MASTER OF SCIENCE IN PSYCHOLOGY (CLINICAL)

DETAILED SYLLABUS 2013-2015

DEPARTMENT OF PSYCHOLOGY

CHRIST UNIVERSITY

BANGALORE, INDIA
**Program Description**

The Department of Psychology offers a two-year full-time M Sc program in Psychology with specialization in Clinical Psychology. Keeping pace with the disciplinary advances the program would address knowledge about psychological functioning at individual and social levels in an all-encompassing manner. With the goal of acquiring specialized knowledge, the program would allow students to nurture their academic interest in clinical psychology, along with personal growth and awareness. The spirit of interdisciplinary growth is kept in view while conceptualizing a three-tier system- A) **CORE COURSES** in the first three PG semesters (courses, which can be considered to be fundamental in giving PG students a larger perspective of Psychology as a social science discipline, irrespective of specialization); B) **SPECIALIZATION COURSES** (specific theory courses within the subject of Clinical Psychology); and C) **ELECTIVE COURSES** (a wide variety, across all disciplinary specializations, primarily conceptualized by individual faculties (based on their own interest/expertise), offered from time to time and chosen by students according to their preference. The program would strive to prepare competent professional psychologists who would excel in knowledge, orientation, and practice in psychology, with high ethical standards and social relevance.

**Program objectives**

After completion of this program students will be able to

1. Employ skills and competencies required for practicing as a clinical psychologist.
2. Conduct research in the area of clinical psychology relevant to practice needs
3. Have an adequate grasp of the ethical standards of the profession and apply them in their practice.
## PROGRAM STRUCTURE

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**Course Description**

A history of psychology reflects cultural shifts and how we view ourselves: Where do we place humanity in relation to the world around us? What makes up an individual—their personality, their abilities? What are the implications of how we approach the study of human behavior? Do we see mental illness, for example, as a biological or spiritual disorder? How have philosophical and cultural shifts shaped the field? As with other sciences, psychology has evolved through changes in paradigms and technologies, making history of psychology a specific example of the history and philosophies of science in general. Therefore, a history of psychology goes well beyond circumscribed limits. By exploring the history and philosophy of psychology we’re also exploring big questions about what we are and how we come to understand that.

**Course Objectives and learning outcomes**

After completion of the course the students will / be able to

1. Understand the philosophical roots and historical events that have shaped the field of psychology.

2. Explore the underlying philosophical assumptions, individual contributors, and various forces that served to shape the emerging field of psychology.

3. Acquire a basic understanding of western (and, to an extent, Indian) philosophical thought, to articulate a philosophy of their own, and apply that philosophy to their professional work.

4. Acquire understanding of the ways in which psychology's development has interacted with society, in terms of both how the culture and context affected psychology's development and how the field of psychology and its actors have shaped society.

5. Acquire understanding of the major overarching themes and questions and their changes over time (e.g., free will vs. determinism; interactions between heredity, biological influences, and environment; subjectivity of perspectives, etc.).

6. Think critically about the science of psychology, analyze psychological theory, research, and practice in a historical context, and develop ideas, critiques, and conclusions of their own.

**Entry level knowledge:** Psychology at the undergraduate level
UNIT I: Introduction and Background 15 HRS

UNIT II: Forerunners and the Beginnings of Psychology as a Discipline 15 HRS

UNIT III: Psychology in Modernity 15 HRS
Shift from mentalism to behaviorism; The rise of cognitivism; Psychology and ‘Minorities’; the rise of Applied Psychology; The ‘Psychologized’ society; The value and role of contemporary Psychology.

UNIT IV: Psychology in India and the World: 15 HRS
History of Psychology in India; Contemporary Psychology; Impact of Globalization; Post Modernism and Multicultural movements. Women in the History of Psychology; Impact of Religions on Psychology.

CIA Evaluation *
CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: Class participation and Paper presentation: 20 Marks
CIA 3: Term Paper (Critical thinking skills, Analytic and Synthetic skills): 20 Marks
Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination
End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills
Question paper pattern: See appendix for general pattern for all courses in this programme.

REFERENCES

Essential Reading


**Recommended Reading**


Dhar, A.K. 2008: Science(s) of the mind: Fort-da between the windscreen and the rearview mirror (Working Course).


Nandy, A. 2004: The savage Freud: The first non-western psychoanalyst and the politics


Course Title | Course Code | Credits | Total Hours | Total Marks
---|---|---|---|---
Theories of Personality | MPS 132 | 4 | 60 | 100

**Course Description**

This course introduces students to the prominent theories of personality within the field of psychology. Students will review various theoretical models, the historical context in which they were developed, and how empirical research has been formed by these theories. Application of personality theories in professional field of clinical psychology will be discussed. Assessment of personality and personality dysfunction will be introduced as a clinical skill. This course will be associated with demonstration labs where students are introduced to personality assessment techniques. Students are not expected to conduct these assessments in this course.

**Course objectives and Learning outcomes**

After the completion of the course the students will be able to

1. Compare and contrast various theories of personality
2. Critically evaluate different theories in the background of the empirical evidence.
3. Understand the application of personality assessment in clinical practice
4. Discuss how culture and history has shaped personality

**UNIT I: Psychodynamic Theories**

15 HRS

Classical psychoanalysis: Freud; Neo-Freudian: Jung, Adler; Object relations: Winnicot. (8 Hrs)

**Demonstration Labs**

(7 Hrs)

Projective tests: Thematic Apperception Test, Sentence Completion Test, Rosharch Ink blot; Type Indicators; Case studies related to psychodynamic theories.

