correlation in research article
* Predictor (X) and criterion (Y) variables
* The linear prediction rule.
* The regression line.
* Multiple regression
* Regression in research articles

**References:**

* American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
* Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for Psychology* (4th ED.). New Delhi: Pearson Education.
* Best, J. W., & Kahn, J. V. (1999). *Research in education* (7th ed.). New Delhi: Prentice-Hall.
* Bryman, A., & Cramer, D. (1994). *Quantitative data analysis for social scientists* (Revised edition). London: Routledge.
* Cozby, P. C. (2001). *Methods in behavioural research* (7th ed.). Mountain View, California: Mayfield.
* Craig, J. R., & Metze, L. P. (1986). *Methods of psychological research* (2nd ed.). Monterey, CA: Brooks/Cole.
* Denzin, N. K., & Lincoln, Y. S. (Eds.) (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
* Gupta, S. P. (2017). *Statistical Methods*. New Delhi: Sultan Chand &Sons.
* Howitt, D. & Cramer, D. (2011). *Introduction to Statistics in Psychology* (5th Ed.). London: Pearson Education.
* Kerlinger, F. (1986). *Foundations of behavioural research*. NY: Holt Rinehart.
* Lind, D. A., Marchal, W. G., & Wathen, S. A. (2015*). Statistical techniques in business and economics*. New York: McGraw Hill Education.
* Mitchell, M. L. & Jolley, J. M. (2004). *Research design* (5th ed.). Wadsworth: Thomson.
* Punch, K. F., & Oancea, A. (2014). Introduction to research methods in education (2nd ed.). Los Angeles: Sage.
* Ray, W. J. (2003). *Methods toward a science of behaviour and experience* (7th ed.). Wadsworth: Thomson.
* Rubin, A., & Babbie, E. (1997). *Research methods for social work* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
* Shaughnessy, J. J., & Zechmeister, E. B. (1994). *Research methods in psychology* (3rd ed.). NY: McGraw-Hill.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Term Paper | 10% |
| Individual assignments/Practicums | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates

**Course Title: Psychodiagnostics -2 (Practical)**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 2** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 523** | |
| **Total Number of Hours** | | **105** | **Contact Hours Per Week** | **7** | |
| **Lecture** | **1** | **Tutorial** | **0** | **Practical** | **3** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental disorders. Since psychological assessment involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels. Typical areas of focus for psychological assessment includes (not necessarily limited to): Personality, diagnostic, symptomatology, variables that help/direct treatment, and assess treatment outcomes.

**Course Objectives**

At the end of this course students should be able to:

* Use relevant criteria to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes.
* Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems.
* Synthesize and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed.
* Select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains.
* Interpret the findings in the backdrop of the clinical history and mental status findings.

Prepare the report of the findings as relevant to the clinical questions asked or hypothesis set up before the testing began, and integrate the findings in service activities**.**

**Course Outcomes**

On completion of this course, students would be able to:

* Develop assessment skills in administering and interpreting psychological assessment tools such as structured interviews, psychological tests, and self-report measures, personality assessment and diagnostic psychometry.
* Demonstrate the art of report writing, and how to write comprehensive and concise assessment reports that summarize the client's background information, assessment results, diagnostic impressions, and treatment recommendations.
* Learn professionalism and communication and students will develop professional skills in interacting with clients, including active listening, empathy, and effective communication. Students will also learn about the importance of collaboration with other professionals involved in the client's care, such as psychiatrists or social workers.
* Think critically in evaluating the strengths and limitations of different assessment tools and diagnostic approaches. Students will learn how to apply their knowledge and make sound clinical judgments based on available evidence.
* Gain awareness of the cultural factors that can influence the assessment and diagnosis of individuals from diverse backgrounds. They will learn to consider cultural variables and adapt assessment procedures accordingly.

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  | √ | √ |  | √ |  |  |
| CO2 |  |  |  | √ | √ | √ | √ |  |  |
| CO3 |  |  |  |  | √ |  |  | √ | √ |
| CO4 |  |  |  | √ | √ | √ | √ |  |  |
| CO5 |  |  |  |  |  | √ | √ | √ | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The pedagogy includes interactive lectures and demonstrations of each test. The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems, and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module1: Personality assessment (20 hrs)**

Adjustment, Personality and Personality disorders:16 personality factor questionnaire, NEO- personality inventory III, Temperament and Character Inventory (TCI), Eysenck’s personality questionnaire- R, Bell’s adjustment inventory. Personality Assessment Based on Indian Concepts: Gunas Doshas & Prakriti

**Module2: Personality Assessment based of Projective test (20 hrs)**

Projective: Sentence Completion Test, Picture Frustration Test, Draw-a-person test; TAT – Murray’s and Uma Chowdhary’s.

**Module3: Diagnostic Assessment (50 hrs)**

Rorschach psychodiagnostics, Minnesota Multiphasic Personality Inventory (MMPI), Millon Multiaxial inventory (MCMI)

**Module 4: Neuropsychological Tests and General Clinical Assessment (30 hrs)**

* NIMHANS Neuropsychological Test Battery
* Mini-Mental Status Examination (MMSE)
* Adden Broke Cognitive Examination

**References:**

* Freeman, F.S. (1965). Theory and practice of psychological testing,. Oxford and IHBN: New Delhi.
* Hersen, M, Segal, D. L, Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment, Vol 1 & 2, John Wiley & Sons: USA
* Bellack, A.S. & Hersen, M (1998) Comprehensive Clinical Psychology: Assessment, Vol. 4,. Elsiever Science Ltd.: Great Britain
* Exner, J.E. (2003). The Rorschach – A Comprehensive System, Vol 1, 4th ed., John Wiley and sons: NY.
* Murray H.A. (1971).The Thematic Apperception Test manual, Harvard University Press.
* Choudhary, U. (1980). An Indian modification of the Thematic Apperception Test, Shree Saraswathi Press: Calcutta
* Ramalingaswamy .P (1974).WAPIS Form-PR. Manual of Indian Adaptation of WAIS- Performance Scale.  New Delhi: Manasayan
* Kapur, M., John, A, Rozario, J & Oommen, A. (2002). NIMHANS Index of Specific Learning Disability. Psychological assessment of children in the clinical setting. Bangalore: Vinayaka Offset Printers.
* Sherman, E., & Hrabok, M. (2023). A compendium of neuropsychological tests: Fundamentals of neuropsychological assessment and test reviews for clinical practice. Oxford University Press.
* Tripathi, R., Kumar, J. K., Bharath, S., Marimuthu, P., & Varghese, M. (2013). Clinical validity of NIMHANS neuropsychological battery for elderly: A preliminary report. Indian journal of psychiatry, 55(3), 279.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

The evaluation of Psychodiagnostic-2 is based on the 6 core tests outlined below. Students should be able to pass the tests by demonstrating the core tests' administration, scoring, and interpretation. The core tests will be scheduled as exams (short practical exams) periodically throughout the first semester.

**Core Psychodiagnostics Tests**

1. 16PF/MMPI/MCMI/NEO FFI
2. Sentence completion test
3. Thematic Apperception Test
4. Children’s Apperception Test
5. Rorschach Psychodiagnostics
6. NIMHANS Neuropsychological Test Battery

**Evaluation Matrix**

|  |  |
| --- | --- |
| Core Tests Exams | 20% |
| Psychodiagnostics Test Report (Minimum 3 report) | 10% |
| Mid-term Examination Practical | 20% |
| End Term Exam Practical | 50% |
| Total | 100% |

Assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with clear communication of the same to all the registered candidates.

**Course Title:** **Child and Adolescent Psychology**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Elective** | **Schedule of Offering** | **Semester 2** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 524** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

Child and development psychology focus on the study of development, behaviour and mental process of child and adolescents. It involves understanding how children and adolescents develop physically, cognitively, socially, and emotionally and how their development is shaped by various factors such as family, culture, and environment. It also explores the theoretical and research aspects of child and adolescent behaviour. The field aims to understand the unique experiences and challenges faced by children and adolescents, and to promote their healthy development and wellbeing.

**Course Objectives**

At the end of this course, students should be able to:

* Understand the physical, cognitive, socio-emotional, and personality development of children and adolescents.
* Understanding how various aspects of child psychology are studied.
* Understanding of different milestones with regard to child and adolescent development.
* Understanding the various factors that influence child and adolescent development
* Be able to relate child psychology topics to aspects of everyday life.
* The foundation necessary to begin developing their own ideas into viable research projects if they choose to further pursue developmental research
* A basic understanding of normal development aids in understanding of deviant behaviors thus helping in planning interventions.
* Understanding of the various hazards of childhood and adolescence and how to overcome it successfully

**Course Outcomes**

On completion of this course, students would be able to:

* Understand the theoretical and research approaches to understanding the child and adolescent development.
* Understand the socioemotional and personality development of the child and adolescent
* Analyse the problems and issues in child and adolescence
* Understand the schooling and related psychopathological issues of children and adolescents

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  |  |  |
| CO2 | √ | √ |  | √ | √ |  |  |  |  |
| CO3 |  |  |  |  | √ |  | √ |  |  |
| CO4 |  |  |  | √ | √ |  |  | √ | √ |

**Prerequisites and other constraints**

BSc/BA Psychology

**Teaching Pedagogy**

The pedagogy includes interactive lectures. The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems, and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module1: Introduction to Development (10 hrs)**

Introduction to Development: Human Development: An introduction to the field of human development, Human development today, History and Theories of development. Motor Development, Cognitive Development, Speech and Language Development, Social Development, Emotional Development and Moral Development.

