

**COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY  
APPLICABLE FROM 2022-2024**

**DIT UNIVERSITY  
DEHRADUN**



**DETAILED COURSE STRUCTURE  
OF  
M.A. CLINICAL PSYCHOLOGY**

# COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

## COURSE STRUCTURE

Year: 1<sup>st</sup>

Semester: I

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY601	Foundations of Abnormal Psychology	4	1	2	6
UC	PSY602	Research Methods	4	1	0	5
UC	PSY608	Systems in Psychology	3	0	2	4
AEC	PSY686	Communication and Personality Development [AEC I]	2	0	2	3
DSE I	PSY645/PSY642	Discipline Specific Elective I	2	0	2	3
<b>Total</b>			<b>15</b>	<b>2</b>	<b>4</b>	<b>21</b>

Year: 1<sup>st</sup>

Semester: II

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY604	Psychological Disorders-I	4	1	2	6
UC	PSY605	Statistical Reasoning and its application	4	1	2	6
UC	PSY609	Neuropsychology	2	0	2	3
UC	PSY607	Guidance & Counseling	2	0	2	3
DSE II	PSY646/PSY647	Discipline Specific Elective II	3	0	0	3
<b>Total</b>			<b>15</b>	<b>2</b>	<b>4</b>	<b>21</b>

PSY645- Psychology in digital Age
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PSY642-Cognitive psychology
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PSY646- Applied Social Psychology
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PSY647-Developmental Psychology
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**COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY  
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Year: 2<sup>nd</sup>

Semester: III

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY701	Psychological Disorders-II	4	1	2	6
UC	PSY702	Clinical Assessment	4	1	2	6
UC	PSY709	Psychotherapy	5	0	2	6
UC	PSY704	Project/Dissertation	0	0	12	6
GE I	PSY746/ PSY742	Generic Elective-I	3	0	0	3
		<b>Total</b>	12	2	26	<b>27</b>

Year: 2<sup>nd</sup>

Semester: IV

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY705	Psychology at work	5	1	0	6
UC	PSY711	Positive Psychology	4	1	2	6
UC	PSY703	Internship	5	0	2	6
UC	PSY708	Workshop/Seminar/Research Paper Writing	0	0	10	5
GE II	PSY747/ PSY748	Generic Elective II	4	0	0	4
		<b>Total</b>	18	2	14	<b>27</b>

PSY746- Health Psychology
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PSY742-Community Psychology
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PSY747- Alternative Therapeutic Techniques
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PSY748-Rehabilitation of differently abled
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**COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY  
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**SUMMARY OF THE CREDIT**

<b>Year</b>	<b>Semester</b>	<b>Credit</b>
1	1	21
	2	21
2	3	27
	4	27
Total		96

**CATEGORY WISE CLASSIFICATION OF THE CREDIT**

<b>Category</b>	<b>Credit</b>
UC	80
GE	7
DSE	6
AEC	3
<b>Total</b>	<b>96</b>

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY601	Subject Title	FOUNDATIONS OF ABNORMAL PSYCHOLOGY						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	I	Semester	I

**Course Description:** This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders.

### Course Objective

- i. Knowledge of the psychological theories and models for the field of abnormal psychology.
- ii. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders.
- iii. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology.
- iv. Ability to apply course materials to case studies of individuals.

### UNIT 1: Definition and criteria of Abnormal Psychology (15 Lectures)

Definition, Historical views of abnormal behavior and current trends, concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies, Theoretical perspectives: Psychodynamic, Behavioral, Cognitive, Humanistic, Classification systems: DSM and ICD

### UNIT 2: Causes of abnormal behavior (12 Lectures)

Biogenic: genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology Psychosocial: parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress Socio-cultural: group prejudice and discrimination, poverty and unemployment

### UNIT 3: Understanding Psychopathology (12 Lectures)

Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory

### UNIT 4: Indian perspective (11 Lectures)

Mental health and illness in Indian philosophy; Social identity and stratification (Varnashrama Vyawastha); concept of – cognition, emotion, personality, motivation and their disorders

### List of Practicals

1. Understanding abnormality

**Learning Outcome:** After the completion of this course, the students would be able to:

- Develop a basic understanding about assessment and interventions in the context of clinical psychology.
- Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field.

## **COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024**

### **TEXT BOOK [TB]:**

1. Carson, R.C., Butcher, T.N., & Mineka, S. (2014) 16th ed. Abnormal Psychology. Pearson. New Delhi
2. Razaque, Sadique at al. (2012). New Horizons in Stress Management. New Delhi: Ayushman Publication-Private Limited

### **REFERENCE BOOKS [RB]:**

1. Singh A.K. (2002). Adhunikasamnaya Manovigyan. Patna Motilal: Banarsidas. Q.G. Alam and Srivastava, A. (2012). Apsamanya Manovigyan. Azamgarh: Motilal Banarisidas.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY602	Subject Title	RESEARCH METHODS						
LTP	4 1 0	Credit	5	Subject Category	UC	Year	I	Semester	I

**Course Description:** This course introduces the research methods and their application across liberal and professional studies as preparation for lifelong inquiry. Emphasis is on qualitative and quantitative research approaches, experimental design, sampling, measurement, analysis, ethics in research, and research communication.

### Course Objective:

- i. To equip with advanced training in research methods and professional skills.
- ii. Students can apply theoretical knowledge to analyze practical problems and developing hypotheses, understanding dynamics of sampling and data analyses for conducting Research and writing the report.
- iii. To understand the theoretical aspects of a psychological test and develop skills to construct test.

### UNIT 1: Introduction to Mental Health research (15 Lectures)

Meaning, Purpose and dimensions of Research, Types of research, Paradigms of Research: Qualitative and Quantitative, Ethical problems and principles, formation of ethical committee

### UNIT 2: Research Design (12 Lectures)

Types of research design: factorial, Single-case designs, small-n research and experimental, Hypothesis, Sampling, Data Collection, Variables

### UNIT 3: Quantitative and qualitative research design (12 Lectures)

Independent groups designs, repeated measures designs, Complex designs, Quasi-experimental designs and program evaluation, dealing with epidemiological data  
Philosophy and conceptual foundations; proposing and reporting qualitative research, Grounded theory, Interpretive phenomenological analysis, discourse analysis, narrative analysis; conversation analysis

### UNIT 4: Test Construction (11 Lectures)

Test construction: Steps in test development and standardization, Ethical Issues in Psychological Testing: International guidelines and challenges of cultural applications, Applications of Psychological testing

**Learning Outcome:** After completing this course, the student would be able to:

- Demonstrate acquaintance with methodology of quantitative and qualitative psychological research.
- Enable to design research
- Carry on research work in the clinical domains of psychology
- Pursue further research in clinical psychology.

### TEXT BOOK [TB]:

Goodwin, J. (2009). Research in Psychology: Methods in Design (6thed.). Wiley.

## **COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024**

### **REFERENCE BOOKS [RB]:**

1. Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis* (Introducing Qualitative Methods series). New Delhi: Sage Publications.
2. Dominowski, R. L. (1980). *Research methods*. N.J.: Englewood Cliffs, Prentice-Hall.
3. Embreston, S. E., & Raise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
4. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer
5. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
6. Hulin, C. L., Dragoon, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood, IL: Dow Jones-Irwin.
7. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.



## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY608	Subject Title	SYSTEMS IN PSYCHOLOGY						
LTP	3 0 2	Credit	4	Subject Category	AEC I	Year	I	Semester	1

**Course Description:** This course will be a critical analysis of the History and Philosophy of Psychology. We will consider psychology in a broad context so as to develop a pluralistic perspective on and to critically interrogate – what scientific psychologists do.