**UNIT II: Behavioral Theories**

15 HRS

Radical Behaviorism: Skinner; Social Learning: Dollard and Miller; Social Cognitive Theorist: Bandura. (8 hrs)

**Demonstration Labs**

(7 Hrs)

Behavioural observation, schedules of reinforcement, cognitive behavioral assessment; Case studies

**UNIT III: Humanistic and Existential Theories**

15 HRS

Maslow, Rogers, Kelly and Rollo May. (8 Hrs)

**Demonstration Labs**

(7 Hrs)
Rating scales (e.g. change in client, therapist attitude scale); Case studies related to humanistic and Existential theories; Assessment of personality using simulated method (Leaderless group discussion, role play, etc)

UNIT IV: Trait Theories 12 HRS
Allport, Cattell, Eysenck

CIA Evaluation *

CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: Reflection paper: 20 Marks (Application, Understanding, Valuing)
CIA 3: Seminar Presentation in groups (Understanding, Evaluation, Synthesis): 20 Marks
Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

REFERENCES

Essential Reading


Recommended Reading


Course Description

This course is offered to students in the first semester to introduce them to the tradition of quantitative research in psychology. It begins by discussing the philosophical foundations of quantitative research followed by the scientific basis of research. Students are expected to see the links between scientific process of research and development of clinical psychology. Students will be introduced to research designs and process of research in quantitative methods. The course also provides opportunities to practice skills of research in laboratory setting.

Course objectives and Learning Outcomes

At the end of this course students will

1. Posses knowledge of research designs in quantitative research and the scientific process of research
2. Understand the nature of experimental manipulation and its application in clinical psychology Research
3. Be familiar with data collection and sampling methods employed in quantitative research
4. Develop basic skills of writing a quantitative research proposal in the domain of clinical Psychology

UNIT I: Foundations of Quantitative Research Methods in Psychology  (15hrs)

Philosophical roots of quantitative research (Logical positivism, empiricism); History of scientific research in psychology; Definition of research; Purpose and need of psychological research. Experimental, Exploratory, Correlational and descriptive research in psychology; Ethical issues in psychological research

UNIT II: Process of Quantitative Research  (15hrs)

Conceptualization, operationalization and measurement; Causality and experimentation; Definition and nature of variables; operationally defining variables; Independent variables; Dependent variables; formulation of research problems and hypothesis; Different types of hypothesis; Experimental manipulation and control of variables; steps in quantitative research

(5 hours of lab work dedicated to developing problem statement and a hypotheses is suggested)

UNIT III: Sampling Techniques and Data Collection  (15 hrs)
Population and sample: Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests.

UNIT IV - Experimental Designs in Psychology

Adequate vs Inadequate (faulty) research design ;Types of experimental design based on subjects and factors: Within-subjects, between subjects, single-subject, single factor, and factorial design; Sources of error variance and its management in the various types of experimental designs; Mixed design (8 hrs )

CIA Evaluation *

CIA 1 : Mid Semester Examination : 50 Marks (Conceptual, Analytic and Critical skills)

CIA 2: Paper on research problem and hypothesis: 20 Marks (Application)

CIA 3: Paper on evaluation of methods used in research from published articles (Understanding, Evaluation): 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

REFERENCES

Essential Reading


Recommended Reading


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**Course Description** This course will provide students with an understanding of normal mental processes and their relationship to brain, mind and behavior. This course will give an overview of Cognitive Psychology and basic concepts in information-processing. Application to the practice of clinical psychology will be highlighted in this course. The course will also use labs to demonstrate concepts in the course.

**Course objectives and Learning outcomes**

At the end of the course the students will be able to

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.
3. Understand the mechanisms underlying attention and perception.
4. Understand the application of learning principles to clinical psychology.

**UNIT 1: Introduction**

(15 hours)

Introduction to Cognitive Psychology: Definition; A brief history, The Cognitive Revolution, The emergence of cognitive science; Core Concepts: Mental Representations, Stages of processing, Memory stores; Serial vs. Parallel Processing, Hierarchical systems, Consciousness; Contemporary approaches to Cognitive Psychology: Information processing, Connectionism; Introduction to Psychophysics: History and development; Classical psychophysics: Weber’s law, Fechner’s law; Psychophysical methods: method of limits, method of constant stimuli, method of average error; Contemporary psychophysics: Steven’s power law, signal detection theory (modular with demonstration and practicum on psychophysical methods and response criterion and decision);

The Brain and Cognition: Cerebral Cortex and Parallel Processing; Cognitive Neuroscience techniques: PET, CT, Functional MRI, ERP and other imaging techniques.

Demonstration Lab
Experiments in Psychophysics (Choose any four for demonstration)

**UNIT 2: Attention**

(15 hours)

Basic Concepts: Divided attention, Selective Attention, Visual attention and Auditory attention;
Theories and current developments: Bottleneck and Capacity theories; Automatic and Controlled processing, switching attention; Brain and attention.

Demonstration Lab
Experiments on attention (Eg: Digit span task, Trial-making test)

UNIT 3: Perception  
(15 hours)

Modularity of Perception: Visual perception (Form and pattern perception); Tactile perception: (Shape and Object perception), Space perception, Speech Perception, Auditory Perception, Multimodal Perception ; Multisensory interaction and Integration: Synesthesia, Comparing the senses, Perception and Action; Theories of Perception: Gestalt approach, Top –Down vs. Bottom Processing, Information Processing; Pattern Recognition: Feature detection analysis, Template matching, Prototype matching; Brain and Perception: Dorsal and Ventral pathways; Disruptions of Perceptions: Illusions and Agnosia

Demonstration Lab  
Experiment on Depth Perception

UNIT 4: Learning  
(15 hours)

Basic concepts in learning: Habituation, Classical Conditioning and Instrumental; Conditioning, Paired Associate Learning, Implicit learning; Contiguity theories: Role of time in learning; Critical periods and Imprinting; Implications: Expectancies and Contingencies in learning; Applications in behavior modification

Demonstration Lab  
Use of Bio feedback to change physiological and psychological processes.

CIA Evaluation *

CIA 1: Mid Semester Examination : 50 Marks (Conceptual, Analytic and Critical skills)

CIA 2: 20 Marks

CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.
REFERENCES

Essential Reading


Recommended Reading


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**Course Description**

This Course intends to familiarize students with an introductory knowledge of the topics and methods of biological psychology to create an understanding of the underlying biological foundations of human behavior.

**Course Objectives and learning outcomes**

At the end of the course students will be able to

1. Understand the links between behavior, mental processes and biological processes
2. Understand the basic structure of the nervous system and its various functions
3. Demonstrate the application of biological foundations in clinical practice

**UNIT I: Introduction**

The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research.