**Module2: Physical and cognitive development in child and adolescent (15 hrs)**

Physical and cognitive development in child and adolescent: physical changes: Body Growth and Change, Motor Development, Brain and Sleep, Nutrition and Exercise Illness and Death, puberty, adolescent sexuality, cognitive changes: Piaget’s and Vygotsky’s theory, thinking and intelligence, Adolescent Egocentrism and Information Processing , language development: Understanding

Phonology and Morphology, Changes in Syntax and Semantics, Advances in Pragmatics, Young Children’s Literacy, Vocabulary, Grammar, and Metalinguistic Awareness, Reading, Writing, Bilingualism and Second-Language Learning.

**Module3: Socioemotional and personality development (16 hrs)**

Socioemotional and personality development: Attachment: Theories of attachment (Bowlby, Harlow, Ainsworth), Temperament: Definition, Major dimension, Features and structures of temperament, Gender differences in Temperament, Emotional and Personality Development: The self, Emotional and moral development, Identity, Spiritual and religious development, Family: Parenting, Child mal treatment, Sibling Relationships and Birth Order, Developmental Changes in Parent-Child Relationships, Parents as Managers, Stepfamilies, Parental Monitoring in adolescent, Autonomy and Attachment, Parent-Adolescent Conﬂicts, Peers: Peer relations, Play and activities, Developmental Changes, Peer Status, Social Cognition, Bullying, Friends, romantic relationship in adolescence, Culture and Adolescent Development, Cross-Cultural Comparisons, Ethnicity ,and The Media.

**Module 4: Problems and issues in child and adolescence (15 hrs)**

Problems and issues in child and adolescence: Child Abuse and Neglect: Definition and Types of Abuse-Physical, Emotional, Sexual and Neglect, Prevalence and Risk Factors, Effects of Abuse and Neglect on Brain Development, Abuse of Children with disability, Prevention of Child Abuse and Neglect, Indian aspects of Legal Implication, Exploring Adolescent and Emerging Adult Problems, Impact of Media: Cognitive, Social and health effects, Attention and Learning from Media. Substance use and disorders (drugs, alcoholism, internet addiction, juvenile delinquency, suicide, and depression).

**Module 5: Schooling and Career (12 hrs)**

Schooling and Career: Approaches to Educating Students: Contemporary Approaches to Student Learning, Accountability, Technology and Education, Educational issues, Transitions in Schooling: Transition to Middle or Junior High School, Improving Middle Schools, The American High School, High School Dropouts, Transition from High School to College, Transition from College to Work, The Social Contexts of Schools: Changing Social Developmental Contexts, Classroom Climate and Management, Person-Environment Fit, Achievement: Importance, Processes, Career development in adolescence: Developmental Changes, Cognitive Factors, Work in Adolescence, Working During College, Work/Career-Based Learning, Work in Emerging Adulthood, Money management, Exceptional Childrens: Learning Disabilities, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, Gifted Childrens, Educational issues involving adolescents with disabilities.

**Suggested Activities**

* Discuss the practice of Yoga-asana and pranayama and other practices during pregnanacy and its impact on child development, The role of samskara in child development – samsakara rituals- Th erole of Indian lullubys in child development – The concept of prenatal education in IKS
* Discussion on cognitive development of the fetus in the mother’s womb based on Indian scriptures and sciences, Indian concept of nutrition for child development, age up to which mother’s milk is to be fed and social practices of puberty in Indian societies and Indian outlook of puberty.
* Discussion on Indian outlook on sexuality and brahmacharya – research studies and their outcome.
* Seminar on Indian principles and practices of parenting and child development.
* Discussion on Philosophy and practices of the traditional system of education in India.

**References:**

* Berk, L.E. (2015). Child Development: 9th Edition. Pearson Australia.
* Bornstein, M. H. (2002). Handbook of parenting: Volume 3. Mahwah, N.J: Lawrence Erlbaum.
* Calvert, S. L., & Wilson, B. J. (2008). The handbook of children, media, and development. Chichester, U.K: Wiley-Blackwell.
* Goldstein, S., & Brooks, R. B. (2005). Handbook of resilience in children. New York: Kluwer Academic/Plenum Publishers.
* Hirschy, S. T., & Wilkinson, E. (2010). Protecting our children: Understanding and preventing abuse and neglect in early childhood. Belmont, Ca: Wadsworth.
* Hopkins, B. (2005). The Cambridge encyclopedia of child development. Cambridge, UK: Cambridge University Press.
* O'Connor, K. J. (1991). The play therapy primer: An integration of theories and techniques. New York: Wiley.
* Papalia, D.E., Olds, S.W. & Feldman, R.D. (2017). Human Development (9 th ed). New Delhi: Tata Mc Graw Hill Pub.
* Rathus, S. A., & Rathus, S. A. (2006). Childhood and adolescence: Voyages in development. Belmont, CA: Thomson/Wadsworth
* Reid, G. (2007). Motivating learners in the classroom: Ideas and strategies. London: P. Chapman Pub
* Santrock, J.W. (2007). Life Span Development (3rd ed). New Delhi: Tata Mc Graw Hill Pub.
* Santrock, J.W. Child Development (13th ed). New Delhi: Tata Mc Graw Hill Pub.
* Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
* Schmeck, R. R. (1988). Learning strategies and learning styles. New York: Plenum.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Read Indian Perspective of child development/School visit/Mental health literacy training among students | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title:** **Applied School Psychology**

**programme in which it is offered: M.Sc. in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Elective** | **Schedule of Offering** | **Semester 2** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 525** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

School psychology course is an advanced course aimed at instilling and apprising the learners of theoretical constructs and practical applicability of the subject.  It uses the scientist-practitioner model to prepare students in understanding and enhancing a strong background in the field of school psychological foundations. This course addresses pertinent issues in school psychology, such as ethics, emergent technologies, foundations, legal issues, professional issues and standards, alternative models for delivery of school psychological services, as well as roles and functions of the school psychologist. This specialisation degree helps to develop professional skills and competencies in assessment, Counselling, consultation, and program evaluation in school settings.

**Course Objectives**

 To make the students:

* Understand and introduce School Psychology as a scientific, specialised and independent applied field of psychology appraising the theoretical constructs and practical applicability of the subject.
* Understand and impart the philosophical, intellectual, and socio-cultural foundations of the school.
* Understand the role and functions of school psychologists and carry out specific tasks in the domains of assessment; prevention of social-emotional problems, development issues, and implement effective interventions, programs that promote and facilitate healthy cognitive, behavioural, and social-emotional growth of children and families.
* Understand the expected competencies required for a school psychologist like education, training, and credentialing and evaluate employment opportunities.
* Understand legal and ethical issues involved in school psychologists’ practice and develop a few fundamental skills required to practise school psychology following legal and ethical school-community systems.
* Understand and develop Competencies in using problem-solving practices leading to data-based decision making and evidence-based interventions and evaluate traditional and alternative approaches to school psychology practice.
* Understand and respect individual differences and differences in culture, race/ ethnicity, gender, socioeconomic status, and sexual orientation and work effectively in multicultural and pluralistic social contexts.
* Understand and prepare the research skill essential to the contribution of new knowledge for the competent and ethical professional practise of assessment, intervention, and consultation.

**Course Outcomes**

On completion of this course, students would be able to:

* Depict school psychology as an applied branch of psychology and examine its contributions to education in general and specifically to school education.
* Explain and evaluate the philosophical, intellectual, and socio-cultural foundations of school psychology.
* Know how to become a school psychologist and discuss the employment opportunities and challenges faced by school psychologists.
* Describe the ethical and legal standards to be followed in the practice of school psychologists and follow those standards in their professional practice.
* Explain the traditional and alternative approaches to school psychology practice and depict the advantages of data-driven problem-solving approaches in the practice of school psychology.
* Describe the functions of school psychologists in the dimensions of collaboration, consultation, research, evaluation, and systems change and carry out specific tasks in these dimensions.
* Gain the research skill essential to the contribution of new knowledge for the competent and ethical professional practise of assessment, intervention, and consultation.

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/POMapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ | √ |  | √ | √ |  |  |  |
| CO2 | √ | √ |  |  |  |  |  |  |  |
| CO3 | √ | √ |  | √ | √ | √ |  |  |  |
| CO4 |  |  |  |  | √ | √ |  |  |  |
| CO5 | √ |  |  |  | √ |  | √ |  |  |
| CO6 | √ | √ |  | √ | √ | √ | √ |  |  |
| CO7 | √ | √ |  |  |  | √ | √ | √ | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching** **Pedagogy**

The pedagogy includes interactive lectures by regular and expert visiting faculty; discourses through subject matter expertise to various case studies, individual learning such as guided reading, term papers, case studies, problem-solving exercises, experience sharing exercises, reflections, etc. collaborative learning such as group discussions, field visits, field observation, field study reporting, case analysis, cross-case comparisons, video reviews, role plays, etc.