### Course Objective:

- i. The basic objective of this course is to explain when and how psychology became a science.
- ii. The course provides an introduction to the development of the various ideologies and psychological thought by prominent psychologists.
- iii. Students can learn to compare and contrast the major schools of thought and discuss key historical and social events that shaped the field.
- iv. Students should be able to demonstrate the understanding of the ways in which psychological knowledge, skills, and values can be applied in a variety of settings.

### Unit1: Introduction

**(9 Lectures)**

Ancient Greek Influences: Hellenic Period, Decline of Greek Naturalism, Science in renaissance. Modern Philosophical Influences: Mind-body Problem, Empiricism, Associationism.

Beginning of Experimental Psychology: Psychophysics, Neurophysiology, theory of evolution.

### Unit 2: Foundation of Modern Psychology

**(9 Lectures)**

Structuralism, Functionalism, Behaviorism, Psychoanalysis, heirs to Freud: Jung, Horney, Fromm, Erikson, Adler.

### Unit 3: Emergence Trends

**(7 Lectures)**

Field Theory: Lewin, Tolman, Brunswik. Gestalt Psychology, Humanistic: Maslow & Roger, Existential Psychology, Cognitive Psychology

### Unit 4: Indian Schools of Psychology

**(5 Lectures)**

Nyay, Mimamsa, Sankhya, Yoga, Buddhism, Jainism, Charvaka,

### Learning Outcomes:

- Learning the key concepts, principles of various schools of psychology and understanding of the thoughts of eminent psychologists.
- Understanding of the key concept, principles, and theories of learning and personality.
- Evaluate the various schools and theories of psychology.

### REFERENCES:

1. Brennan, J.F. (1991). History and systems of psychology. NJ: Prentice Hall.
  2. Chaplin, J.P. and Krawiee, T.S. (1979). Systems and Theories in psychology. NY: Holt, Rinchart andWinston.
  3. Leahey, T.H. (1994). A history of modern psychology. NJ: Prentice Hall.
  4. Marx, M.H. and Hillix, W.A. (1986). Systems and theories in psychology. NY: Mc Graw Hill.
- Paranjpe (1984). Theoretical Psychology; meeting of east and west.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

<b>Subject Code</b>	<b>PSY686</b>	<b>Subject Title</b>	<b>COMMUNICATION AND PERSONALITY DEVELOPMENT</b>						
<b>LTP</b>	<b>2 0 2</b>	<b>Credit</b>	<b>3</b>	<b>Subject Category</b>	<b>AEC I</b>	<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>1</b>

**Course Description:** This course provides adequate training for effective communication and effective organizational communication for business environment.

### **Course Objective**

Student will be able to improve communication skills of the students. Also, create personal development of the students.

### **Unit 1: Communication**

Definition, Process of Communication, Channels and Networks of Communication, Types (Verbal, Non-verbal, Formal, Informal, Internal, External and Communication networks), Principles of effective communication, Barriers to communication.

### **Unit II: Listening & Speaking**

Effective listening, Types and Essentials of effective listening, Difference between Hearing and Listening, Vocabulary building (wordlist) and learning idioms, Adaption and selection of words, construction of clear sentences and paragraphs; writing short articles on a topic; designing an advertisement for a product.

### **Unit III: Fundamentals of Writing Skills**

Business Letters, (Sales letter – Placing orders, Complaint letters; Bank correspondence- Informing bank about lost cards, Complaint letter, Request a loan.). Application & Notice. Resume Writing & Job Application Letter

### **Unit IV: Employability Skills/ Personality Development**

Interview skills: Types of interview (Preparing for an interview, Attire for an interview, how to handle stress interview), EQ and Its Dimensions, SWOT Analysis, Impression Management Technique, Time Management, Conflict Management

Activities: Extempore and Group discussion, Presentations, Review of newspaper articles, Mock interviews.

### **Course Outcome:**

- Students will be strong to share their ideas among the academicians with greater confidence.
- Students would be able to criticise the current social and economic issues with greater confidence.

### **SUGGESTED READING MATERIAL**

1. K.K.Sinha, Galgotia: Business Communication. Publishing Company.
2. Chhabra.T.N. (2005). Business Communication, Sun India Publication.
3. ParagDiwan: Business Communication, Excel Books.
4. Rajendra Pal (2000). Essentials of Business Communication, Sultan Chand Publication.
5. R.K.Madhurkar: Business Communication, Vikas Publishing House Pvt. Limited.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY645	Subject Title	PSYCHOLOGY IN DIGITAL AGE						
LTP	2 0 2	Credit	3	Subject Category	DSE-I	Year	I	Semester	I

**Course Description:** In this course, students will consider the specific challenges and opportunities to the field of psychology that is affected by the ever-changing digital world. Consideration will be given to such concepts as associated with online and digital world with advertising, parenting, abuse/bullying and mental health.

### Course Objective

- i. Psychology of the Digital Age focuses on the individual, shedding new light on our conscious as well as subconscious reactions to online experiences and our intrinsic human need to self-actualize.
- ii. Identify the changing challenges to our society and the profession of psychology as it continues to evolve with technology.
- iii. Explore current and past research about the influence on technology.
- iv. Compare the various perspectives found in current research.

**UNIT 1 Media and User:** understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation. **(5 Lectures)**

**UNIT 2 Media and advertising:** Developing an effective advertising program /media promotions / campaigns for social marketing. Case studies in the Indian context. **(5 Lectures)**

**UNIT 3 Audio-Visual media (TV and movies) and Print media:** Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, and violence. Case studies in the Indian context. **(5 Lectures)**

**UNIT 4 Interactive and emerging technologies:** Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context. **(5 Lectures)**

**PRACTICALS** Any two practicum based on the topics discussed in Media Psychology

### Course Learning Outcomes

- Examine personal and society-wide beliefs and biases toward media and technology.
- Explain the psychological processes underlying media effects. Analyze and synthesize relevant research Write about media effects phenomena
- Demonstration of how theories from psychology apply to legacy and emerging technologies, including persuasion,
- An understanding media literacy and digital citizenship and demonstrate how media technologies can be used to promote positive change.
- Understand the benefits of a multi-disciplinary approach to media psychology

### REFERENCES

1. Barker, M., Barker, D. I., Bormann, N. F., & Neher, K. E. (2013). Social media marketing: A strategic approach. South Western Cengage learning.
2. Batra, R., Aaker, D. A., & Myers, J. G. (2006). Advertising Management. New Delhi Dorling Kindersley (India). Berns, R. M. (2004). Child, Family, School, Community: Socialization and support. Thomson/ Wadsworth.
3. Giles, D. (2008). Media Psychology. Lawrence Erlbaum
4. Kotler, P., Keller, K. L., Koshy, A. & Jha, M. (2012). Marketing management: A South Asian perspective. Pearson Melkote, S. R. & Steeves, H. L. (2001). Communication for development in the third world. New Delhi: Sage

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

<b>Subject Code</b>	<b>PSY642</b>	<b>Subject Title</b>	<b>COGNITIVE PSYCHOLOGY</b>						
<b>LTP</b>	<b>202</b>	<b>Credit</b>	<b>3</b>	<b>Subject Category</b>	<b>DSE-I</b>	<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>

**Course Description:** The aim of the course is to deepen students' understanding and appreciation of how a cognitive approach can help us to understand our own behaviour and experience, and that of other people, whether in our personal or professional life. The first part of the course focuses on basic cognitive processes.

### **Course Objective:**

- i. This course will provide students with an understanding of mental processes and their relationship to brain, mind and behavior.
- ii. To help in understanding how we acquire, store, transform, use and communicate information.
- iii. Provide knowledge of the fundamental issues in contemporary cognitive psychology and understand the methods used to study cognitive processes.
- iv. Application to the practice of clinical psychology will be highlighted in this course.