**UNIT II: Neurons and Neuronal Conduction**

Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters

**UNIT III: The Structure and Functioning of the Nervous System**

Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex

**UNIT IV: Biopsychology of emotion, stress and health**

Emotions as response patterns: fear, anger and aggression; Hormonal control of aggressive behavior; Neural basis of the communication of emotion: Recognition and expression; Stress and health: The stress response, stress and gastric ulcers, Psychoneuroimmunology, stress and the hippocampus; Fear conditioning: amygdale, contextual fear conditioning and the hippocampus

**CIA Evaluation ***

CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)

CIA 2: 20 Marks

CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines
Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

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**Course Description**

This Course will introduce students to the domain of academic writing and its intricacies. Every student, regardless of his or her area of interest, will be called upon to use an academic style of writing at different levels and at various points in time. This Course will therefore seek to impart such knowledge about the styles of writing used in the current academic scenario. It will provide students with opportunities in the classroom setting to practice such styles, both individually and in collaboration with others. In doing so, it will allow students to delve deeper into scientific literature, while also preparing them for efforts in research. The insights gained from such a Course can be used by students as a foundation in their specialized line of work.

**Course Objectives and learning outcomes**

At the end of the course students will be able to

1. Identify and apply specific APA guidelines governing the styles of academic writing.
2. Differentiate between the different styles of writing, especially academic writing in scientific journals.
3. Understand the varied forms through which scientific findings might be presented.
4. Critically evaluate and review academic writing and articles
5. Understand the ethics of academic writing, intellectual property rights and plagiarism.

**UNIT 1:** Introduction to Academic Writing: An overview of the current status of academic writing and its importance; different approaches and processes; key issues: plagiarism, biases and frequent errors. Guidelines and rules in Academic Writing: Introduction to style and formatting guidelines from the American Psychological Association (APA); specific guidelines pertaining to in-text citations, references, and structures of academic courses

**UNIT II:** Forms of Academic Writing: Abstract writing; summarisation; review of literature; scientific poster presentations; reflective, analytic and descriptive reports; book review; film review; tables and graphs in academic courses; Experiential Learning as Assessment Strategies: Individual/Group presentations on forms and issues in Academic Writing; classroom assignments in generating abstracts, posters, reviews, etc
Evaluation
Continuous Internal Assessment

CIA I: Online Discussion Forum
Objective: To initiate discussion on pertinent and key issues and debates in academic writing such as plagiarism. (Marks: 7)

CIA II: Review of academic article
Objective: To initiate critical thinking of current existing literature and recognize the important sources of academic writing. (Marks: 8)

CIA III: Experiential learning as Assessment Strategies
Objective: To assess learning through ongoing experiential classwork in academic writing. (Marks: 10)

References

Essential reading


owl.english.purdue.edu/owl
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**Course description**

Knowledge in social psychology is inevitable for any postgraduate psychology student to conceptualize the subject matter of the social individual in its deepest sense. Building from the preliminary knowledge of social psychology at the undergraduate level, this Course offers the learners a more hands-on experience on the social behavior dynamics. This Course is structured to provide the students a culturally informed and contextualized view of the discipline. The students are encouraged to appreciate and analyze the changing cultural diversity in the present Indian society, therefore, equipping them to approach the social issues with its implications. The course will be augmented with field work and labs to enhance learning.

**Course objectives and learning outcomes**

At the end of this course students will be able to

1. Evaluate the historical and cultural context of social psychology as a discipline internationally and India
2. Examine theoretical frameworks underlying social interaction and its relationship to social identity
3. Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations.
4. Understand the nature, dynamics and dimensions of interpersonal behaviour

**UNIT I: Historical and Conceptual Issues in Social Psychology**  
15 Hrs

The definition and nature of social psychology; Growth of social psychology; alternative conceptions of social psychology; Crisis of confidence in the discipline and its resolution; Development of social psychology in India; Current status of the discipline; indigenization of social psychology; Issues in experimental social psychology; Emerging alternative methods in social psychology; Ethical issues in social psychological research.

Field work and labs

Journal articles review and textbook analysis; Small project work based on alternative research methods

**UNIT II: Social Interaction**  
15 Hrs

Social cognition and impression management Self and identity. Culture and Development of Self. Social Identity. Diverse identities; Attribution- theories, biases and errors; Organizing and Changing attitudes; persuasion and propaganda techniques ;The development of social representation; Prejudice, Stereotypes and Discrimination; Theories of inter-group relations; Reducing prejudice.
Field work and labs

Simulated group exercises; theatre presentation; Advertisement/ film analysis; Field observation; Bogardus social distance scale

UNIT III: Social Influences 15 Hrs

Nature, dimensions and dynamics of interpersonal relationships; Interpersonal attraction; Sexuality and intimacy; Diverse and complex relationships – alternate sexualities; Groups: Small groups and its functions; Social influence processes in groups; Aggression: Theories and individual differences in aggression; Violence- sexual harassment, genocide, terrorism.

Field work and labs

Sociomtery; Simulated group exercises; Studying a voluntary organization; Newspaper analysis

UNIT IV: Social Issues 15 Hrs

Environmental stresses and social behavior; Social psychological perspectives on health and illness; Culture, personality and psychopathology: Traditional healing methods; Cross-cultural aspects of coping; Psychological effects of unemployment. Social and ethnic minorities and law; Cross-cultural psychology: Diversity in socialization: Individualistic vs. collectivistic culture: Poverty and deprivation.

Field work and labs

Field visits to the most populated areas in Bangalore; Visiting hospitals of different socioeconomic strata; Interview with unemployed youths; Panel discussion with lawyers

CIA Evaluation *

CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)

CIA 2: 20 Marks

CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.
REFERENCES

Essential reading


Recommended Reading


Course Description
The Course is an introduction to the field of Clinical Psychology. We will briefly review the philosophical and historical roots, trying to understand how the larger socio-cultural forces shaped the field of Clinical Psychology as a mental health profession, both in the West and India. The Course will also introduce students (primarily at a theoretical level) two major areas of Clinical Psychology (in practice) – (a) Clinical Assessment and (b) Clinical Intervention. Finally, the students would be encouraged to think critically about professional and other controversial issues in the field. The Course readings would aim to give students both an academic view and a personal (insider’s) view to the discipline.