**Modules**

**Module 1: Introduction and Historical Context of School Psychology (12 hours)**

* Defining school psychology
* Characteristics of school psychologists, role and function of the contemporary school psychologist
* How does one become a school psychologist?
* Differentiating school psychology from related professions
* Philosophical, intellectual, and socio-cultural foundations of school psychology
* Beginnings of school psychology: Gurus shishya relationship, gurukul and pathshala system in ancient India
* Development and professionalisation of the field

**Module 2: Professional Orientation & Ethics in School Psychology (12 hours)**

* Ethics in School Psychology: An Introduction,
* Privacy, Informed Consent, Confidentiality, and Record-Keeping, Professional Competence and Autonomy,
* Ethical and Legal Issues in Counselling and Therapeutic Interventions in the School,
* Ethical-Legal Issues in Working with Teachers and Parents,
* Ethical-Legal Issues in the Education of Pupils with Disabilities under NEP 2020
* APA’s Ethical Principles for Psychologists and Code of Conduct
* Guidelines for psychological practice with lesbian, gay and bisexual clients, parenting coordination, school discipline, school violence, substance abuse, sexual harassment, child and adolescent suicide, handling crisis, handling suicidal tendencies in children, underachievement, bullying and gangs in schools, social media and mobile use of school children

**Module 3: Emotional and behavioural issues and implementing prevention and intervention strategies. (12 hours)**

* Understanding the mental health needs of children and adolescents,
* School counsellors as mental health professionals, mental health vs Mental illness, anxiety disorders, mood disorders, ADHD, autism, disruptive disorders, eating disorders, assessment and analysis
* Social-emotional and behavioural interventions; managing pupils’ behaviour inside and outside the classroom.  Self-Management Interventions, Strategies for Working with Severe Challenging and Violent Behaviours, Parent Training: Working with Families to Develop and Implement Interventions,
* Problem-Solving Skills Training: theory and practice in the school setting
* Cognitive-Behavioural Interventions for Depression and Anxiety

**Module 4: Problems and issues in child and adolescence (15 hrs)**

* Problems and issues in child and adolescence: Child Abuse and Neglect: Definition and Types of Abuse-Physical, Emotional, Sexual and Neglect, Prevalence and Risk Factors, Effects of Abuse and Neglect on Brain Development, Abuse of Children with disability,
* Prevention of Child Abuse and Neglect, Indian aspects of Legal Implication,
* Exploring Adolescent and Emerging Adult Problems, Impact of Media: Cognitive, Social and health effects, Attention and Learning from Media.
* Substance use and disorders (drugs, alcoholism, internet addiction, juvenile delinquency, suicide, and depression).

**Module 5: Introduction to school-wide positive behaviour support (SWPBS) (9 hours)**

* School-wide positive behaviour support (SWPBS), roles, functions and key features
* Founding principles of PBS, Positive Behaviour Support and Developmental Disabilities: PBIS vs traditional discipline, Communication, Response to Intervention, other alternatives to PBS,
* School-based interventions to enhance the Resilience, Adapting and Implementing a School-Based Resilience-Building. Indian models of resilience building
* School-Based Functional Behaviour Assessment (SBFBA),
* The school-wide evaluation tool (SET): an instrument for assessing school-wide positive behaviour support.
* Building Systems to Support the Problem-Solving Model,
* The School Psychologist’s Role in Assisting School Staff in Establishing Systems to Manage, Understand, and Use Data

**Suggested Activities**

Quiz and term papers, Case study discussion, video reviews, and role play, Interactive lectures, Individual assignment: guided reading, case study, reflections, and essay writing, Collaborative learning: group discussion, case study and video reviews.

**Reference**

* Bethesda, MD.: NASP Publications. 2. Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School psychology for the 21st century: Foundations and practices*. New York: Guilford Press.
* Bray, M. A., & Kehle, T. J. (Eds.). (2013). The Oxford handbook of school psychology. Oxford University Press.
* Fagan, T.K., & Wise, P.S. (2007). *Historical development of school psychology. In T.K. Fagan & P.S. Wise. School Psychology: Past, Present, and Future* (pp. 25-70).
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* Skuse, D., Bruce, H., Dowdney, L., & Mrazek, D. (2011). *Child psychology and psychiatry: frameworks for practice*. John Wiley & Sons.
* Visser, J., & Daniels, H. (2001). *Emotional and Behavioural Difficulties in Mainstream School (International Perspectives on Inclusive Education)* (1st ed.). Emerald Publishing Limited.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| School Visit/Survey among school students/Field Visit/Mental health literacy training among school students | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates

**Course Title: Clinical Training-2**

**Programme in which it is offered: M.Sc. in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 2** | |
| **Course Credit** | | **5** | **Course Code** | **PSY 526** | |
| **Total Number of Hours** | | **150** | **Contact Hours Per Week** | **10** | |
| **Lecture** | **0** | **Tutorial** | **0** | **Practical** | **5** |
| **Last Revision** | | | **2023** | | |

**Introduction**

Clinical training in clinical psychology is an essential component of preparing future psychologists to effectively assess, diagnose, and treat mental health disorders. This rigorous training program combines academic coursework and supervised practical experience to equip students with the necessary skills and knowledge to work with diverse populations in a clinical setting. Through this training, aspiring clinical psychologists gain valuable hands-on experience in conducting assessments, providing therapy, and collaborating with multidisciplinary teams, ensuring they are well-prepared to make a positive impact on individuals' mental well-being.

**Aim**: To train the students to perform psychological assessments and to develop competent and compassionate professionals who are capable of providing evidence-based assessment, diagnosis, and treatment for individuals experiencing mental health challenges.

**Objectives**: To learn and practice the necessary clinical skills needed to perform Clinical interview, Case history method, Observation method, Psychological evaluation, Understanding basic Psychopathology, Know about the structured psychiatry evaluation proforma (adult) and skills to perform cognitive assessment.

* To understand foundational knowledge on Clinical training to provide students with a comprehensive understanding of the theoretical frameworks, research, and evidence-based practices that inform clinical psychology.
* To equip students with practical skills necessary for clinical practice by learning how to conduct psychological assessments, administer and interpret tests, develop treatment plans, deliver therapy effectively, and engage in case conceptualization.
* To cultivate professional competence by clinical training to foster professional competence by promoting self-awareness, empathy, cultural sensitivity, and ethical decision-making.
* To demonstrate how to establish therapeutic relationships, work collaboratively with clients and interdisciplinary teams, and adhere to professional standards and guidelines.
* To foster self-reflection and personal growth through clinical training to engage in ongoing self-reflection, self-awareness, and personal growth.
* To demonstrate and prepare for licensure and professional practice through necessary educational and supervised experience requirements to become eligible for licensure exams within and outside India to and embark on a successful career in clinical practice.

**Course Outcomes**

At the end of the clinical training, students should be able to

* Demonstrate the art of integrating the psychological test report into the case conceptualization
* Demonstrate the skill of preparing a comprehensive treatment plan based on the test result and students will learn how to set treatment goals, select appropriate interventions, and consider ethical and cultural factors in treatment planning.
* Obtain knowledge of psychological theories and research and students are expected to acquire knowledge of different theoretical orientations and evidence-based practices.
* Understand ethical and professional competence by learning ethical guidelines and professional standards and applying them in their clinical work.
* Demonstrate skills in maintaining confidentiality, managing boundaries, and addressing ethical dilemmas, establishing therapeutic relationships in counselling/psychotherapy/psychological interventions.

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 |  | √ |  |  |  | √ |  |  | √ |
| CO2 |  |  |  |  | √ | √ |  | √ | √ |
| CO3 | √ | √ |  |  |  |  |  | √ |  |
| CO4 |  |  |  |  | √ | √ | √ | √ | √ |
| CO5 |  |  |  |  | √ |  | √ | √ | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching** **Pedagogy**

* The coursework will be a complete one to one/ group supervised clinical training under the qualified licensed clinical psychologists at the hospitals or rehabilitation centres or special schools or schools. Clinical training involves, demonstrations, practise exercises, case presentations & discussions, and Case Based Learning. Practice exercises in methods of clinical psychology research and psychoeducational assessments will help enhance evaluative skills. Discussions and PBL will strengthen critical thinking skills.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Attendance in Clinical Training | 10% |
| Detailed Case history intake (Minimum 10) | 10% |
| One Full-length Case Presentation with Supervisor | 10% |
| Mid-term Examination/Clinical Viva | 20% |
| End Term Exam/Clinical Viva | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title:** **Psychotherapy**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 3** | |
| **Course Credit** | | **6** | **Course Code** | **PSY 611** | |
| **Total Number of Hours** | | **90** | **Contact Hours Per Week** | **6** | |
| **Lecture** | **4** | **Tutorial** | **2** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

#### **Course Introduction**

The specialization course aims to provide a thorough understanding of the theories and applications of psychotherapy. The course will enable the students to develop an in-depth study and appreciation of the different methods and approaches to therapy, identifying the overlaps in techniques and practice as well as distinguishing the modalities. The course focuses on the requirements of becoming a professional psychotherapist, working with clients, patients and interacting with other health care professionals. The historical perspective, the common principles of therapy, together with the ethical frame of working, are introduced. The main psychotherapy modalities of working are explored with the underlying frameworks of thought and knowledge. The application of psychotherapy principles across diverse groups and populations are investigated and studied.

**Course Objectives**

After completing the course the students will be able to:

* Explain different theoretical models of Psychotherapy.
* Differentiate different therapeutic features of psychotherapy, its components, structure and organization.
* Apply different therapeutic approaches with respect to the clinical conditions
* Analyse various approaches of Psychotherapy
* Design psycho therapeutic approach according to the clinical conditions

**Course Outcomes**

On completion of this course, students would be able to:

* Understand the theoretical basis of Psychotherapy
* Apply the theoretical knowledge in the context of mental health conditions.
* Understand the process and outcome variables of psychotherapy.
* Analyse the case formulation methods of different psychotherapeutic approaches
* Create a psychotherapy treatment plans in relation to different mental health conditions

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  |  |  |
| CO2 | √ | √ |  |  | √ |  |  | √ | √ |
| CO3 |  |  |  |  | √ |  |  |  | √ |
| CO4 | √ | √ |  | √ |  |  |  |  | √ |
| CO5 |  |  |  |  | √ |  | √ |  | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The pedagogy includes interactive lectures. The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems, and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module1: Introduction to Psychotherapy and Counselling** **(15 hrs)**

* Historical roots of Psychotherapy and Counselling. Definitions of Psychotherapy, Goals of Psychotherapy, Types of Psychotherapy: Supportive therapy, Re-educative Therapy, Reconstructive Therapy, Stages and Outline of Psychotherapy, Basic Ingredients of Psychotherapy, Research in Psychotherapy: How effective is Psychotherapy?, Measuring Therapeutic Improvement, Critical/controversial issues in psychotherapy. Therapeutic relationship
* What is counselling? and the Difference between counselling and Psychotherapy. Basic Counselling Techniques
* Ethical concerns to becoming a psychotherapist: Training and supervision; personal and interpersonal development and growth of the therapist/counsellor, Stages (Phases) of psychotherapy; Socio-cultural context of counselling and therapy; Poverty, homelessness, Gender. Psychotherapy formulation.