### **UNIT 1: Introduction**

**(5 Lectures)**

Introduction to Cognitive Psychology, Contemporary approaches to Cognitive Psychology: Information processing, Connectionism; Introduction to Psychophysics: Weber's law, Fechner's law; Methods, Contemporary psychophysics: Steven's power law, signal detection theory

### **UNIT 2: Attention, Sensation and Perception**

**(5 Lectures)**

Types of attention, Theories and current developments; Brain and attention; Brain and sensation; Introduction, Modularity of Perception: Visual perception; Multimodal Perception; Multisensory interaction and Integration: Synesthesia, Perception and Action; Theories of Perception, Pattern Recognition: Feature detection analysis, Template matching, Prototype matching; Brain and Perception, Disruptions of Perceptions

### **UNIT 3: Learning, Memory and Forgetting**

**(5 Lectures)**

Learning, Theories of learning; Applications in behavior modification; Brain and learning; Brain and memory; Types of memory; Enhancing memory; Factors and theories of forgetting

### **UNIT 4: Decision making and Problem solving**

**(5 Lectures)**

Decision making: Models and Theories; Complex, Uncertain Decision Making; Human Problem Solving: Strategies and Heuristics; Expert and Novice Problem Solves; Artificial Intelligence

### **List of Practicals**

1. Emotional Intelligence
2. Short Term Memory

### **Learning Outcome:**

1. Understand the underlying foundations of cognitive psychology and the historical contexts within which the field evolved.
2. Understand how information processing works, the mechanisms behind this and the application to clinical psychology

# **COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024**

## **TEXT BOOK [TB]:**

1. Hergenhahn, B.R. (1992). An Introduction to the History of Psychology. (2nd ed.). Wadsworth
2. Leahey, T.H. (2004). A history of psychology: Main currents in psychological thought. (6th ed.). Pearson Education: Delhi.

## **REFERENCE BOOKS [RB]:**

1. Brennan, J. F. (2003). History and Systems of Psychology. (6th ed.). Pearson Education: Delhi

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY604	Subject Title	PSYCHOLOGICAL DISORDER –I						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	I	Semester	2

**Course Description:** The goal of this course is provide students with an overview of abnormal psychology. Historical perspectives of mental illness will be presented. The course will cover material on various psychological disorders, theories about their development; how disorders are diagnosed and assessed; their clinical course; and how they are treated. Current theory and research will be emphasized.

### Course Objective:

- i. Student will be able to understand various psychological disorders as classified in the prescribed manuals.
- ii. To understand etiology and symptoms of various psychological disorders.
- iii. To enable diagnose and discriminate psychological disorders.

### Unit 1: Anxiety Disorders & Mood Disorders (15 Lectures)

Anxiety disorders, obsessive compulsive and related disorders, depressive disorders, bipolar and related disorders

### Unit 2: Stress Disorders & Psychotic Disorders: (12 Lectures)

Trauma and stressor-related Disorders, schizophrenia spectrum and other Psychotic Disorders

### UNIT 3: Personality Disorders: (12 Lectures)

Personality disorders- paranoid, schizoid, histrionic, antisocial personality disorders, borderline, narcissistic, avoidant personality disorders, other alternate DSM V of personality disorders.

### UNIT 4: Substance Related & Addictive Disorders: (11 Lectures)

Substance-related and addictive disorders, alcohol abuse & dependence, drug abuse & dependence

### List of Practicals

- Perceived Stress Scale
- State-Trait Anxiety scale
- 16 PF

### Learning Outcome:

Student will learn about the entire procedure of administration, scoring & interpretation of test/scale which will substantiate their understanding of Psychological disorders like GAD etc.

### TEXT BOOK [TB]:

1. A short textbook of psychiatry by ahujaniraj, jaypee brothers medical publisherspvt.ltd
2. Clinical psychology: topics in applied psychology by graham davey, hodder education

### REFERENCE BOOKS [RB]:

1. Diagnostic and Statistical Manual of Mental Disorders-5 by American Psychiatric Association, American Psychological Association (APA)
2. The oxford handbook of clinical psychology by david h. barlow, oxford, university press.
3. The International Classification of Diseases (ICD) (2010), 10 th revision, Vol 2.
4. Radloff, L. S. (1977). The CES-D scale: A self-report depression scale for research in the general population. Applied Psychological Measurement, 1, 385-401.
5. Lovibond, S.H. & Lovibond, P.F. (1995). Manual for the Depression Anxiety Stress Scales. (2nd. Ed.) Sydney: Psychology Foundation

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

<b>Subject Code</b>	<b>PSY605</b>	<b>Subject Title</b>	<b>STATISTICAL REASONING AND ITS APPLICATION</b>						
<b>LTP</b>	<b>4 1 2</b>	<b>Credit</b>	<b>6</b>	<b>Subject Category</b>	<b>UC</b>	<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>

**Course Description:** This course teaches students the basic concepts of statistics and the logic of statistical reasoning. Designed for students with no prior knowledge in statistics.

### Course Objective:

- i. To educate students with the techniques of descriptive and inferential statistics.
- ii. To understand fundamental concepts in probability and statistics and hypothesis testing.
- iii. To enable students, maneuver mathematical probabilistic models for different problems, to analyze them and to interpret the results.
- iv. To impart statistical reasoning in students for clinical research through SPSS

### UNIT 1: Nature of Quantitative Data and Descriptive Statistics in Psychology (15 Lectures)

Interpreting observed scores; Level of measurement; categorical and continuous variables; bivariate frequency distribution; Measures of central tendency: characteristics and computation of mean, median and mode; Measures of variability: Characteristics and computation of range, semi-interquartile range, standard deviation, variance and co-efficient of variation

### UNIT2: Inferential Statistics (parametric) in Psychology (12 Lectures)

Concept of probability; Characteristics and application of Normal probability Curve (NPC); deviation from NPC; skewness and kurtosis; normalization of skewed distribution; binomial distribution; Hypothesis testing: Population and sample; random sampling, estimation of standard deviation and standard error; assumption of Student's t-distribution; computation and levels of significance of Student's t-values for independent and dependent sample; Type I and Type II errors; Correlation: Pearson's product moment correlation; Spearman's rank order correlation; ANOVA: Assumptions and computation of ANOVA; one-way and two-way ANOVA

### UNIT 3: Non-parametric tests (12 Lectures)

Assumptions of non-parametric test, Chi-square test, Wilcoxon signed Rank Test, Man-Whitney Test, Kruskal Wallis Test

### UNIT 4: Software-based analysis (11 Lectures)

Introduction to basic software packages for statistical analysis: SPSS & AMOS.

### List of Practicals:

Data Analysis

**Learning Outcome:** After the completion of this course, students would be able to:

- Develop insights into the positivist paradigm of psychological inquiry
- Understand the nature and value of quantitative data and their analysis
- Develop the knowledge-base of hypothesis testing for the purpose of generalizing sample-based relationship among variable to the population under study
- Demonstrate understanding statistical reasoning

# **COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024**

## **TEXT BOOK [TB]:**

1. Minium, E. W., King, B. M., & Bear, G. (1993). Statistical reasoning in psychology and education. New York: John Wiley
2. Siegel, S. (1956) Non-parametric statistical for behavioral sciences. New York: McGraw Hill.

## **REFERENCE BOOKS [RB]:**

1. Broota, K. D. (1992). Experimental design in behavioral research. New Delhi: Wiley Eastern. Freeman.



## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY609	Subject Title	NEUROPSYCHOLOGY						
LTP	202	Credit	3	Subject Category	UC	Year	I	Semester	II

**Course Description:** The programme aims to provide fundamental knowledge in central nervous system functioning with implications for cognition, affect and behaviour across developmental stages. The course also aims to train the student in skills in assessment and intervention of individuals with neurological, neurosurgical and psychiatric conditions including traumatic brain injury, dementia, mood disorders, anxiety disorders, substance use disorders and developmental disorders.