Course objectives and learning outcomes

At the end of the course students will be able to

1) Develop a basic understanding about assessment and interventions in the context of clinical psychology.

2) Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field.

UNIT I: Foundations of Clinical Psychology 15 HRS

Historical & Philosophical background; Nature of discipline: theory and research; Towards a Clinical Identity: education & training, professional activities and employment settings, differences/similarities with other mental health professions

UNIT II: Clinical Assessment 15 HRS

Processes: planning, data-collecting, interpreting, and communicating findings; Clinical Interview: components and basic skills; Diagnosis and Classification: basic issues and skills; Other assessment components and skills (Intellectual, Neuropsychological, Personality and Behavioral assessment).

UNIT III: Clinical Interventions 15 HRS


UNIT IV: Critical Issues In Clinical Psychology 15 HRS

Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.

CIA Evaluation *

CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: 20 Marks

CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

REFERENCES

Essential Reading


Recommended Reading


Course Description
This course introduces students to mental health issues in clinical psychology by introducing psychopathologies. The use of diagnostic assessments using both DSM V and ICD 10 will be explored in this course. Students will also be encouraged to integrate the bio psycho social model of health and illness with clinical interventions for psychopathologies.

Course Objectives and learning outcomes
At the end of the course students will be able to
1. Demonstrate understanding of the various manifestations of psychopathology
2. Demonstrate the ability to use DSM V and ICD 10 classificatory systems
3. Demonstrate understanding of skills required to diagnose various disorders
4. Contrast and compare the models of etiology of psychopathologies
5. Demonstrate mastery of skills required for psychopathological formulation.

UNIT I: Classification and Theoretical Models 15 hrs
Systems of classification, basic features; DSM-V, ICD-10, similarities, differences and critical evaluation; Major theoretical models of psychopathology; Critical evaluation.

Demonstration lab
Use of DSM V and ICD- multiaxial diagnostic interviews through video tape, Teacher led simulation

UNIT II: Psychopathology of Neuropsychological Conditions 15 hrs
Dementia, delirium, head injury, epilepsy, other amnesic syndromes.

Demonstration Lab
NIMHANS neuropsychological battery (epilepsy and head injury).

UNIT III: Psychopathology of Addiction and sexual disorders 15 hrs
Clinical characteristics, etiology, models of addiction, assessment in addiction. Motivational intervention and behavioural assessment. Clinical characteristics, etiology of sexual preferences, deviation and orientation disorder.

Demonstration lab
Assessment in Addictions, Motivational Interviewing, CAGE- screening tools

UNIT IV: Psychopathology of Adult Personality Disorders 15 hrs
Clinical characteristics, etiology and theories of cluster A, B and C personality disorders. Differences in ICD and DSM V.

Demonstration Lab
Use of IPD, Clinical rating scales for personality disorders
CIA EVALUATION

CIA Evaluation *
CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: 20 Marks
Interview with Clinical Psychologist regarding the importance of the Diagnosis for the Psychotherapy (Application, Synthesis)
CIA 3: 20 Marks
Psychopathology Formulation (Application, Evaluation)
Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

REFERENCES

Essential reading


Recommended Reading


**Course Description**

This course further extends the learning in Quantitative research methods in Psychology by introducing students to the measurement and statistical techniques in research. Students will be given opportunity in this course to practice in labs the techniques of tool construction and statistical analysis.

**Course objectives and learning outcomes**

At the end of the course students will be able to

1) Demonstrate understanding of basic principles of psychological measurement and statistics
2) Understand the theory behind test construction
3) Demonstrate the skills required to construct psychometric tests
4) Understand the application of application of statistics in psychological research
5) Demonstrate skills of data entry, editing and analysis using statistical software

**UNIT I: Foundations of Psychological Measurement and Testing** 15 Hrs

Definition of measurement; scales of measurement; Development of psychological test - steps; Item analysis: purpose of item analysis, item response theory, item difficulty, item discrimination, (8hrs)

Skills Training Lab
Test construction lab; Skill training seminars

**UNIT II: Test Construction and Standardization** 15 hrs

Various methods of estimating reliability and Validity, Test norms: types of norms, development of norms

Skills Training Lab
Test construction; Skill training seminars

**UNIT III: Descriptive Statistics** 15 hrs

Definition and purpose of psychological statistics; Measures of central tendency and variability; Correlation: product-moment, point-biserial, phi, biserial, tetrachoric, spearman’s correlation coefficients. (8hrs)

Skills Training Lab
SPSS- Data entry and Descriptive statistical analysis, Reporting Statistics
UNIT IV: Inferential Statistics  

15 hrs

Probability distribution and normal curve; Levels of significance, type – I and type – II errors, one-and two-tailed tests; Parametric and non-parametric tests of significance; Statistical analysis of single - sample study: testing a sample mean by t-test.; Statistical analysis of two-sample experiments: the independent samples t-test, the dependent-sample t-test; Statistical analysis of complex experiments: analysis of variance – F test (computing and interpreting one-way, two-way ANOVA and their logic);MANOVA and Post-hoc tests. (8hrs)

Skills Training lab

SPSS- inferential statistical analysis, APA style of report writing

CIA EVALUATION

CIA Evaluation *

CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)

CIA 2: 20 Marks

CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

REFERENCES

Essential Reading


Recommended reading


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<td>MPS 234</td>
<td>4</td>
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**Course Description**

This course continues from cognitive psychology 1 and furthers learning in the field of cognitive psychology focusing on Memory, Language and Higher Cognitive Functions. The Course deals with the understanding of higher mental processes and its relevance in daily living. The study of normal processes is essential to enable the understanding of neurological or abnormal dysfunctions. The course is supplemented with labs to facilitate learning and understand application of cognitive processes in assessment and treatment of abnormality.