**Module2: Traditional Approaches In Psychotherapy (15 Hrs)**

* Existential Psychotherapy**:** Overview of the Existential Viewpoint, Goals of Existential Psychotherapy, Techniques used in Logotherapy: Paradoxical Intention, De-reflection. Application and evaluation.
* Gestalt Psychotherapy**:** Views about human nature, Goals of Psychotherapy, Therapeutic relationship, Techniques used: Focussing on the here and now, Dream work, Role-play, Empty chair, Rules and Games. Application and Evaluation.
* Client-centred Therapy**:** Views about human nature, Goals of Psychotherapy, Therapeutic Relationship, Techniques: Empathy, Genuineness and Acceptance, Active listening, Reflection of feelings, Non-directedness. Evaluation and Application.

**Module3: Classical Approaches To Psychotherapy (20 Hrs)**

* Classical Psychoanalytic Therapy: Freudian Analysis, Object-relations, Major Concepts:Free- association, Dream analysis, Interpretation, Working-through, Analysis of Transference, Resistance, Countertransference. Psychodynamic approach to psychotherapy, Mentalization.
* Jungian approach and Techniques: Dreams, Transference, Countertransference. Application and Evaluation, Case study.
* Adlerian Approachand techniques: Lifestyle analysis, other brief intervention strategies, application and evaluation, case study.
* Melanie Klein: Major concepts: Splitting, Projective Identification, Application and Evaluation, Case Study
* Behaviouristic approaches to Psychotherapy**:** Development of Behaviour Therapy, Theory and Techniques: Classical, Operant techniques of Behaviour Therapy.
* Cognitive Behavior Therapy and Rational Emotive behaviour therapy: Techniques: Rational interventions: use of rational coping statements, Emotive interventions: role playing, role reversals, Behavioral interventions: shame attacking exercises, skills training. Application and Evaluation.Case Study\*
* Biomedical Pharmacological Approaches: ECT, anti-anxiety, anti-depressants, Anti-psychotics, surgical procedures. Stress inoculation, Dialectical behaviour therapy, Application and Evaluation, Case Studies: Adult and Child case\*

**Module 4: Play & Group Psychotherapy (10 Hrs)**

* Play and its importance in development. Types of Play and Play therapy techniques
* Stages in the development of a group: Initial, Transition, Working, and Final. Theoretical approaches: Psychoanalytical, Adlerian, Psychodrama, Existential, Gestalt, Transactional Analysis. Therapeutic Community, Application and Evaluation.

**Module 5**: **Family, Couple, and Interpersonal Psychotherapy and Sex Therapy (15 Hrs.)**

* Family and Couples Therapy**:** Family Assessment**:** Family life-cycle, Family Genogram, Major Approaches and techniques used in : Systemic Family Therapy Structural Family Therapy, Strategic Family Therapy, Object Relations therapy, Experiential family therapy, Psychodynamic Family therapy, Psychoeducational family therapy, Behavioral and Cognitive-behavioural family Therapy. Application and Evaluation.
* Interpersonal Psychotherapy**:** View of Human nature, Theoretical framework of Interpersonal Psychotherapy, Key Concepts: Grief, Interpersonal Role Disputes, Role Transitions, Interpersonal Deficits. Process and techniques of Psychotherapy: Applications and evaluation.
* Theoretical approaches to sex therapy (Masters and Johnson Behavioural Approach), Psychosocial approach, Assessment and techniques of sex therapy to various sexual dysfunctions

Module 6: Challenges and Professional Issues In Psychotherapy (15 Hrs)

Introducing professional issues: therapeutic skills ‘beyond therapy. Confidentiality, Note taking, record keeping. Responding to complaints, Client experiences, Ethical considerations: Codes and Guidance, Therapy and Law Developments in counselling and therapy: Use of technology - challenges and opportunities. Psychotherapy Research variables : Process and Outcome variables

**Suggested Activities**:

* Discuss a Case Study based on each Therapeutic perspective.
* Discuss Indian Philosophical systems in existentialism and practice of Karma Yoga, and Indian sytem of looking at life through Purushartha model.
* Discuss the techniques of employing traditional art forms like rangoli-s, dances, theatre for therapeutic purpose.
* Discussion on Indian Behaviour Therapy techniques using concepts and practices of different prayashchitta-s for intervention.

**References:**

Bongar, B.,& Beutler, E. L. (1995). Comprehensive Textbook of Psychotherapy Theory and Practice Oxford University Press.

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Simpkins, Annellen; Simpkins, Alexander C(2011) *Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice.* New Jersey, USA. John Wiley& Sons

Simon, L. (2000). *Psychotherapy: Theory, practice, modern and postmodern influences*. Westport, Connecticut: Praeger.

Wolberg, R. L. (1967). The Technique of Psychotherapy. Grune & Stratton, INC.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Activities based on modules | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title:** **Recent Advances in Psychotherapy**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 3** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 612** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

In the Recent Advances in Psychotherapy course, we will explore the diverse and evolving landscape of therapeutic approaches that are widely used by mental health professionals today. Psychotherapy has come a long way since its inception, and this course will introduce you to the latest theories and techniques that are shaping the field. Throughout this course, we will explore several prominent contemporary approaches to psychotherapy, including but not limited to Dialectical Behaviour Therapy, Acceptance and Commitment Therapy, Emotion Focused Therapy, Solution Focused Psychotherapy, Schema Therapy, and Mindfulness Therapy. Throughout this course, we will delve into the underlying theories, techniques, and practical applications of these contemporary approaches to psychotherapy. By the end, you will have a solid foundation and understanding of the various therapeutic techniques and perspectives used by therapists today

**Course Objectives**

After completing the course, the students will be able to:

* Understand the recent developments in Psychotherapy
* Get a knowledge about the social changes where the contemporary psychotherapies can be applied
* Apply the Psychotherapeutic approaches in clinical conditions
* Analyse various recent advances in psychotherapy
* Create Psychotherapeutic approach specific to clinical conditions

**Course Outcomes**

On completion of this course, students would be able to:

* Understand the recent advancements in Psychotherapy
* Apply appropriate psychotherapy within the context of specific clinical conditions.
* Design case formulations based on different psychotherapies.
* Understand the evidence-based research findings in relation to recent advances of psychotherapy.

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  |  |  |
| CO2 |  |  |  | √ | √ |  |  |  | √ |
| CO3 | √ |  |  | √ | √ | √ | √ |  | √ |
| CO4 |  | √ |  |  |  |  | √ |  |  |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching** **Pedagogy**

The coursework will be activity-based involving assignments, lectures, demonstrations, practise exercises, case presentations, debates, discussions, webinars with experts in educational psychology, documentary reviews and field visits to educational settings and clinics. Didactic lectures facilitated through informative slide presentations will help to understand the basic concepts. Movies/documentaries/case studies/institutional visits/webinars will be used to enhance the learning process. Practice exercises in methods of educational psychology research and psychoeducational assessments will help enhance the evaluative skills. Discussions and debates will be organised on core themes to strengthen critical thinking skills.

**Modules**

**Module1: Dialectical Behaviour Therapy (DBT) (10 Hrs)**

Overview of DBT: Introduction, Origin, Structure and Research. Rationale for dialectical behaviour therapy skill training: Basic assumptions, Biosocial theory, DBT model of emotions, emotion dysregulation its development and consequences, biological vulnerabilities, cognitive environment. Process of DBT skill training: Mindfulness skills, Interpersonal effectiveness skills, Emotion regulation skills, Distress tolerance skills. Structuring skill training session, Clinical applications of DBT skills.

**Module2: Acceptance and Commitment Therapy (ACT) (10 Hrs)**

Foundations and the Model: The dilemma of human suffering, functional contextual approach, psychological flexibility. Functional analysis and approach to intervention: case formulation, therapeutic relationship in ACT, Creating a context for change. Clinical methods: Core clinical process; present moment awareness, dimension of self, defusion, acceptance, connecting with values and committed action. Clinical application of ACT.

**Module3: Trauma Informed Care & Eye Movement Desensitization and Reprocessing (EMDR) (10 Hrs)**

* Understanding the basics of trauma informed care, Building and empowering a collaborative relationship, asking about responding to disclosure of trauma. Conducting trauma informed assessment. Trauma informed intervention: Psychoeducation, Counselling. Trauma therapy for special populations.
* Overview of EMDR therapy: Trauma, Adaptive information processing, Model, Methodology and Mechanism, Three Pronged Approach. Eight phases of EMDR therapy: Phase I-Client history and treatment planning, Phase II-Preparation, Phase III-Assessment, Phase IV-Desensitization, Phase V-Installation, Phase VI-Body scan, Phase VII-Closure, Phase VIII-Reevaluation. Clinical Applications

**Module 4: Emotion Focused Therapy, Motivation Enhancement Therapy, Solution Focused Therapy, Schema Focused Therapy, Compassion Focused Therapy (20 Hrs)**

* Brief history of EFT, Theory and functioning of EFT. Features--Experiential focus, Maladaptive emotion responses and negative patterns of emotions, Individual therapy, Emotion response types, Therapeutic process with different emotion responses, Therapeutic tasks, Emotion focused therapy for trauma.
* Rationale and Basic principles of MET: Express empathy, develop discrepancy, avoid argumentation, roll with resistance, support self efficacy. Three phases of practical strategies of MET: Phase I-Building motivation for change, Phase II- Strengthening commitment to change, Phase III-Follow through strategies. Structure of MET sessions: The initial session, Follow-through sessions.
* Origin and philosophical assumptions of Solution focused brief therapy, Features of solution focused interviewing: Ideas about therapeutic conversation, choosing the next question, acknowledgement and possibility, compliments, and deciding who to meet with. Getting started , Establishing a contract, the client’s preferred future, when has it already happened? Instances of success, measuring the progress, coping questions, ending the sessions and conducting follow-up sessions.
* Conceptual model of Solution Focused Therapy (SFT), Schema assessment and education, Schema therapy for personality disorders
* Self-compassion, Self-compassion Skill and Self-compassion based everyday living

**Module 5: Mindfulness and Yoga** **(10 Hrs)**

* Mindfulness and its historical development, applications—therapy programs—mindfulness-based stress reduction—mindfulness-based cognitive therapy—mindfulness-based pain management. Cultivating mindfulness: what is mindfulness?, Beginning of mindfulness and meditation.
* Yoga: Traditions, Philosophy and Practices. Yoga and The Brain. The practice of mindfulness and yoga: Body as body, Feelings as feelings, Mindfully aware of the mind, Awareness of objects of mind. Applications of Yoga.