### Course Objective:

- i. This course provides students with an introductory knowledge of the topics and methods of neuropsychology.
- ii. To build an understanding of the underlying neurological functions associated with human behavior.
- iii. The student is also trained in skills required for neuropsychological research.

### UNIT 1: Introduction

**(9 Lectures)**

History, basic anatomy, elements of neurology Methods of study of research in neuropsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research.

### UNIT 2: Neural Structures

**(7 Lectures)**

Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex Lobe syndromes- frontal, temporal, parietal, occipital

### UNIT 3: Neurological dysfunction

**(7 Lectures)**

Neuroplasticity; Brain damage (aphasia, amnesia) and spontaneous recovery; Neurological disorders – problems in children (dyslexia, cerebral Palsy,), Adults; (Alzheimer's, Parkinson's disease)

### UNIT 4: Applications

**(7 Lectures)**

Spiritual dimensions of neurology, Neurology and emotions, neurological changes during counseling interventions.

### Learning Outcome:

- Develop skills and knowledge regarding clinical neuropsychology as a discipline.
- Understand how information processing works, the mechanisms behind this and the application to clinical psychology

### TEXT BOOK [TB]:

1. Domjan, M., & Grau, J.W., (2009). The Principles of Learning and Behavior, 6th Edition, Wadsworth
2. Matlin M W (2005) Cognition, Wiley & Sons, Inc

### REFERENCE BOOKS [RB]:

1. Medin, B.L., Ross, B.H., Markman, A.B. (2001). Cognitive Psychology .3rd Edition. Harcourt College Publishers.
2. Solso, R, L. (2001) Cognitive Psychology. 6th Edition. Pearson Education.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY607	Subject Title	GUIDANCE AND COUNSELLING						
LTP	2 0 2	Credit	3	Subject Category	UC	Year	I	Semester	II

**Course Description:** To impart knowledge about conceptual aspects of Guidance and procedural aspects of guidance services. To impart knowledge about theoretical and procedural issues in Educational and Vocational guidance. To impart knowledge about the nature of counselling along with the competencies and responsibilities of a counsellor.

### Course Objective:

- i. The aim of this course is to understand the nature, basic principles and underlying assumption in guidance and counseling.
- ii. To help the students in helping counseling skills in the use of selected psychological test for the purpose of psychological assessment.
- iii. To develop the dynamics of various approaches of counseling and their relevance.
- iv. To develop student's counseling skill for various mental health set up such as clinic, health, addiction and group.

### Unit 1: Introduction:

**(5 lectures)**

Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India; Guidance: Goals; Functions and Definitions of Group guidance, Group Counselling & Group Therapy;

### Unit 2: Counselling Process

**(5 lectures)**

Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

### Unit3: Techniques of Counselling

**(5 lectures)**

Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

### Unit 4: Counselling Applications

**(5 lectures)**

Child Counselling; Family Counselling; Career Counselling; Adolescents, Couples, Older Clients, Addiction Groups, Divorce Groups. Crisis Intervention: suicide, grief, and sexual abuse

### List of Practicals

- Roleplay

### Learning Outcome:

- Understand the basics of Guidance and Counseling.
- Different kinds of Counseling techniques
- Develop basic Counseling skills.
- It will help students for better understanding for the theoretical framework of the counseling psychology

### TEXT BOOK [TB]:

1. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (8th ed.). CA: Thomson Brooks.
2. Seligman, L. & Reichenberg, L. W. (2010). Theories of counseling and psychotherapy systems, strategies, and skills (3rd ed.). Pearson education.

### REFERENCE BOOKS [RB]:

1. Flanagan, J.S. & Flanagan, R.S. (2004). Counseling and Psychotherapy theories in context and practice: Skills Strategies and Techniques. Hoboken, NJ: John Wiley & Sons, Inc
2. Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

<b>Subject Code</b>	<b>PSY646</b>	<b>Subject Title</b>	<b>APPLIED SOCIAL PSYCHOLOGY</b>						
<b>LTP</b>	<b>3 0 0</b>	<b>Credit</b>	<b>3</b>	<b>Subject Category</b>	<b>GE-II</b>	<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>

**Course Description:** To focus on brain based learning and explore to apply psychological principles to understand personal as well as social issues and problems. The objective of this course is to study the key concepts, principles approaches and themes in psychology.

### Course Objectives

- i. To develop an understanding of the individual in relation to the social world.
- ii. To understand the basic theoretical, methodological and fundamental domains used by social psychologists.
- iii. To help student understand social problems and gain knowledge about intervention strategies.
- iv. To make use of theories in understanding and development of self and society.

**UNIT I:** Introduction to the field of Social Psychology & Applied Social Psychology; Definitions, historical roots, theories.

**UNIT II:** Social Cognition; Self in a social world; Attribution, biases, impression formation and impression management, Prejudice, conflict and peacemaking: Cultural Diversity and Challenges in India referring to Gender, Social Inequality, Religious Diversities.

**UNIT III:** Social relationship: Nature, formation, interpersonal conflicts and managing relation referring to different types of relations, Social influence on behaviour, Group Dynamics; formation, Structural Properties, decision making and Change; Pro-social behaviour.

**UNIT IV:** Attitude and Attitude Change, Applying Social Psychology and Social Problems: Intervention and Evaluation with emphasis on Environmental Problems and Poverty in India.

### Learning Outcomes:

- Understand why does working in a group may impair the performance.
- Understand the circumstances under which are most likely to confirm the social pressures.
- Understand the way to change people's attitude.

### REFERENCES

1. Aronson, E., Wilson, T.D. and Akert, R.M. (2010). Social Psychology (7th ed.). Boston: Prentice Hall. (Indian publication)
2. Baron, R.A., Francombe, N.R., Byrne, D. and Bhardwaj, G. (2010). Social Psychology (12th Edition). Delhi, Pearson.
3. Baumeister, R.F.& Bushman, B.J. (2013). Social Psychology & Human Nature. Wadsworth
4. Forsyth, D. (2009). Group Dynamics. Wadsworth
5. Hogg, M.& Vaughan, G. M. (2008) Social Psychology. Prentice Hall.
6. Kumar, S. (2002). Methods for Community Participation. Sage

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY647	Subject Title	DEVELOPMENTAL PSYCHOLOGY						
LTP	300	Credit	3	Subject Category	DSE-II	Year	I	Semester	II

**Course Description:** Developmental Psychology is **the study of human development throughout the lifespan**. This course explores developmental theory and research with an emphasis on the interactive nature of the biological, cognitive and psychosocial changes that affect the individual from conception to death.

### Course Objective:

- i. The Objective of this course is to define the concept of developmental Psychology across different life stages.
- ii. To help students examine which factors and processes may affect individuals' optimal and psychopathological functioning throughout the life span.
- iii. Students should be able to understand the concept of adjustment and change in the process of development and the role of caregivers, teachers and other social factors in optimal human development.
- iv. Analyze the process of self-identity and social identity.

### UNIT 1: Cognitive Development (5 Lectures)

Jean Piaget: A constructivist approach; Objects and Space: Object Permanence; Vygotsky: A social contextual approach; Language and Thought; Speech recognition and language

### UNIT 2: Social Development (5 Lectures)

Social cognition: Intentionality; Theory of mind; Emotional development- attachment theories, Bowlby and Winn cot; Moral Development and Pro-social behavior; Intentionality Self and social understanding; Sex differences and gender role socialization.

### UNIT 3: Developmental Disabilities (5 Lectures)

Low birth weight infants and prognosis; Visual handicap and development; Auditory handicap and development; Dyslexia and learning disability

### UNIT 4: Development in Adulthood (5 Lectures)

Development during Adulthood: Life stages; Mid Life Crisis, Menopause, Aging, Degenerative Disorders

### List of Practicals

- Mental Health Inventory (Adult): Jagdish and A. K. Srivastava
- Binet and Simon Intelligence Test:

### Learning Outcome:

- Comprehend and describe cognitive development theories of Piaget and Vygotsky.
- Understand attachment and moral development with specific applications and their place in developmental theories.