**UNIT I: Memory**

Sensory memory: iconic and echoic; Short term memory: Capacity and characteristics, Memory Codes, Recognition of items in STM, Working Memory; Long Term Memory: Encoding and Retrieval in Long Term memory, Autobiographical and eyewitness memories; Semantic Network and Models of Knowledge Representation, Episodic Memory, Procedural ( Implicit and Explicit)
Models of memory for new information: General approach, Simple association models and SAM model; Forgetting: Reproduction and reconstruction in memory, Theories of forgetting; Disorders and disruptions of memory: amnesia, traumatic and false memories, Confabulation; The Multimodal Approach, Improving prospective memory; Metacognition: Metamemory, TOT, Metacomprehension; Brain structures in Memory

**Demonstration Labs**
Assessment of memory, memory retention techniques

**UNIT II: Language Comprehension and Production**

Defining Language: Origins of language, meaning structure and use; Perspectives of Language: Modularity Hypothesis, Whorfian Hypothesis and Neuropsychological perspectives; Representations of Language: Chomsky’s Universal grammar, Neural systems; Psycholinguistics; Understanding Language: Heuristics and Strategies and Minimal Attachment; Speaking: Producing a word, sentence, speech errors, DisCourse, the social contexts of speech; Comprehension, Reading and DisCourse: Factors affecting Comprehension, Reading processes and DisCourse processes,
Writing: Cognitive model, planning the writing assignment, sentence generation, revision; Embodied Cognition; Bilingualism; Brain and Language

**Demonstration labs**
Language exercises

**UNIT III: Thinking, Problem Solving And Creativity**

Concepts and Categorization: Function of concepts, Structure of Natural Object Categories, Association and Hypothesis Testing, Use of categories in reasoning; Problem Solving: Types of problem, Understanding the problem, Strategies of Problem Solving (Sub goals, analogues)
Problem-Solving Approaches: Gestalt, Newell and Simon’s theory, Factors that influence Problem Solving; Creativity: Creative process, Creativity and Functional Fixity, Investment theory of Creativity, Judging Creativity.

**Demonstration Labs**
Creativity tests, problem solving tests

**UNIT IV: Reasoning and Decision Making**

15 Hrs

Reasoning: Types of Reasoning: Deductive, Inductive and everyday reasoning, Syllogistic Reasoning (Conditional Reasoning); Approaches to the study of reasoning: Componential, Rules/heuristics, mental models approaches; Patterns of Reasoning Performance; Decision Making: Models – Compensatory and Non-compensatory; Types of decisions: Decisions in risk, under certainty and uncertainty; Basic concepts: Estimating probabilities, combining probabilities and values, risk dimensions; Models in Decision Making: Utility models (Expected utility, Multiattribute utility, dual processing); Cognitive Illusions in Decision Making: Availability, representativeness, framing effects, illusory correlations, hindsight effects, overconfidence; Emotions and Decision Making

**Demonstration labs**
Decision making using case vignettes and situational analysis

**CIA EVALUATION**

**CIA Evaluation * **

CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)

CIA 2: 20 Marks

CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

**REFERENCES**

**Essential Reading**


**Recommended Reading**


Course Description
This Course intends to familiarize students with an introductory knowledge of the topics and methods of biological psychology to create an understanding of the underlying biological foundations of human behavior. This course is an extension of Biological foundations of behavior taught in the first semester.

Course Objectives and learning outcomes
At the end of the course students will be able to
1. Understand the biopsychology of cognitive functions
2. Understand the biopsychology of arousal
3. Understand the biopsychology of motivation and emotion
4. Understand the biopsychology of select psychiatric conditions

UNIT 1: Biopsychology of Cognitive Functions
15 Hrs
Learning: Neurophysiology of learning, Synaptic plasticity; Memory: Neurological basis of memory, Brain damage and dysfunction of memory Language: Lateralization, Evolution and neurophysiology of speech. Disorders of reading writing: apasia, alexia & dyslexia.

UNIT II: Biopsychology of Arousal
15 Hrs
Physiological correlations of Arousal: consciousness and sleep, Factors affecting consciousness. Sleep: Rhythms of sleeping and waking, neural basis of biological clocks, Stages of sleep, brain mechanisms of REM sleep and dreaming, physiological mechanisms of sleep and waking, disorder of sleep.

UNIT III: Biopsychology of Motivation
-15 HRS

UNIT IV: Biopsychology of Psychiatric Disorders
-15 Hrs
Schizophrenia, Substance abuse disorders, Major affective disorders, and Anxiety disorders.

CIA Evaluation *
CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: 20 Marks
CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

REFERENCES

**Essential Reading**


**Recommended Reading**


Freberg, L A. Discovering Biological Psychology (2nd ed.)(2006), Wardsworth, Belmont: USA


Course Description
The Developmental Psychology course for Clinical Psychology builds upon principles of human development acquired at undergraduate level. It advances the knowledge in the domain of cognitive development by introducing concepts of genetic epistemology and the sociocultural contexts through theories of Piaget and Vygotsky respectively. It takes a psychoanalytic perspective of the theory of attachment and its applications. The course also introduces disability with specific reference to sensory and learning disabilities. It takes a lifespan approach by introducing life cycle theories.

Course Objectives and Learning Outcomes
At the end of this course, students will be able to:
1. Comprehend and describe cognitive development theories of Piaget and Vygotsky.
2. Understand attachment and moral development with specific applications and their place in developmental theories.
3. Understand the concept of disability and discuss issues related to sensory disabilities from a developmental perspective.
4. Describe lifecycle theories and appreciate their position in developmental psychology.

UNIT I: Cognitive Development

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

UNIT II: Social Development

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

UNIT III: Developmental Disabilities

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

Unit IV: Development in Adulthood

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

CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)

CIA 2: 20 Marks (Research Paper – Analytical Skills, Critical Skills)

CIA 3: 20 Marks (group assignment based on institutional visit in area of disability- Affective skills, Values, Evaluation)

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme.

REFERENCES

Essential Readings


Recommended Readings


Course Description

This course will cover issues in the assessment of personality using self report measures and cognitive functions such as intelligence and memory. This course is meant to provide students with skills of administering, scoring, interpreting and conveying report in clinical settings using simulated labs and field exposure. A part of this course will be linked to community service course where students will conduct free assessment camps in community settings such as schools catering to poor students; NGO’s working with children etc.