Suggested Activities: Discuss a Case Study based on each Therapeutic perspective

**References:**

Boccio, F.J.(2004). Mindfulness Yoga: The Awakened Union of Breath, Body and Mind. Wisdom publications. Boston.

Bongar, B.,& Beutler, E. L. (1995). Comprehensive Textbook of Psychotherapy Theory and Practice Oxford University Press.

Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston: Cengage Learning.

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Eisendrath Stuart J. (Ed.) (2016) Mindfulness Based Cognitive Therapy: Innovative Applications. San Francisco. Springer.

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Hensley, B.J. (2nd Ed.).(2016). An EMDR Therapy Primer: From Practicum to Practice. Springer publishing company. New York

Ivey, A. E., D’Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of* *counseling and psychotherapy: A multicultural perspective* (6th ed.). Boston: Allyn & Bacon.

Linehan, M. M., Rathus, H. J.,& Miller, L. A. (2007). Dialectical Behavior Therapy with Suicidal Adoloscents. The Guilford Press.

Malan, D. (1976). Brief Psychotherapies The Frontier of Brief Psychotherapy Plenum Medical Book Company.

Miller, W.R. (1995). Motivational Enhancement Therapy with Drug Abusers.Motivational Enhancement Therapy Manual.

Nystul, S. M. (1993). The Art and Science of Counselling and Psychotherapy. Merrill Prentice Hall.

Ratner, H., George, E., & Iveson, C.(2012). Solution Based Brief Therapy: 100 key points & Techniques. Routledge.London.

Sharf, R. S. (2015). *Theories of psychotherapy and counseling: Concepts and cases* (6th ed.). MA, USA. Cengage Learning.

Simpkins, M.A., & Simpkins, C.A.(2011). *Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice.* New Jersey, USA. John Wiley& Sons

Simon, L. (2000). Psychotherapy: Theory, practice, modern and postmodern influences. Westport, Connecticut: Praeger.

Wolberg, R. L. (1967). The Technique of Psychotherapy. Grune & Stratton, INC.

Young, J.E., Klosko, J.S., & Weishaar, M.E.(2003). Schema Therapy : A Practioner’s Guide. The Guilford Press. New York.

**Suggested Activities**: Problem-Based Learning/Case-based learning

Group discussions

Case study presentations

Module specific Workshops/Seminars

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Activities based on modules/ Problem based learning/Case based learning | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title:** **Qualitative Research Methods**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 3** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 613** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

This course provides a theoretical foundation on qualitative research methods. Different methods of collecting qualitative data are discussed. Methods of Qualitative data analysis are also touched upon.

**Course Objectives**

To make the students:

* Understand various traditions of qualitative research methodologies in psychology.
* Develop skills on designing qualitative research.
* Collect qualitative data using various methods.
* Appreciate the importance of interdisciplinary research.
* Analyze qualitative data and report it effectively

**Course Outcomes**

On completion of this course, students would:

1. Develop their knowledge on various traditions of qualitative research methodologies in psychology.
2. Develop skills on designing qualitative research.
3. Collect qualitative data using various methods.
4. Appreciate the importance of interdisciplinary research.
5. Analyze qualitative data and report it effectively

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  | √ | √ |
| CO2 |  |  |  | √ |  |  | √ |  |  |
| CO3 |  |  |  |  |  |  | √ |  |  |
| CO4 |  |  |  |  |  |  | √ | √ | √ |
| CO5 |  |  |  |  | √ |  | √ |  |  |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The pedagogy includes interactive lectures. The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems, and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module1: Foundations of Qualitative Research (8 hrs)**

Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research

**Module2: Approaches to Qualitative Research (15 hrs)**

Different traditions of qualitative research; Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis

**Module3: Qualitative Research Design (15 hrs)**

Conceptualizing research questions, issues of paradigm; Designing samples, Theoretical sampling; Contrasting qualitative with quantitative approach in research process; Issues of Credibility and trustworthiness

**Module 4: Methods of Collecting Qualitative Data (12 hrs)**

What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies

**Module 5: Analysing and Reporting Qualitative Data (10 hrs)**

Different traditions of qualitative data analysis; thematic analysis, Narrative analysis, Discourse analysis, Content analysis; Reporting Qualitative data

**References:**

* Creswell, J W. (2013). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (3rd Edition). London: Sage Publications.
* Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). Qualitative research practice: A guide for social science students and researchers. Sage Publications.
* Silverman, D., & Marvasti, A. (2008). Doing qualitative research: A comprehensive guide. Sage Publications.
* Thomson (2011). Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners. New York: John Wiley and Sons,
* Willig,C.(2001).Introducing qualitative research in psychology: Adventures in theory and method. Buckingham: Open University Press.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Term Paper/Practicums | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for re-submission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title: Scientific Writing**

**programme in which it is offered: M.Sc. in Applied Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 3** | |
| **Course Credit** | | **3** | **Course Code** | **PSY 614** | |
| **Total Number of Hours** | | **45** | **Contact Hours Per Week** | **3** | |
| **Lecture** | **2** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

The course is a skill-based course and the topics covered in this course progress from introduction to scientific writing through topics such as reading and thinking; beginning to write; contents; style and grammar; reference citations; and computer skills to revising.

**Course Objectives**

At the end of the course, students should be able to:

* Explain how research material might be effectively presented
* Reflect on the ethics in scientific writing
* Prepare scientific and technical papers of high quality
* Format documents and presentations to optimize their appeal
* Effectively use features of Microsoft Word and Microsoft Excel to produce academic materials
* Accept constructive criticism and use reviewers’ comments to improve quality and clarity of written reports and presentations.

**Course Outcomes**

At the end of the course, students should be able to:

* Develop the skills of scientific writing.
* Appreciate ethics in scientific writing.
* Familiar with the publication process and work on developing the content based on effective criticism.

**PO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  | √ |  |  |
| CO2 |  |  |  |  |  | √ | √ |  |  |
| CO3 |  |  |  |  | √ | √ | √ |  |  |

**Pre-requisites: Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments in the form of behavioural assessments, behavioural intervention plan development, etc. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module 1 Introduction to Scientific Writing (2 sessions)**

* How do researchers communicate?
* Types of scientific communication
* Ethics in scientific writing

**Module 2: Reading and Thinking (15 sessions)**

* Searching the scientific literature
* Using the CVV library
* Using online search engines
* What is a refereed journal?
* Plagiarism and how to avoid it
* Reading and note taking
* Critical reading and systematic recording
* How not to read
* Speed-reading

**Module 3: Beginning to Write (8 sessions)**

* Establishing your constraints
* Organizing your writing
* Preparing outlines
* Standard formats for scientific papers, research projects and theses
* Style guides

**Module 4: Content (10 sessions)**

* Creating a literature review
* Preparing other sections of a research report (abstract, introduction, methods, results and discussion, conclusions)
* Including and summarizing research data

**Module 5: Style and Grammar (10 sessions)**

* Scientific writing style
* First-person vs. Third-person
* Passive vs. active voice
* Avoiding excessive wording
* Grammar
* Punctuation
* Spelling
* Presentation and proofreading
* Avoiding misuse of words
* Use of footnotes

**Module 6:** **Reference Citations (5 sessions)**

* How to use references
* References within the text
* How to make lists of references

**Module 7: Revising (5 sessions)**

* Dealing with revisions
* Accepting criticism
* Making sense of reviewers’ comments
* Making the changes
* What to do if you don’t agree with reviewers’ comments

**Module 8: Computer Skills in Scientific Writing (5 sessions)**

* Microsoft Word
* Formatting (including margins, tabs, indents, justification, etc.)
* Using the table feature
* Creating tables of content
* Microsoft Excel
* Creating tables, charts, graphs

**References:**

* American Psychological Association (2010). Publication manual of American Psychological Association (6th Ed.). Washington, DC: Author.
* Alley, M. (2003). The craft of scientific presentations: critical steps to succeed and critical errors to avoid. New York: Springer.
* Gastel, B., & Day, R. A. (2016). How to write and publish a scientific paper (8th Ed.). New York: Greenwood Publishing Group Inc.
* Nair, R. (2017). Academic journal editing and publishing. Chennai: Notion Press.
* Silvia, P. (2007). How to write a lot: a practical guide to productive academic writing. Washington, DC: American Psychological Association.
* Wyse, D. (2012). The good writing guide for education students (3rd Ed.). London: Sage.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Journal Club Activities | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title: Clinical Training-3**

**programme in which it is offered: M.Sc. in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 3** | |
| **Course Credit** | | **6** | **Course Code** | **PSY 615** | |
| **Total Number of Hours** | | **180** | **Contact Hours Per Week** | **12** | |
| **Lecture** | **0** | **Tutorial** | **0** | **Practical** | **6** |
| **Last Revision** | | | **2023** | | |

**Introduction**

Clinical training in clinical psychology is an essential component of preparing future psychologists to effectively assess, diagnose, and treat mental health disorders. This rigorous training program combines academic coursework and supervised practical experience to equip students with the necessary skills and knowledge to work with diverse populations in a clinical setting. Through this training, aspiring clinical psychologists gain valuable hands-on experience in conducting assessments, providing therapy, and collaborating with multidisciplinary teams, ensuring they are well-prepared to make a positive impact on individuals' mental well-being.