### TEXT BOOK [TB]:

1. Berk L E (2003) Child development (sixth edition) Pearson Education
2. Kail R V (2001) Children and their development. Prentice Hall Inc.
3. Feldman, R. (2010). Development across the Lifespan. Pearson Education: Delhi

### REFERENCE BOOKS [RB]:

1. Damon W & Lerner R M (Eds). Handbook of child psychology. Vol 1. Theoretical models of human development. 6th edition.
2. Damon W, Lerner R M, Kuhn D & Siegler R S (Eds). Handbook of child development. Vol 2. Perception and language. 6th edition.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY701	Subject Title	PSYCHOLOGICAL DISORDER –II						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	II	Semester	III

**Course Description:** This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders.

### Course Objective:

- i. To impart understanding regarding various psychological disorders as classified in DSM 5.
- ii. To distinguish diagnosis and classification of differential psychological disorders.
- iii. Student will also learn about the disorders emerging in today's society.

### Unit 1: Somatic Related Disorders & Feeding and eating disorders (15 Lectures)

Somatic and Related Disorders, Dissociative Disorders, Sleep-Wake Disorders, Pica, Rumination Disorder, Avoidant/Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorders

### Unit 2: Developmental Disorders: (12 Lectures)

Intellectual Disabilities, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Communication Disorders, Specific Learning Disorder, Motor Disorders, Internet Gaming Disorder, Cognitive Disorders

### UNIT 3: Depression, Suicide and Adolescent Disorders (12 Lectures)

Depression, Childhood Trauma and Depression, Depression in Today's Society, Suicide, No Suicidal Self Injury (NSSI), Disorder of Self Harm, Self-Injury Disorder, Disruptive Behavior Disorders, Psychiatric Issue in Adolescent and Adults

### UNIT 4: Gender Disorders (11 Lectures)

Sexual Dysfunction, Gender Dysphoria, Paraphilic Disorders and Other Gender Disorders

### List of Practicals

- Manual for the Depression Anxiety Stress Scales by Lovibond, P.F (1995)
- Mathur and Bhatnagar Aggression Scale
- Childhood Autism Rating Scale
- NIMHANS index for specific learning disorders

**Learning Outcomes:** Student will learn about the entire procedure of administration, scoring & interpretation of test/scale which will substantiate their understanding of Psychological disorders like Depression etc.

### TEXT BOOK [TB]:

1. A Short Textbook of Psychiatry by Ahuja Niraj, Jaypee Brothers Medical Publishers Pvt. Ltd
2. Clinical Psychology: Topics in Applied Psychology by Graham Davey, Hodder Education

### REFERENCE BOOKS [RB]:

1. Diagnostic and Statistical Manual of Mental Disorders-5 by American Psychiatric Association, American Psychological Association (APA)
2. The oxford handbook of clinical psychology by david h. barlow, oxford, university press.
3. The International Classification of Diseases (ICD) (2010), 10<sup>th</sup> revision, Vol 2.
4. Radloff, L. S. (1977). The CES-D scale: A self-report **depression scale** for research in the general population. Applied Psychological Measurement, 1, 385-401.
5. Lovibond, S.H. & Lovibond, P.F. (1995). Manual for the Depression Anxiety Stress Scales. (2nd. Ed.) Sydney: Psychology Foundation

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY702	Subject Title	Clinical Assessment						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	II	Semester	III

**Course Description:** This course discusses clinical assessment from the bio-psycho-social-spiritual, resiliency, recovery and medical models. Interviewing skills and the use of assessment instruments are covered. Assessment, diagnosis, and treatment approaches for anxiety disorders and obsessive-compulsive and related disorders.

### Course Objective:

- i. Understanding to define and describe the psychological assessment in clinical setting.
- ii. Differentiate between types of psychological assessment.
- iii. Learn the applications of psychological assessment in the field of clinical psychology.

### Unit 1: Introduction of Clinical Assessment (15 Lectures)

Definition and Purpose of Clinical Assessment, historical perspectives concerning the nature and meaning of assessment, Psychological Assessments, Comprehensive Assessments, Psychological Assessment as Important Tool, Reliability and Validity

### UNIT 2: Psychological Assessment (15 Lectures)

General issues in psychological assessment, assessment & diagnosis, clinical interviewing, case history, clinical and behavioural observation, objective and projective techniques, rating scale, Neuropsychological assessment

### UNIT 3: Test Psychometrics (15 Lectures)

Intelligence test, Personality test, academic test, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods, Factors related to the assessment and evaluation of individuals, groups, and specific populations.

### Unit 4: Assessment in Clinical Psychology (15 Lectures)

Deciding on Therapy, Planning Therapy, Conducting Therapy, Evaluating Therapy, strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling, ethical and legal considerations

### List of Practicals

- Emotional Maturity Scale
- Rorschach Inkblot Test
- Thematic Apperception Test (TAT)
- Mental Status Examination

### Learning Outcome:

Student will be learning the procedure of psychological test and scale and these practical further add their knowledge in understanding psychological disorder and validate on the basis of the scoring and interpretation of the tests & scales.

### TEXT BOOK [TB]:

1. Psychological Testing by Anne Anastasi and Susana Urbina, Pearson
2. Erford, Bradley T., Counselor's Guide to Clinical, Personality, and Behavioral Assessment, 2006, Lahaska Press.

## **COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024**

### **REFERENCE BOOKS [RB]:**

1. Personality: theories and assessment by vandana sharma chawla, straight forward
2. Graham, j.r. (2012). mmpi-2: assessing personality and psychopathology (5<sup>th</sup> edition).  
New York: Oxford University press.
3. Shea, s.c. (2017). Psychiatric interviewing: the art of understanding (3<sup>rd</sup> edition). New York: Elsevier.
4. Groth-Marnat, G. (2009). Handbook of Psychological Assessment (5<sup>th</sup>ed.) Hoboken, New Jersey: John Wiley & Sons. An e-book version is available through the USC library.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY709	Subject Title	PSYCHOTHERAPY						
LTP	5 0 2	Credit	6	Subject Category	UC	Year	II	Semester	III

**Course Description:** This course provides basic knowledge of the theories and techniques of major psychotherapy approaches, an awareness of ethical issues associated with the field, an understanding of the different critiques that have been directed at mainstream therapeutic approaches, and a growing awareness of one's self and one's own therapeutic philosophy.

### Course Objective:

- i. The students will learn about psychotherapy as a mode of treating different mental disorders.
- ii. Student will be able to understand the goals of psychotherapies and their intervention to deal with psychological and mental problem with reference to specific individual and group's needs.
- iii. The students will also be able to apply their theoretical knowledge to different setting requiring therapeutic interventions in relevance to diverse culture and context.

### Unit 1: Introduction to Psychotherapy (15 Lectures)

Nature, principal and scope; Common goals and ingredients of psychotherapy; Types of psychotherapeutic intervention, structuring therapeutic relationship: Nature of client-therapist relationship, dimensions and stages of client therapist relationship, building the helping relationship; Structuring the therapeutic situation, the therapist effect, the effective therapist, Therapy and Culture, Equipment of Psychotherapist, Ethical issues in psychotherapy

### Unit 2: Psychotherapeutic Interventions -Behavioral, Cognitive and Biological

(15 Lectures)

Ellis' REBT; Beck's cognitive therapy, CBT, Dialectical Behavior Therapy, conditioning therapy- Flooding systematic desensitization, eye movement desensitization, Modeling; Assertion training, Schema Therapy, Biologically based therapies: Biofeedback- Electromyography; Finger temperature; GSR; EEG; Areas of application; Psychopharmacological therapy: Overview of major psychotropic drug doses.