Course Objectives and learning outcomes

At the end of this lab course students will be able to

1. Understand the psychometric structure of psychological tests
2. Administer psychological assessments relevant to client needs
3. Interpret the scores obtained on the assessments
4. Develop a report and convey the findings to clients

Unit 1 Assessment of Personality

Sixteen Personality Factor Questionnaire (16PF)
Myers Briggs Type Indicator (MBTI)
Eysenck’s Personality Questionnaire- Revised (EPQ-R)
Minnesota Multiphasic Personality Inventory (MMPI)
Neo Five Factor Inventory (Neo FFI)

Unit 11: Assessment of Intelligence and Memory

Raven’s Progressive matrices
- Colored progressive matrices (CPM)
- Standard progressive matrices (SPM)
- Advanced progressive matrices (APM)

Wechsler’s Adult Performance Intelligence Scale (WAPIS)
Binet-Kamat test of Intelligence (BKT)
Other tests of Intelligence (Bhatia’s performance battery; WAIS, Seguin Form Board, Vineland social maturity scale, Draw a man test)
PGI memory scale
Wechsler Memory Scale (WMS)
NIMHANS Neuropsychological Battery

REFERENCES

Essential Reading
In this course students will spend two hours a week or a total of 25 hours during the semester involved in supervised community service. Students will engage in activities such as children and youth tutoring, community organization, psychological assessment and mental health awareness. Student engagement will be assessed by supervisory team.

REFERENCES


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<td>Psychotherapy – 1</td>
<td>MPS 331</td>
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Course Description

Our theoretical (and personal) assumptions about people and their motives influence how we see the strengths and weaknesses of our clients, the style of therapeutic relationships we develop, the kind of therapeutic goals we set, how we attempt to intervene to meet these goals, and how we study this process. As a result, it is especially important for a student to develop a strong, useful theoretical viewpoint -- both for her/his own work as well as to understand those of other therapists.

Furthermore, this Course is designed to help one begin thinking about specific approaches to treat a variety of clients. The field is rapidly moving toward a theory of differential treatment. Rather than "What is the best theory of counseling and psychotherapy?" we are increasingly thinking "What treatment, by whom, is most effective for this individual, with that specific problem, and under what set of circumstances?" (Paul, 1967). As a result we must learn/get exposed to a variety of treatment approaches, some of which may be less comfortable for us. We must also learn to hear and respect vastly differing worldviews.
Course Objectives and Learning Objectives
After completion of the course students will be able to

1. Understand theory and techniques of major psychotherapy approaches
2. Demonstrate awareness of ethico-legal issues and other critical issues associated with psychotherapy
3. Develop Mastery of basic therapy techniques and associated documentation through role play and simulation
4. Develop an appreciation for the importance of psychotherapy outcome research
5. Begin to actively consider/reflect upon one’s own psychotherapy philosophy and therapist role

Unit I: Research & Training Issues 15 HRS
Introduction; Psychotherapy research: Methods, outcomes, process issues; Training & Supervision of individual psychotherapists: Selection issues, personal motivating factors, theoretical learning, supervised clinical practicum, personal therapy, continuous professional/personal development; Other critical issues in psychotherapy.

Unit II: Psychodynamic Therapies 15 HRS
Psychoanalytic, Brief Analytic, Object-Relations, and Interpersonal Approaches.

Unit III: Humanistic Therapies 15 HRS
Client-Centered, Existential and Gestalt therapies.

Unit IV: Behavioral & Cognitive-Behavioral Therapies 15 HRS
Behavioral therapy, Cognitive therapy (Beck), Rational Emotive Behavior Therapy (Ellis).

CIA Evaluation *
CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: 20 Marks
CIA 3: 20 Marks
Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination
End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills
Question paper pattern: See appendix for general pattern for all courses in this programme

REFERENCES

Essential Reading


Recommended Reading


Course Description
This Course will encourage post graduate students to critically address theory informing group and family therapy and facilitate the development of mastery in developing treatment plans based on empirical research. This Course is meant to provide students of clinical psychology an opportunity to examine the theoretical underpinnings of group and family therapies. Students will be encouraged to view the historical and cultural contexts within which group psychotherapy and family and marital therapy (including couples counseling) has emerged. They will be encouraged to view notions of evidence based practice, feminist critique, emerging constructivist approaches, spirituality and group and family therapy and examine their readiness to engage in practice by the formulating treatment plans.

Course Objectives and Learning outcomes
On successful completion of the Course they will
1. Critically analyze the nature of theory informing couples, marriage and family therapy and thereby develop treatment plans for couples and families.
2. Examine the relevance of group therapy as a preferred treatment plan for clientele with psychological dysfunctions.

The Course is developed on the assumption that each student will be actively involved in the learning process and assume a high level of responsibility for one’s own learning.

UNIT I :Introduction 15 hrs

UNIT II: Couples Therapy 15 Hrs
Couples Therapy: Theoretical frameworks, Issues and therapeutic approaches for working with couples. Evidence based practice in couples therapy, Treatment planning

UNIT III: Family Therapy 15 Hrs
Family Therapy: Major Dominant theories of Family Therapy - classical, post modern and social constructivistic approaches. Treatment planning in Family Therapy

UNIT IV: Group Therapy 15 Hrs
Group Therapy: Theories of group therapy, emergence of group interventions as de facto forms of treatment and brief forms of group therapy; Treatment planning using Group interventions – choice of treatment and modality .Review of evidence based models in Group therapy

CIA Evaluation *
CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: 20 Marks
CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

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*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to
state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills,
synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme

REFERENCES

Essential Reading

edition, Allyn and Bacon, Boston, Pearson education, Inc.


Recommended Readings

Agazarian, Y. M. (1997), System-Centered Therapy for Groups, Guilford Press

Psychiatric Press, Inc.

Guilford Press.

Groups NY: Guilford Pub.


Brooks/Cole.

Research and Practice. N.Y.: International University Press.


& Bacon.