**Aim**: To train the students to perform psychological assessments and to develop competent and compassionate professionals who are capable of providing evidence-based assessment, diagnosis, and treatment for individuals experiencing mental health challenges.

**Objectives**: To learn and practice the necessary clinical skills needed to perform Clinical interview, Case history method, Observation method, Psychological evaluation, Understanding basic Psychopathology, Know about the structured psychiatry evaluation proforma (adult) and skills to perform cognitive assessment.

* To understand foundational knowledge on Clinical training to provide students with a comprehensive understanding of the theoretical frameworks, research, and evidence-based practices that inform clinical psychology.
* To equip students with practical skills necessary for clinical practice by learning how to conduct psychological assessments, administer and interpret tests, develop treatment plans, deliver therapy effectively, and engage in case conceptualization.
* To cultivate professional competence by clinical training to foster professional competence by promoting self-awareness, empathy, cultural sensitivity, and ethical decision-making.
* To demonstrate how to establish therapeutic relationships, work collaboratively with clients and interdisciplinary teams, and adhere to professional standards and guidelines.
* To foster self-reflection and personal growth through clinical training to engage in ongoing self-reflection, self-awareness, and personal growth.
* To demonstrate and prepare for licensure and professional practice through necessary educational and supervised experience requirements to become eligible for licensure exams within and outside India to and embark on a successful career in clinical practice.
* To understand the foundational knowledge on the Ayurvedic approach to mental health treatment

**Course Outcomes**

At the end of the clinical training, students should be able to

* Develop therapy and intervention skills and practical experience in providing therapy and interventions to individuals, couples, families, or groups. Students learn to apply evidence-based treatments and develop therapeutic relationships to help clients address psychological difficulties.
* Develop cultural competence by working with diverse populations. Students learn to recognize and respect cultural differences, adapt interventions to clients' cultural backgrounds, and navigate potential cultural biases.
* Progress in their clinical training, they may have opportunities to receive supervision from experienced clinicians and provide supervision to more junior trainees. They may also gain experience in consulting with professionals from other disciplines and collaborating with a multidisciplinary team.
* Develop professional identity and self-reflection in clinical training encourages students to develop a professional identity as a clinical psychologist. This involves self-reflection, awareness of personal biases, and ongoing self-assessment to enhance their effectiveness as practitioners.

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  | √ | √ |  |  | √ | √ |
| CO2 | √ | √ |  | √ | √ |  |  | √ | √ |
| CO3 |  |  |  | √ | √ |  |  |  |  |
| CO4 |  |  |  | √ | √ | √ |  | √ | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching** **Pedagogy**

* The coursework will be a complete one to one/ group supervised clinical training under the qualified licensed clinical psychologists at the hospitals or rehabilitation centres or special schools or schools. Clinical training involves, demonstrations, practise exercises, case presentations & discussions, and Case Based Learning. Practice exercises in methods of clinical psychology research and psychoeducational assessments will help enhance evaluative skills. Discussions and PBL will strengthen critical thinking skills.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Attendance in Clinical Training | 10% |
| Detailed Case history intake (Minimum 5) | 10% |
| One Full-length Psychotherapy Case Presentation with Supervisor | 10% |
| Mid-term Examination/Clinical Viva | 20% |
| End Term Exam/Clinical Viva | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title:** **Cognitive Behaviour Therapy**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

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| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 4** | |
| **Course Credit** | | **6** | **Course Code** | **PSY 621** | |
| **Total Number of Hours** | | **90** | **Contact Hours Per Week** | **6** | |
| **Lecture** | **4** | **Tutorial** | **2** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

This course will enable students to understand the role of learning in the geneses of adaptive and maladaptive behaviour and also equip them with a sound understanding of cognitive Behavioural Therapy both concepts and techniques. This course introduces cognitive behaviour therapy by tracing its origins and depicting the cognitive behaviour therapy model underpinning cognitive behaviour therapy. This course also covers the tools and ways with which cognitive and behavioural assessment is carried out in cognitive behaviour therapy. Different cognitive behaviour therapeutic procedures would also be explored. Finally, the application of cognitive behaviour modification in various clinical and non-clinical settings would be examined.

**Course Objectives**

To empower students to:

* Define cognitive behaviour therapy
* Describe the historical roots of modern cognitive behaviour therapy
* Describe how the behaviour of the patient is conceptualized in cognitive behaviour therapy
* Explain the process of cognitive behaviour therapy in a sequential order
* Describe different methods and instruments used in cognitive behaviour therapy
* Conduct cognitive behavioural assessments following selected methods and tools
* Explain different behaviour therapeutic procedures and their utilities with different human problems in various settings
* Develop cognitive behaviour therapy intervention plans for assigned cases
* Explain the application of cognitive behaviour therapy in different settings-clinical and non-clinical

**Course Outcomes**

* Application of various cognitive behaviour therapy techniques and their utilities with different human problems in various settings.
* Apply the cognitive behaviour therapy (CBT) knowledge to case formulation and treatment plan
* Demonstrate the CBT session and agenda settings in the treatment of different psychological disorders.
* Understand the evidence-based research findings of CBT in different treatment conditions

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 |  |  |  | √ | √ |  |  | √ |  |
| CO2 | √ |  |  |  | √ |  |  |  |  |
| CO3 |  |  |  | √ | √ |  |  | √ |  |
| CO4 |  | √ |  |  | √ | √ | √ |  |  |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments in the form of behavioural assessments, behavioural intervention plan development, etc. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module 1: Introduction and Process of Behaviour Therapy (12 Hrs)**

* What is behaviour therapy? Historical precursors to modern behaviour therapy. History, Early experimental work and the Beginnings of contemporary behaviour therapy. Early Ethical Concerns about Behaviour Therapy.
* The Behavioural Model: Overt and Covert Behaviours. Behavioural versus trait descriptions. Behaviour as Learned The ABC model. The Process of Behaviour Therapy: Clarifying the problem, Formulating initial treatment goals, Identifying and maintaining conditions, Designing and implementing treatment plans, Evaluation and follow-up. Application of Behaviour Therapy in different settings: Clinical, Rehabilitation, School, Industrial, and Community settings.

**Module 2: Behavioural Assessment (8 Hrs)**

* Multimethod and multimodal assessment, Characteristics of behavioural assessment, Behavioural interviews, Direct self-report inventories, Self-recording, Behavioural checklists and rating scales, Systematic naturalistic observation, Simulated observations, Role-playing, Functional behavioural assessment. Behaviour analysis

**Module 3: Behaviour Therapies (15 Hrs)**

* Acceleration behaviour therapy (stimulus control, reinforcement, modelling, prompting, shaping, cueing and chaining).
* Deceleration behaviour therapy (differential reinforcement, punishment and aversion therapy). Combining reinforcement and punishment (token economy, contingency contract, and behavioural parent training). Exposure Therapies (brief/graduated and prolonged/intense)

**Module 4: Cognitive Behaviour Therapy: Basic Concepts, Principles, characteristics and fundamental models of cognitive behaviour therapy (10 Hours)**

* Introducing cognitive behaviour therapy (CBT): what is CBT? – the CBT theoretical model – Becks information processing model, Interactive cognitive subsystems by Teasdale, Constructivism, Metacognitive approaches.
* Cognitive conceptualization - operationalizing cognitions – assessing cognitions. Therapeutic relationship: collaborating with client, structure and active engagement, time-limited and brief, empirical in approach, Problem-oriented in approach. The Role of the Therapeutic Relationship in CBT, Using the Relationship in Therapy, Handling Problems in the Relationship Therapeutically.

**Module 5: Assessment in CBT, Case Formulation (15 Hrs)**

* Assessment in Cognitive Behaviour Therapy: Assessing clients’ current problems: problem description, triggers and modifying factors, consequences. Assessment of maintaining process: safety behaviours, escape/ avoidance, reduction of activity, catastrophic misinterpretation, scanning or hypervigilance, self-fulfilling prophesies, performance anxiety, fear of fear, Perfectionism, short-term rewards. Assessment of past history and problem development : Vulnerability factors , Precipitants, modifiers. Techniques for assessment of various levels of cognitions( NAT, assumptions, beliefs and schemas).
* Fundamentals of case formulation: Principles and Objectives. Formulating the Case. Setting Treatment Goals Case formulation in various conditions: case formulation in depression, anxiety disorders, and personality disorders.

**Module 6: Conduct of therapy**:  **(20 hrs)**

* Session structuring : Goals and structure of the initial session: establishing trust and rapport, Socializing the patient into cognitive therapy, educating the patient about her disorder, about the cognitive model, and about the process of therapy, normalizing the patient’s difficulties and instilling hope, eliciting (and correcting, if necessary) the patient’s expectations for therapy, gathering additional information about the patient’s difficulties. Using this information to develop a goal list, educating the patient about her disorder, Setting homework, Provide a summary, Eliciting feedback.