### UNIT 3: Psychoanalytic, Humanistic & Existential Therapies (15 Lectures)

Freudian psychoanalytic therapy, Humanistic and existential therapies: Person centered and Gestalt Therapies Existential therapy, inspirational group therapy, reconstructive therapy Erikson- Strategic therapy, similarities and difference among psychotherapies.

### UNIT 4: Other miscellaneous therapeutic approaches & Dynamic in Therapy (15 Lectures)

Acceptance and Commitment Therapy, Mindfulness Based Therapy, Guided Imagery Positive psychology in therapy, Community Therapy, Reality therapy; Family system therapy; couple therapy, Collaborative Therapy, Group Therapy, Transactional analysis, Personal Construct Therapy. Psychotherapy with a specific population (e.g., elderly, people of color, LGBT, people with disabilities)

### List of Practicals

- Self-actualization inventory
- Mindful Attention Awareness Scale
- Meaning in Life Questionnaire
- Short scales to assess flourishing and positive and negative feelings
- Strengths Use and Current Knowledge Scale



# **COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024**

## **Learning Outcomes**

Student will able to learn the implications of psychotherapy in clinical settings through administration of scales and their interpretation with regard to specific populations.

## **TEXT BOOK [TB]:**

1. Lewis R. Wolberg (2013) The Technique of Psychotherapy.

## **REFERENCE BOOKS [RB]:**

1. Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy 8th ed. California: Brooks/Cole.
2. Fonagy, P.: The effectiveness of psychodynamic psychotherapies: an update. 2015. World Psychiatry;14:137–150.
3. Capuzzi, D. and Gross, D.R. (2004). Counselling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.
4. Hersen, M. & Sledge, W. (2002) (Eds.). Encyclopedia of psychotherapy (Vols 1& 2). New York: Academic Press.
5. Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I toIV). New York : John Wiley and Sons.
6. Mozdierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). Principles of Counselling and Psychotherapy. New York: Routledge
7. Prochaska, J.O. & Norcross, J.C. (2010) Systems of Psychotherapy. Cengage
8. Steger, M. F., Frazier, P., Oishi, S., & Kaler, M. (2006). The Meaning in Life Questionnaire: Assessing the presence of and search for meaning in life. Journal of Counseling Psychology
9. Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D.W., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. Social Indicator Research, 97, 143-156.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY704	Subject Title	PROJECT						
LTP	0 0 12	Credit	6	Subject Category	Core	Year	II	Semester	III

**Course Description:** To demonstrate their understanding and ability to implement basic and applied research designs used to address psychological issues.

### Course Objective

- i. To demonstrate understanding and ability to implement basic and applied research designs used to address psychological issues.
- ii. Students will be enabled to design and conduct an original and ethical research.
- iii. They will be able to write a project/dissertation in the APA format.

### Learning Outcome:

- The students will be able to know the theoretical bases for statistical analyses of results from empirical studies: the logical and philosophical bases of empirical research; probability; operationalization of psychological variables.
- The students will be able to formulate research questions and hypotheses, and operationalize them. They can create a research plan adequate to the research question.
- The students will be able to advanced oral presentation skills on various topics within psychology, and can prepare a presentation in the form of a research report or conference poster.
- The students will be able to understand ethical standards for scientific research, uses them, following principles of scientific integrity.

**Suggested reading:** Latest APA manual for dissertation

**COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY  
APPLICABLE FROM 2022-2024**

<b>Subject Code</b>	<b>PSY746</b>	<b>Subject Title</b>	<b>HEALTH PSYCHOLOGY</b>						
<b>LTP</b>	<b>3 0 0</b>	<b>Credit</b>	<b>3</b>	<b>Subject Category</b>	<b>DSE-II</b>	<b>Year</b>	<b>1</b>	<b>Semester</b>	<b>III</b>

**Course Objective:**

- i. Student will be able to identify the emerging discipline of health psychology and its importance in society.
- ii. Student will be able to sensitize and aware the significance of health psychology in contemporary scenario.
- iii. Students will also able to consider the importance of psychological processes in prevention of illness and health promotion.
- iv. To make students aware and understand the link between behavior and health/illness so that they would also learn health enhancement, disease prevention, safety and rehabilitation issues.

**Unit 1: Introduction to Health psychology:**

**(9 Lectures)**

Nature, scope, its interdisciplinary and socio-cultural contexts, Theories of Health Behavior Bio-psychosocial Model, Diseases and illness, Need in the society

**Unit 2: Science of Health & Wellbeing:**

**(7 Lectures)**

Stress, stigma, Psychology of social support, Stress management, Yoga and meditation, Social Wellbeing, Modern Approaches of Health & Wellbeing.

**UNIT 3: Life Style and Health:**

**(7 Lectures)**

Changing health beliefs and attitudes, nutrition, exercise, Disease Prevention Behaviour, development of health habits and reduction of unhealthy, Behaviour, Health Promotion behaviour: behavioral risk factors- drug and alcohol use, unsafe sexual behavior, smoking, diet and sedentary life style, Yoga &Pranayam

**UNIT 4: Health Psychology today and tomorrow:**

**(7 Lectures)**

Modern lifestyle health problems, Health and society, Lifestyle and Individual Differences, Important lessons, future challenges, Role of Ayurveda

**Learning Outcome:**

Student should be able to discuss the scope of the field of health psychology and describe the diverse array of cultural, cognitive, emotional and biological factors that influence illness and health behaviors. They should be able to learn science of wellbeing in understanding health behavior by end of this course.

**TEXT BOOK [TB]:**

1. Health Psychology by Shelley E Taylor, Mcgraw Hill Education
2. Sanderson, C. A. (2019). Health Psychology. Los Angeles: Sage.

**REFERENCE BOOKS [RB]:**

1. Health Psychology: Bio-psychosocial interactions By Sarafino,E.P., Wiley
2. Health Psychology A Textbook By Jane Ogden, Mcgraw Hill Education Health Psychology By Naima Khatoun, Pearson.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY742	Subject Title	COMMUNITY PSYCHOLOGY						
LTP	3 0 0	Credit	3	Subject Category	GE-I	Year	II	Semester	III

**Course Description:** This includes change processes at the community level, locally based intervention methods, and methods for evaluation of implemented actions. Community psychology perspectives for improving mental health and mental health problems amongst adolescents at school are focused. Further focus is on community psychology methods for working with marginalised groups.

### Course Objective:

- To acquaint the students about the history & present status of community mental health services.
- To develop a community based orientation towards mental health.

**Unit 1: Introduction and Core values:** Definition of community psychology; Historical and social contexts of community psychology, types of communities; models. Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths. **(9 Lectures)**

**Unit 2: Community mental health and promotion:** concept, evolution and nature of community mental health, Models of mental health services: mental, social, organizational and ecological process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context. **(7 Lectures)**

**Unit 3: Interventions:** community development and empowerment; case studies in Indian context. Community mental health intervention and community based rehabilitation (CBR): Issues, principles and programmes; evaluation of CBR; training the para-professional and non-professionals. **(7 Lectures)**

**Unit 4: Issue & Challenges and Future of Community Psychology** **(7 Lectures)**  
Community mental health in India: Issues & challenges, Everyday Problems in community organizations Community Psychology today and tomorrow

### Learning Outcomes

1. Advanced understanding of relevant concepts, issues and work methods in community psychology.
2. Knowledge necessary to apply community psychology principles and knowledge to answer current problems.