Course Description

This course furthers the learning in Psychopathology 1 and provides students with an in depth understanding of psychopathologies of Anxiety-based, Somatoform, and Dissociative Disorders, Mood Disorders, Psychotic Disorders, and Disorders of Infancy & Childhood

Course Objectives and Learning outcomes
The learning objectives are the same as those of Psychopathology - 1

UNIT I: Psychopathology of Mood and Anxiety Disorders  15 hrs
Depression, bipolar affective disorders; Phobia, GAD, panic, OCD, PSTD, adjustment disorder; Clinical characteristics, etiology.

Labs
Rating scales and screening tools

UNIT II: Psychopathology of Somatoform and Behavioral Syndromes.  15 hrs
Dissociative disorder, somatoform disorder, other neurotic disorder; Eating disorder, sleep disorder; Clinical characteristics and etiology.

Labs
Assessment tools, rating scales and screening instruments

UNIT III: Psychopathology of Psychotic Disorders  15 hrs
Schizophrenia, delusion, other psychotic disorders; Clinical characteristics, etiology; Psycho diagnostic assessments (rating scales, projective tests).

Labs
Rating Scales and Screening tools

UNIT IV: Disorders of Infancy, Childhood and Adolescence  15 hrs
Specific developmental disorder of scholastic skills; Pervasive developmental disorders; Behavioral and emotional disorders; Disorders of social functioning

Labs
Assessment tools in childhood disorders.

CIA Evaluation *
CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: 20 Marks

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CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme

REFERENCES

Essential Readings


Recommended Readings


CIA Evaluation *

CIA 1: Mid Semester Examination: 50 Marks (Conceptual, Analytic and Critical skills)
CIA 2: 20 Marks

CIA 3: 20 Marks

Attendance: 10 Marks as per University Guidelines

*Course plans to indicate break up of marks skill wise and detailed instruction. Instructors to state objectives of CIA clearly

End Semester Examination

End Semester Examination for 100 Marks testing Analytical skills, conceptual skills, synthesis and critical thinking skills

Question paper pattern: See appendix for general pattern for all courses in this programme

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<td>MPS 334</td>
<td>4</td>
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**Course Description**

This course will introduce students to the tradition of qualitative research in social sciences with an emphasis of its applicability in psychology. Along with courses on research in the first and second semester, this course intends to provide students with the theoretical background to develop their research proposal due in this semester.

**Course objectives and learning outcomes**

Upon completion of the course students will be able to

1. Understand the philosophical foundations on which qualitative research methods are based
2. Contrast and compare various traditions of qualitative research methodologies in psychology
3. Develop mastery over qualitative research proposal skills
4. Demonstrate familiarity with data collection tools using various methods
5. Demonstrate familiarity with data analysis methods in qualitative research

**UNIT I: Foundations of Qualitative Research**  
15 hrs

Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research; Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis (8 hrs)

Skills Training Lab
Review of different article related to the different traditions of qualitative research; Skill training seminars

UNIT II: Qualitative Research Design 15hrs

Conceptualizing research questions, Issues of paradigm; Designing samples; Theoretical sampling, contrasting qualitative with quantitative approach in research process; Issues of Credibility and trustworthiness (8 hrs)

Skill Training Lab
Qualitative research proposal lab; Simulated techniques on designing qualitative research

UNIT III: Methods of Collecting Qualitative Data 15 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 (8 hrs)

Skills Training Lab
Simulated techniques on different data collection methods

UNIT IV: Analyzing Qualitative Data 15 HRS

Different traditions of qualitative data analysis; thematic analysis, Narrative analysis, DisCourse analysis, Content analysis (8 hrs)

Skills training lab
Qualitative data analysis software Atlas / Nudist, Reporting qualitative research data

REFERENCES

Essential Readings


Recommended Readings


This course furthers the aims of psycho diagnostics – 1 and provides students with an opportunity to develop skills in assessment, administration and scoring and interpretation of psychological test (projective, aptitude and children).

**Learning objectives:** Similar to psychodiagnostics - 1

**PROJECTIVE AND SEMI-PROJECTIVE TESTS**
- Rorschach Inkblot Test
- Thematic Apperception Test (TAT)
- Children’s Apperception Test (CAT)
- Sack’s Sentence Completion Test (SSCT)
- Raven’s Controlled Projection Test (RCPT)

**APTITUDE**
- Differential Aptitude Test (DAT)
- Comprehensive Interest Schedule (CIS)

**ASSESSMENT OF CHILDREN WITH SPECIAL NEEDS**
- Childhood Autism Rating Scale (CARS)
- Connor’s rating scale for Attention deficit hyperactive disorder
- NIMHANS index for Specific learning disorders
- Child Behavior Checklist (CBCL)
**Course Description**

In this Course the students are required to identify and select a topic of their interest to conduct research by taking the approval of their guide. The Course consists of two parts: the proposal and an oral presentation. The students will have to come up with an original proposal to conduct research wherein they will discuss their research question, the background information, literature review and the method to be used. The students will have to make an oral presentation towards the end of the semester. This proposal will then be presented to the departmental council and ethics committee for approval, approved proposals

**Course objectives and learning outcomes**

At the end of the course students will

1. Be able to develop a research proposal for presentation to the departmental council
2. Understand the ethical issues involved in their research proposal
3. Use peer and instructor feedback effectively to critique research proposals

Sequence of Research proposal Lab Activities

**Unit 1**

- Identifying a problem
- Presentation of research idea
- Presentation of research idea
- Training on review of literature
- Research proposal (Quantitative )
- Research proposal (Qualitative )

**Unit 2**

- Issues in Methodological frame work
- Presentation of methodology
- Presentation of methodology
- Submission and Presentation of first draft
- Submission and Presentation of first draft
- Final presentation
- Final submission of proposal
- Conclusion

**REFERENCES**

Course Description

This course considers the mental lives of disabled individuals with sensory disabilities such as the visually challenged or the auditory challenged and the need to overcome their disabilities with appropriate training as in mobility in space without vision or signing and lip reading in the deaf. The need to be sensitive to learning and reading disabilities such as dyslexia and the orthopedically challenged will also be considered in light of their self concept and societal attitudes.