**Module 7: Disorder-specific Models of CBT** **(10 hrs)**

* Mood Disorder, Anxiety Disorder, Panic Disorder, OCD, Social phobia, Psychosis, and personality disorders. Cognitive Behaviour Therapies with special populations and medical settings**:** Special population: CBT with children, CBT with elderly. Cognitive Behaviour Therapy in medical settings: Applications of CBT in lifestyle disorders, cancer and HIV, respiratory disorders, sexual dysfunction, infertility, skin disorders. Indian psychological perspective on CBT

**References:**

* Bandura, A. (1969). *Principles of behaviour modification*. New York: Holt, Rinehart, & Winston
* Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford.
* Ellis, A. (1994). *How to keep people from pushing your buttons*. New York: Citadel
* Haynes, S. N. & O’Brein, W. O. (2000). *Principles and practices of behavioural assessment*. New York: Plenum/Kluwer Press
* Lambert, M.J( 2004).Handbook of psychotherapy and behaviour change, 5th ed, John Wiley and sons: USA
* Leahy, R.L (2004). Contemporary Cognitive therapy Theory, Research, and Practice, Guilford press, New York
  + Miltenberger R.M (2008). Behavior Modification: Principles and Procedures. Fourth edition Thomson Higher Education, USA
* Nelson, R. O., & Hayes, S. C. (Eds.) (1986). *Conceptual foundations of behavioural assessment*.

New York: Guilford Press.

* O’Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviourism*. New York:

Academic Press.

* O’Donohue, W. (Ed.) (1998). Learning and behaviour therapy. New York: Allyn & Bacon.
* O'Donohue, W. T., & Fisher, J. E. (2009). General principles and empirically supported techniques of cognitive behavior therapy. John Wiley & Sons, Inc.
  + Reinecke, M,A., Clark, D.A( 2003). Cognitive Therapy across the life span: evidence and practice .Cambridge university press, Cambridge
  + Reinecke,M.A., Dattilio, F.M., Freeman, A( 2006).Cognitive therapy with children and adolescents a case book for Clinical Practice , 2nd ed .Guilford press.New York
* Skinner, B. F. (1974). *About behaviourism*. New York: The Free Press
* Richard, D. C. S., & Huprich, S. K. (Eds.) (2009). *Clinical psychology: assessment, treatment,and research*. Burlington, MA: Elsevier
* Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmount, CA: Wadsworth.
* Watson, T. S., & Steege, M. W. (2009). *Conducting school-based functional behavioural assessments: a practitioner’s guide* (2nd ed.). New York: The Guilford Press.

**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Area | Weightage |
| Demonstration of CBT techniques/Participation in academic activities/Role play activities | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title: Positive Clinical Psychology**

**Programme in which it is offered: M.Sc. Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 4** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 622** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. The underlying premise of positive psychology is that you can learn to be positive, happy and maintain a strong positive mental health. It is a study of the strengths and virtues that enable individuals, families and communities to thrive for better living.

**Course Objectives**

* To introduce students to the principles and theories of positive psychology in the context of clinical practice.
* To understand the empirical evidence supporting the effectiveness of positive psychology interventions for treating mental health disorder and promoting well being.Top of Form

**Course Outcomes**

* Understand the theoretical foundations of positive psychology and how to relate to clinical practice.
* Develop an understanding for the importance of positive emotions, strengths and virtues in promoting positive psychological functioning.
* Acquire practical skills for implementing interventions in clinical settings.
* Understand the ethical and cultural considerations involved in applying positive psychology and identify potential challenges and limitations of implementing positive psychology in clinical practice.

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  |  |  |  |  |  |  |
| CO2 | √ | √ |  |  |  |  |  | √ | √ |
| CO3 |  | √ |  | √ |  |  | √ |  |  |
| CO4 |  |  |  | √ |  |  | √ | √ | √ |

**Teaching Pedagogy**

The pedagogy includes interactive lectures by regular and expert visiting faculty; individual assignments such as guided reading, term papers, case studies, problem solving exercises, experience sharing exercises, reflections, etc.; collaborative learning such as group discussions, case analysis, cross case comparisons, video reviews, etc.

**Modules**

**Module 1: Emergence of Positive Clinical Psychology (5 Hrs.)**

Nature and Purpose of Positive Clinical Psychology, historical development, modern-day positive clinical psychology, research methods, current status and future prospects of positive clinical psychology, positive clinical psychology in India, need and scope for Positive Clinical Psychology. Positive Psychology in Indian context

**Suggested activities.**

Group discussion on the nature, need and scope of Positive Clinical Psychology. Reviewing studies on positive psychology to know about the research design and methods. Practice of prayer and expression of gratitude and sharing

**Module 2: Positive Psychology of Strengths (10 Hrs.)**

Happiness and subjective well-being, Virtue and strength, Positive Emotions, Resilience and growth, Self-efficacy, Gratitude, Hope, Wisdom, Courage and Mindfulness- definitions, characteristics, determinants, benefits and applications in clinical settings.

**Suggested activities**

Self-reflection exercise – Preparing a write up of positive emotional experiences in life, Group discussion on theoretical concepts, reviewing positive psychology literature/movies/documentaries and sharing experience with other participants.

**Module 3: Clinical Disorders (15 Hrs.)**

Perspectives of Positive clinical psychology in Mood disorders, Anxiety disorder, Schizophrenia, Post traumatic stress and Suicidal behavior. Understanding and Changing Human Behavior- Balanced Conceptualizations of Mental Health and Behavior, Preventing the Bad and Promoting the Good behavior.

**Suggested activities**

Reviewing positive psychology literature/movies/documentaries, sharing experience with other participants and Expert talks. Guided reading and case study.

**Module 4: Positive Clinical Psychology in Context (10 Hrs.)**

Living Well at Every Stage of Life- Resilience in Childhood, Positive Youth Development, Resilience and Protective Factors in Childhood and Adolescence. The Life Tasks of Adulthood, Successful Aging, Integrating “Positive” and “Negative” Perspectives on Aging, Using Eudemonic Well‐being to Improve overall Living.

**Suggested activities**

Literature review, Interactive lectures. Discussion on the Indian concept of the four Ashrama-s, the privileges, duties, and responsibilities

**Module 5**: **Assessments and Applications (10 Hrs.)**

Positive clinical psychology assessment: general considerations, purpose and goals, assessment tools.

Applications of positive clinical psychology: self-development across life span, psychotherapeutic practice, public policy making and social planning.

**Suggested activities**

Group interactions and presentations, administering positive psychology assessments available on general public and reporting the findings.

**Module 6**: **Interventions In Positive Clinical Psychology (10 Hrs.)**

Positive psychological intervention- an overview, Interventions to promote forgiveness, mindfulness, well-being, and quality of life.

**Suggested activities**

Review of positive psychological interventions, Group discussion on advantages and limitations of positive psychology interventions.

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**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Term Paper/Practicum | 10% |
| Individual assignments | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Name: Indian Approaches to Psychotherapy**

**Programme in which it is offered: M.Sc.  in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 4** | |
| **Course Credit** | | **4** | **Course Code** | **PSY 623** | |
| **Total Number of Hours** | | **60** | **Contact Hours Per Week** | **4** | |
| **Lecture** | **3** | **Tutorial** | **1** | **Practical** | **0** |
| **Last Revision** | | | **2023** | | |

**Course Introduction**

This course brings psychotherapy in the framework of Indian psychological traditions. There is a diversity of psychotherapeutic approaches that arise from these traditions, and these will be explored in depth. These unique principles, practices, models and modalities will familiarise the students in the overall approaches as well as the techniques and stages of psychotherapy. The course is aimed at preparation for a career in psychotherapy and allied health professions where the Indian approaches can be used effectively for treatment of various psychological conditions

**Course Objectives**

* To understand the paradigms, principles and practices of the major Indian approaches to psychotherapy.
* To develop a comprehensive understanding of the different models and modalities of the Indian psychotherapies in depth and their practical applications.
* To develop an appreciation for the practical application of the techniques and interventions in the treatment of various mental conditions.

**Course Outcomes**

On completion of this course, students would be able to:

* Acquires the basic and essential conceptual understanding of Indian approaches to psychotherapy.
* Acquires the knowledge and skills to work on Indian psychotherapy approaches through the medium of understanding Bhagavad Gita
* Learns the contemplative and integrative techniques such as yoga, meditation, mindfulness and treatments in Indian psychotherapy

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 |  | √ | √ |  |  | √ |  |  |  |
| CO2 |  | √ | √ | √ |  |  |  |  |  |
| CO3 |  |  | √ | √ |  |  |  | √ | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

The pedagogy includes interactive lectures. The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems, and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

**Modules**

**Module 1: Foundations: Understanding Indian Psychology Perspectives (10 Hours)**

* What is Indian Psychology (IP): ontologies and epistemologies
* The central ideas in IP: person; personality, consciousness; mind
* The frameworks and techniques of healing in IP
* The sources of IP knowledge
* The scientific method: the IP approach

**Module 2: Models and Modalities:  Indian approaches to psychotherapy (15 Hours)**

* Psychotherapy and Indian thought
* The therapeutic relationship: Guru as guide
* Cognitive models: Vedanta and the solution to suffering
* Emotive models: Bhagavad Gita and bhakti yoga
* Behavioural models: Bhagavad Gita and karma yoga
* Physical and Physiological models
  + Yoga: postural and breathing
  + Ayurveda approaches
* Psychospiritual models: Pathway of purification and perfection
* Challenges in application of models and modalities

**Module 3: Indian Psychotherapy: The contemplative approaches (10 Hrs)**

* The psychology of meditation
* Psychotherapy and meditation
* Buddhism, mindfulness and psychotherapy
* Yoga contemplative techniques for psychotherapy
* Treatment of specific psychological conditions

**Module 4: Indian Psychotherapy: The holistic approach of Bhagavad Gita (BG) (15 Hrs)**

* An overview of the philosophy and practice of BG
* The fivefold nature of human being, the human condition and the causes of suffering
* The transpersonal solution to human suffering
* BG Psychotherapeutic cognitive, emotive and behavioural approaches
* Treatment of specific psychological conditions