### TEXT BOOK

1. M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
2. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

### REFERENCE BOOKS

1. Bloom, B. (1973). Community Mental Health—A critical analysis. New Jersey: General Learning Press
2. Koch, C.H.(ed.) (1986). Community Clinical Psychology. London: Croon Helm.
3. Mann, P.A. (1978). Community Psychology: Concepts and Application. New York: The Free Press.
4. Rappaport, J. (1977). Community Psychology: Values, Research and Action. New York: Holt, Reindhart and Wingston.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY705	Subject Title	PSYCHOLOGY AT WORK						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	II	Semester	IV

**Course Description:** Psychology at work is a branch of applied Psychology concerned with human behaviour in the workplace. It is an application of psychological and scientific principles in the workplace. In addition, this field pursues to understand human behaviour within the occupational settings.

### Course Objective:

- i. To acquaint the students with the psychological processes in understanding the organizational change and development.
- ii. To develop insight in organizational problems, their diagnoses and evolving appropriate intervention programs.
- iii. To identify the processes used in developing communication and resolving conflicts.
- iv. To explain group dynamics and demonstrate skills required for working in groups (team building).

**UNIT I:** Historical Background of Industrial and Organizational Psychology; Understanding Organizational Behaviour: Defining Organizational Behaviour (OB), OB Model; the Organizational structure, Common Organizational Designs; New Design Options

**UNIT II:** Stress: Causes, Effects and consequences of stress, Models: Demands-control model, Person-environment fit model; Coping mechanisms, Individuals' Attitudes: Job Satisfaction; Organizational Commitment; Organizational Citizenship behaviour; POB, Karma Yoga,

**UNIT III:** Selection: Principles and Techniques: Psychological Testing & Interview; Performance Appraisal, Training: Concept and model; On and off -the site training methods, Evaluation of training

**UNIT IV:** Motivation: Meaning of motivation; theories of motivation (context, process, and contemporary theories), Basic Approaches to Leadership: Defining Leadership, Trait Theories, Behavioural Theories, Contingency Theories, Leader-Member Exchange Theory, Transformational leadership, Transactional leadership, Authentic Leadership and challenges to leadership.

### TEXT BOOKS:

1. Schultz, D & Schultz, S (2013). Psychology and Work Today. Pearson Education, India.
2. Luthans, F. (2011). Organizational behaviour: An evidence based approach, 12th Edition. McGraw Hill.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

<b>Subject Code</b>	<b>PSY711</b>	<b>Subject Title</b>	<b>POSITIVE PSYCHOLOGY</b>						
<b>LTP</b>	<b>4 1 2</b>	<b>Credit</b>	<b>6</b>	<b>Subject Category</b>	<b>UC</b>	<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>

**Course Description:** Positive Psychology is the scientific study of the individual characteristics and environmental conditions that allow human beings to flourish. This course takes an empirical and experiential approach to helping individuals understand and use course content to enhance their lives.

### **Course Objective:**

- To introduce the understanding of the theory and practice of principles of positive psychology.
- To understand the processes behind concepts of positive psychology; and to understand positive cognitive states and processes.
- To acquaint them with the growing body of research evidence on creating, maintaining and developing positive individuals, relationships, organizations and communities.

### **Unit 1-Positive Psychology: Past, Present and Future (15 Lectures)**

Historical background, Perspectives on happiness and well-being: eastern and western, Virtues and character strengths, Recent trends and future directions, Positive neuroscience. Living well in a cultural context

### **Unit 2- Positive Emotional states and processes (12 Lectures)**

The principles of pleasure: understanding positive affect (PANAS Scale), positive emotions, happiness and well-being. Making the most of emotional experiences: Emotion-focused coping, emotional intelligence, socio-emotional selectivity and emotional storytelling.

### **Unit 3- Positive cognitive states and processes (12 Lectures)**

Self-efficacy, Optimism, hope, wisdom, courage, mindfulness, flow, spirituality

### **UNIT 4: Pro-social behavior and Positive Health (11 Lectures)**

Empathy and altruism, Psychology of forgiveness, Gratitude and science of positive psychology, Dimensions of positive health and their determinants, Attachment, love and flourishing relationships.

**Practicum-** Gratitude Journal  
PERMA Model

### **SUGGESTED READINGS**

1. Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.
2. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

Subject Code	PSY703	Subject Title	INTERNSHIP						
LTP	502	Credit	6	Subject Category	UC	Year	II	Semester	III

**Course Description:** The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting.

### Course Objective:

- i. Through internship, student will be able to learn specialized applied learning experience with an intentional and structured learning agenda incorporated into pre-professional work activities.
- ii. Student interns will orient them from their academic experiences, foundational knowledge and skills that they can contribute to the work setting.
- iii. The basic purpose of this internship is use the knowledge learned in theory and put into practice. It will provide opportunity for the students to gain experience of working in off-campus field settings.

### Learning Outcome:

- The students will be able to understand the strategies and techniques of clinical settings in practical manner.
- The students will be able to develop therapeutic communications skills, emphasize the client counselor relationship, and learn how to facilitate and manage the counseling process with individuals, families, and groups in real life situations.
- Students will also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
- Students develop an ability to recognize the critical issues that affect physical, academic, career, economic, and mental well-being of individuals and learn skill sets to help clients resolve personal and family problems that have an impact on the society.
- Through internship, students will get understanding and skills of clinical assessment and diagnosis and intervention and knowledge of other clinical practices.
- End of the internship, student will also learn writing a report based on internship report including counseling activity in terms of client session type, client issue, challenges/difficulties encountered, & outcomes.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

<b>Subject Code</b>	<b>PSY708</b>	<b>Subject Title</b>	<b>WORKSHOP/SEMINAR/RESEARCH PAPER WRITING</b>						
<b>LTP</b>	<b>0 0 10</b>	<b>Credit</b>	<b>5</b>	<b>Subject Category</b>	<b>UC</b>	<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>

**Course Description:** The purpose of the course is to train basic researcher's skills and prepare them for conducting their master thesis research project.

### **Course Objective:**

- i. To facilitate creativity, curiosity, and skills in writing research papers.
- ii. Enables students to gain research skills which include work with sources, reviewing academic literature, and interpretation of received results.
- iii. Develop skills in presenting their research and its practical application while producing presentations, articles, taking part in conferences.

### **Unit 1: Introduction**

Types of Review: Systematic, Meta-analytic, & Theoretical; Process & Framework of Review

### **Unit 2: APA Format**

Stylistic, In-text citations, writing references

### **UNIT 3: Research Paper writing**

Objective, writing research articles, papers, review

### **UNIT 4: Discussion & Interpretation**

Quantitative analysis of grouped data, graphical representation of data, qualitative analysis, method of qualitative analysis

**Learning Outcomes:** After the completion of this course, students would be able to:

1. understand methodological issues
2. promote responsibility, accountability and ownership of a psychological research work

### **TEXT BOOK [TB]:**

1. S.C. Parija&Vikram Kate (2017). Writing and Publishing a Scientific Research Paper. Springer. Link:  
[https://www.google.co.in/books/edition/Writing\\_and\\_Publishing\\_a\\_Scientific\\_Rese/tLQuDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover](https://www.google.co.in/books/edition/Writing_and_Publishing_a_Scientific_Rese/tLQuDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover)

### **REFERENCE BOOKS [RB]:**

1. Lewis-Beck, M. S. (1994). International handbook of quantitative applications of social sciences. Sage: Topan/London.
2. McBurney, D. H. (2001). How to Think Like a Psychologist: Critical Thinking in Psychology (2nd Edition). Prentice Hall.

It would acquaint students with important modalities of integrative and holistic therapy pertaining to different types of psychological disorders.



## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

<b>Subject Code</b>	<b>PSY747</b>	<b>Subject Title</b>	<b>ALTERNATIVE THERAPEUTIC TECHNIQUES</b>						
<b>LTP</b>	<b>4 0 0</b>	<b>Credit</b>	<b>4</b>	<b>Subject Category</b>	<b>GE-II</b>	<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>

**Course Description:** This course features lectures and demonstrations about a wide range of alternative therapies.

### Course Objectives:

- i. This course is designed to prepare students to work in a conflict management position in or for an organization.
- ii. Students will receive a basic introduction to organizational context and structure, leadership and communication styles, and sources of workplace disputes.
- iii. Provides an overview of the processes by which organizations typically resolve disputes.
- iv. Students then apply this knowledge to current organizational disputes, designing a conflict analysis and suggested resolution strategies and redesign.