**Module 5: Indian Psychotherapy: The Integrative approach of Yoga (10 Hrs)**

* The Yoga approach of inner and outer transformation
* The mind-body complex, its functioning and techniques
* Yoga psychotherapy as an integrated approach
  + The foundation: Kriya yoga techniques
  + The therapeutic journey through Aṣṭāṅga Yoga techniques
* Treatment of specific psycho-physical conditions

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**Evaluation Pattern**

The course follows a continuous evaluation system with 50% weightage on internal components and 50 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Term Paper | 10% |
| Individual assignments/Practicums | 10% |
| Group assignments | 10% |
| Mid-term Examination | 20% |
| End Term Exam | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Course Title: Course Title: Dissertation**

**Programme(s) in which it is offered: MSc Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 4** | |
| **Course Credit** | | **5** | **Course Code** | **PSY 624** | |
| **Total Number of Hours** | | **150** | **Contact Hours Per Week** | **10** | |
| **Lecture** | **NA** | **Tutorial** | **NA** | **Practical** | **NA** |
| **Last Revision** | | | **2023** | | |

**Course Introduction:**

Each student is to undertake a research work on his/her area of specialization. Each student would be assigned with a supervising teacher. The student in consultation with the supervisor identifies a topic for inquiry and gets the approval of the supervisor. Subsequently, the student develops a proposal for research and gets the approval of the supervising teacher. With continuous guidance and supervision, the student completes the research work and write a report in the form of a Master’s dissertation and submit to the school.

Each student will conduct a research work on the approved topic following strong scientific rigor and ethical standards. Ethical standards would be followed at all the stages of the inquiry. With continuous and all-round guidance and supervision of the supervising teacher, each student would complete the work, write the research report and submit the final version of the dissertation to the school. Finally, every student would present and defend his/her dissertation before a panel of examiners and other students as part of evaluation.

**Course Objectives**

* To enable students to plan a scientific inquiry and develop a scientifically strong research proposal.
* To empower students to choose the most suitable research methods to undertake a particular study.
* To help students develop skills for data collection and analyze research data.
* To develop competency to write a dissertation by following APA format.

**Course Outcomes**

* Students develop competency to conduct any given research in the fields of Industrial and Organizational Psychology, Clinical and Health Psychology, or Indian Psychology
* Students develop skills to plan and execute a research project in a specified time frame.
* Develop research aptitude among students.

**PSO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 |  | √ |  |  |  |  | √ | √ | √ |
| CO2 |  |  |  | √ |  |  | √ |  |  |
| CO3 |  |  |  | √ |  | √ | √ |  | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching Pedagogy**

Close Supervision and Guidance

**Modules**

This, being a research-based dissertation, would not have modules found in conventional courses. However, the dissertation work would follow a sequence of seven phases as listed below, though deviations would be entertained wherever necessary, the phases typical of a dissertation are listed below:

**Phase I: Selection of The Research Area and Topic**

In this phase, the student in consultation with the supervising teacher, identifies the research area and a topic.

**Phase II: Development of a Research Proposal**

The student, with close supervision by the supervising teacher, develops a proposal and get it approved by the School of PPSH and Ethics Committe

**Phase III: Review of Literature**

Guided by the supervising teacher, the students undertake an exhaustive review of literature on concepts, theories, research evidences, and methods surrounding the topic of research.

**Phase IV: Instrumentation**

All the instrument to be used for data collection would either be selected or developed during this stage.

**Phase V: Data Collection**

The complete data required for the research work would be collected in this stage. Development of a data collection plan and all the pre-data collection formalities would also form part of this stage.

**Phase VI: Data Analysis**

During this stage, the collected data would be examined, cleaned, and analysed based on the data analysis plan. Results are interpreted and supplementary analysis, if needed, would also be carried out. (Completed at the end of first two months of the 4th Semester)

**Phase VII: Writing of the Dissertation**

The research output is written in the form of a dissertation following APA format and submitted to the school for final evaluation.

* Ethics committee clearance of the research should be obtained
* Students should prepare the manuscript of the research based on a suitable Journal for publication and it should be submitted along with the thesis
* Thesis should be submitted one month prior to the 4th Semester End Sem Examination

**Time Frame of Dissertation Work**

|  |  |  |
| --- | --- | --- |
| **Sl.No.** | **Phases** | **Target Months** |
| 1 | Phase I | End of 2nd Semester |
| 2 | Phase II | End of 2nd Semester |
| 3 | Phase III | 3rd Month of Semester 3 |
| 4 | Phase IV | End of 3rd Semester |
| 5 | Phase V | 2nd Montth of Semester 4 |
| 6 | Phase VI | 3rd Month of Semester 4 |
| 7 | Phase VII | 4th `month of Semester 4 |
| 8 | Submission | 5th month of Semester 4 |
| 9 | Manuscript Submission | 5th month of Semester 4 |

**Evaluation Matrix**

|  |  |  |
| --- | --- | --- |
| **Sl.No.** | **Area** | **Weightage** |
| 1 | Statement of the Problem, and Literature Review | 10% |
| 2 | Methods & Analysis | 10% |
| 4 | Result, Discussions, Summary, and Implications | 15% |
| 5 | Manuscript Submission | 15% |
| 6 | ESE/Oral Viva | 50% |
|  | Total | 100% |

**Course Title: Clinical Training-4**

**programme in which it is offered: M.Sc. in Clinical Psychology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Category** | | **Core** | **Schedule of Offering** | **Semester 4** | |
| **Course Credit** | | **5** | **Course Code** | **PSY 625** | |
| **Total Number of Hours** | | **150** | **Contact Hours Per Week** | **10** | |
| **Lecture** | **0** | **Tutorial** | **0** | **Practical** | **5** |
| **Last Revision** | | | **2023** | | |

**Introduction**

Clinical training in clinical psychology is an essential component of preparing future psychologists to effectively assess, diagnose, and treat mental health disorders. This rigorous training program combines academic coursework and supervised practical experience to equip students with the necessary skills and knowledge to work with diverse populations in a clinical setting. Through this training, aspiring clinical psychologists gain valuable hands-on experience in conducting assessments, providing therapy, and collaborating with multidisciplinary teams, ensuring they are well-prepared to make a positive impact on individuals' mental well-being.

**Aim**: To train the students to perform psychological assessments and to develop competent and compassionate professionals who are capable of providing evidence-based assessment, diagnosis, and treatment for individuals experiencing mental health challenges.

**Objectives**: To learn and practice the necessary clinical skills needed to perform Clinical interview, Case history method, Observation method, Psychological evaluation, Understanding basic Psychopathology, Know about the structured psychiatry evaluation proforma (adult) and skills to perform cognitive assessment.

* To understand foundational knowledge on Clinical training to provide students with a comprehensive understanding of the theoretical frameworks, research, and evidence-based practices that inform clinical psychology.
* To equip students with practical skills necessary for clinical practice by learning how to conduct psychological assessments, administer and interpret tests, develop treatment plans, deliver therapy effectively, and engage in case conceptualization.
* To cultivate professional competence by clinical training to foster professional competence by promoting self-awareness, empathy, cultural sensitivity, and ethical decision-making.
* To demonstrate how to establish therapeutic relationships, work collaboratively with clients and interdisciplinary teams, and adhere to professional standards and guidelines.
* To foster self-reflection and personal growth through clinical training to engage in ongoing self-reflection, self-awareness, and personal growth.
* To demonstrate and prepare for licensure and professional practice through necessary educational and supervised experience requirements to become eligible for licensure exams within and outside India to and embark on a successful career in clinical practice.

**Course Outcomes**

At the end of the clinical training, students should be able to

* Develop therapy and intervention skills and practical experience in providing therapy and interventions to individuals, couples, families, or groups. Students learn to apply evidence-based treatments and develop therapeutic relationships to help clients address psychological difficulties.
* Develop cultural competence by working with diverse populations. Students learn to recognize and respect cultural differences, adapt interventions to clients' cultural backgrounds, and navigate potential cultural biases.
* Progress in their clinical training, they may have opportunities to receive supervision from experienced clinicians and provide supervision to more junior trainees. They may also gain experience in consulting with professionals from other disciplines and collaborating with a multidisciplinary team.
* Develop professional identity and self-reflection in clinical training encourages students to develop a professional identity as a clinical psychologist. This involves self-reflection, awareness of personal biases, and ongoing self-assessment to enhance their effectiveness as practitioners.

**PO-CO Mapping**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
| CO1 | √ | √ |  | √ |  |  | √ |  |  |
| CO2 |  | √ |  |  |  |  |  | √ | √ |
| CO3 |  |  |  | √ | √ |  |  |  |  |
| CO4 |  |  |  | √ | √ | √ |  | √ | √ |

**Prerequisites and other constraints:** BA/BSc Psychology and Admission to MSc Clinical Psychology Program

**Teaching** **Pedagogy**

* The coursework will be a complete one to one/ group supervised clinical training under the qualified licensed clinical psychologists at the hospitals or rehabilitation centres or special schools or schools. Clinical training involves, demonstrations, practise exercises, case presentations & discussions, and Case Based Learning. Practice exercises in methods of clinical psychology research and psychoeducational assessments will help enhance evaluative skills. Discussions and PBL will strengthen critical thinking skills.

**Evaluation Matrix**

|  |  |
| --- | --- |
| Attendance in Clinical Training | 10% |
| Detailed Psychotherapy Case history intake (Minimum 5) | 10% |
| One Full-length Psychotherapy Case Presentation with Supervisor | 10% |
| Mid-term Examination/Clinical Viva | 20% |
| End Term Exam/Clinical Viva | 50% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.