### Unit I: Yoga and indigenous therapies (10 Lectures)

Meaning of yoga, Types: Ashtanga, Hatha, Karma, Bhakti etc. Yoga therapy and Introduction to ayurveda

### UNIT 2: Hypnosis & Tratak (12 Lectures)

The process of hypnotherapy and Tratak: Various psychological and physiological theories of hypnosis & Tratak, Phenomena (characteristics) and depth of hypnosis, The concept of hypnotic susceptibility and its significance, Hypnotizability scales and measurement of hypnotic susceptibility; Self-hypnosis training.

### Unit 3: Art Therapy and Play Therapy (12 Lectures)

Art as Therapeutic Measure (ATM), Difference between art and art therapy and their importance, poetry, painting, Play Therapy, sand play therapy, personal construct therapy, collaborative therapy, understanding trauma through art, art activities for self-discovery and its techniques, Play therapy for anger and anxiety, Art therapy for children and adults, Role of art therapist

### UNIT 4: Other Miscellaneous Therapy (12 Lectures)

Drama Therapy, Psychodrama, Writing Therapy, Logo therapy, Music Therapy, Dance and movement Therapy, Narcotherapy, Tele-health, storytelling, craft therapy, Emotional Freedom Therapy, Doll House techniques, Mandala Therapy, Sati therapy, Reflection drawing and emotional analysis, role play, Storytelling & Narrative therapy with trauma victims, its nature and metaphors, meditative painting and Emotionally Focused Therapy (EFT),

### List of Practicals

1. Yogasan Session
2. Breathing modalities
3. Guided meditation

### Learning Outcome:

After completing this course, students would be able to:

1. Exhibit cultural sensitivity towards psychotherapy
2. Understand alternates modes of therapy
3. Apply holistic therapies
4. Carry on relevant case studies

# COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

## TEXT BOOK [TB]:

1. Ananda Holistic Health Manual (2018) The Expanding Light.

## REFERENCE BOOKS [RB]:

1. Preamble to the Constitution of the World Health Organization. World Health Organization. Retrieved from <http://www.who.int/about/mission/en/>
2. Witt, C. M., Chiamonte, D., Berman, S., Chesney, M.A., Kaplan, G.A., Stange, K.C., Woolf, S.H., & Berman, B.M. (2017). Defining health in a comprehensive context: A new definition of integrative health. *American Journal of Preventive Medicine*. 135-37. doi: 10.1016/j.amepre.2016.11.029
3. European Federation for Complementary and Alternative Medicine (EFCAM). <http://www.efcam.edu/>
4. Hansen, B., Grimsgaard, S., Launso, L, Fonnebo, V., Falkenberg, T., & Rasmussen, N.K. (2005). Use of complementary and alternative medicine in to Scandinavian countries. *Scan J Prim Health Care*,23(1), 57-62.
5. Joos, S., Musselmann, B., & Szecsenyi, J. (2011). Integration of complementary and alternative medicine into family practices in Germany: results of a national survey. *Evidence-Based Complementary and Alternative Medicine*; 495813. Epub 2010 Oct 19.
6. Legal status of traditional and complementary/alternative medicine: A worldwide review. World Health Organization. Retrieved from <http://apps.who.int/medicinedocs/pdf/h2943e/h2943e.pdf>
7. Metcalfe, A. & Williams, J. (2010). Use of complementary and alternative medicine by those with chronic disease and the general population: Results of a national population-based survey. *BMC Complementary and Alternative Medicine*; 10(58).
8. Posadzki, P. & Watson, L.K. (2013, April). Prevalence of use of complementary and alternative medicine (CAM) by patients/consumers in the UK: systematic review of surveys. *Clin Med (Lond)*, 13(2), 126-31.

## COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024

<b>Subject Code</b>	<b>PSY748</b>	<b>Subject Title</b>	<b>REHABILITATION OF DIFFERENTLY ABLED</b>						
<b>LTP</b>	<b>4 0 0</b>	<b>Credit</b>	<b>4</b>	<b>Subject Category</b>	<b>GE-II</b>	<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>

**Course Description:** This course provides knowledge of the causes of disability, methods of prevention, medical, educational, social and vocational rehabilitation measures available to the disabled.

### **Course Objectives:**

- i. Student will able to learn and understand abilities and limitation of types of differently abled.
- ii. This course will provide the knowledge of the causes of differently abled and stimulate the sensitivity among students in understanding rehabilitation measures available for them.
- iii. Understanding the issues and challenges in India.

### **Unit I: Introduction to Rehabilitation of differently abled (10 Lectures)**

Types of differently abled, Rehabilitation for Persons with Visual Impairment, Rehabilitation for Persons with Hearing Impairment, Rehabilitation for Persons with Mental Retardation, Rehabilitation for Persons with Locomotor Disability, Learning Disability, Autism, ADHD, Multi Disabled

### **Unit II: Rights & Rehabilitation (10 Lectures)**

The mental health Act, The Rehabilitation Council of India, RCI role and its significance Laws and rights of differently abled, constitutional concerns and other Specific Legislations.

### **Unit III: Methods and Measure in Rehabilitation (10 Lectures)**

Social Work Techniques in the Rehabilitation of the Disabled, Management of Cerebral Palsy, Family and Child Care, Audiology and Speech Therapy, Capacity Building for Rehabilitation Professionals, Financial Management in organizations for the Disabled, Administration of Rehabilitation Programmes, Role of ICT

### **Unit IV: Disability and Rehabilitation Services in India: Issues and Challenges (10 Lectures)**

Community Based Rehabilitation, vocational rehabilitation of the differently abled, National level institute, Education and Training of Differently abled children, Issues & Challenges

### **List of Practical's**

- Rehabilitation Case Work
- Total Communication and Assistive Technology

### **Learning Outcome**

Students would be acquainted with the various methods of assessment for differently abled and build competence to reflect and devise techniques which will bring out the best from the differently abled persons.

### **TEXT BOOK (S)**

1. David @ Krueger, (1984). Rehabilitation Psychology - A Comprehensive Textbook, Maryland; An Aspen Publication.
2. Bhatt Usha (1963). The Physically Handicapped in India. Bombay; ShivalaxmiBhuvana.
3. Prathibhakaran and Joe Rozario, (2003), Learning Disabilities in India, Willing the mind to learn, New Delhi, Sage Publications India Pvt.Ltd

## **COURSE STRUCTURE OF M.A. CLINICAL PSYCHOLOGY APPLICABLE FROM 2022-2024**

### **REFERENCE BOOKS**

1. Ann Brechin& Penny Liddiard, (1981). Look at it This way: New Perspectives in Rehabilitation, U.K.; The Open University Press.
2. Gautam Banerjee, (2001). Legal Rights of the Disabled in India, New Delhi; RCI.
3. Hallahan D.P., and Kauffman J.M. (1976), Introduction to Learning disabilities - A Psycho - Behavioural Approach. New Jersey; Prentice Hall.
4. Kundu C.L, (2000). Status of Disability in India, New Delhi, RCI
5. ErucRyckmans, (1983). Working with Disabled people, London; Batsford Academic and Educational Ltd.
6. Robert M. Goldenson, (1978). Disability and Rehabilitation Handbook, New York; MC Graw-Hill Book company.
7. Ysseldyke. J.E., Algozzine. B., Thurlow.M., (1998). Critical Issues in Special Education. New Delhi: Kanishka Publishers, Distributors.