Course Objectives and learning outcomes

1. **Understand** the challenges and issues that practitioners face while dealing with different disabilities in the Indian context
2. **Debate** debate policy and legal provisions for the disabled in our country
3. **Understand** different intervention strategies and explore the ideology behind inclusion, in principle and practice
4. **Evaluate** issues related to the mental health of the disabled

Unit I

Introduction to disability and challenge.

Unit II

Interventions: Challenges and issues faced by practitioners

Unit III

Mental Health issues in disability

Unit IV

Policy and legal issues

CIA Evaluation

There is no End Semester Exam for this paper. CIA (50 Marks) will be divided into two parts:
CIA 1: 20+5* Marks.
CIA 2: 15 +10* Marks.
CIA 1: The CIA will comprise an assignment to be conducted by students in pairs in the form of a 10-15 min class presentation. The student can choose any one disability and focus on an

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<tr>
<th>Course</th>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Disability and Challenge</td>
<td>MPS 335A</td>
<td>2</td>
<td>30</td>
<td>50</td>
</tr>
</tbody>
</table>
aspect related to policy, intervention, mental health and/or education in that area of disability. The student must present a comprehensive report that is informative, critical and thought provoking. For this you may need to speak to practitioners in the field, visit institutions and interview persons affected by the disability and their families.

CIA 2: The CIA2 will be a term paper that all students will work on individually. This paper will be a reflective essay of what you feel this course has provided you with in terms of learning, sensitization, skills to deal with persons with disabilities and an appraisal of the situation that defines disability in the Indian context. As an individual, you should be able to trace your journey and growth through the semester and express freely whether or not the course has strengthened you in any way to work with the disabled as a professional clinical psychologist or counselor.

*To be awarded for class participation, involvement and regularity by the Instructor.

REFERENCES

Essential Reading


Recommended Reading

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Credits</th>
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<th>Total Marks</th>
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<tbody>
<tr>
<td>Clinical Neuropsychology</td>
<td>MPS 335 D</td>
<td>2</td>
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</table>

Course Description

This course intends to familiarize students with an introductory knowledge of the topics and methods of neuropsychology to create an understanding of the underlying neurological foundations of human behavior.

UNIT 1

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 II

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 III

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

UNIT IV

Neuropsychology of psychiatric conditions: Schizophrenia, Substance abuse disorders, Major affective disorders and Anxiety disorders.
Neuropsychological assessments

CIA Evaluation

CIA I- Report on Brain Lab Visit and presentation-10
   Objective exam-10

CIA II- Reading club presentations- 20 marks

CIA III- Neuropsychology report submission- 2 cases with detailed case notes and management plan

Attendance- 10 marks

REFERENCES

Essential Reading


<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Credits</th>
<th>Total hours</th>
<th>Total Marks</th>
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<tbody>
<tr>
<td>Gender and Mental Health</td>
<td>MPS 335 E</td>
<td>2</td>
<td>30</td>
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</table>

Course Description

This course aims at looking at the connections between gender and mental health and helps students to get a gender sensitive perspective to treatment and assessment of mental health issues with marginalised groups

Course Objectives and learning objectives

At the end of the course students will be able to

1. Compare and contracts the mental health of women and men in relation to the gender ideology constructed in the cultural context.
2. Analyse the various areas of stress and mental disorders of women set by the discipline of Clinical Psychology.
3. Understand the implications of feminist perspective in carrying out psychotherapy.

UNIT I: Why Gender Studies in Psychology? 8 Hrs

UNIT II: Rethinking women’s ‘mental disorders’ 8 Hrs


UNIT III : Gender ideology and psychological therapy 8 Hrs


UNIT IV: Gender and Groups 6 Hrs

Working with families- Gender sensitive family therapy. Working with socially disabled people. Ethics of justice and ethics of care- two different moral standpoints.

REFERENCES

ESSENTIAL READINGS


Recommended Readings


Course description

The rehabilitation counseling course offers the opportunity for students to learn the concepts and skills needed in vocational and adjustment counseling for people undergoing rehabilitation. The program offers opportunities for interested students to specialize in counseling individuals with problems such as chronic pain, brain injury, dementia, epilepsy, cancer, and psychiatric disorders. Opportunities for specialization in psychological assessment related to rehabilitation counseling also exist. This course is designed to offer students the opportunity to learn the relevant theory and basic skills important to the profession of rehabilitation counseling psychology:

Course Objectives and Learning outcomes

After completion of the course students will be able to

1. Understand the principles of rehabilitation science and apply it to the practice of clinical psychology
2. Identify Assessment strategies useful in the area of rehabilitation
3. Understand the contribution of community-based approaches in rehabilitation

Unit I – Introduction  5 hours
History of rehabilitation; Principles of psychiatric rehabilitation

Unit II – Rehabilitation counseling  5 hours
Counseling theory, skills, and techniques; Psychosocial aspects of disability; Case management and rehabilitation planning

Unit III – Assessment and training  10 hours
Disability assessment; Various Skills training; Vocational evaluation and training; Job development and placement; Career counseling

Unit IV – Community based rehabilitation  10 hours
CBR services; Family education; Awareness programs; Technological adaptation

CIA Evaluation

CIA 1: 20 marks
CIA 2: 20 marks
Attendance: 10 marks
CIA 1 Reflection of a visit to a rehabilitation centre
CIA 2 Evaluated in two parts

1. An objective type test would be given to the students.
2. Word Mental Health Day – Awareness program

REFERENCES

Essential Reading


<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Credits</th>
<th>Total hours</th>
<th>Total Marks</th>
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</thead>
<tbody>
<tr>
<td>Addiction Counselling</td>
<td>MPS 336 B</td>
<td>2</td>
<td>30</td>
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</table>

Course Description

Counselling in the area of addiction is challenging but a rewarding journey. In India especially in metros, the presence of problems with the use of alcohol and other drugs is growing - there is greater acceptance in its inclusion viewed as a necessity considered part of a lifestyle both at home and work. However, the addictive potential of such substances is often not understood or is underplayed by individuals. There is evidence that the abuse of substances has a devastating impact in various domains viz. the person’s physical and mental health, on the family and occupation. This Paper is designed to provide specific knowledge and skills to work in this field.

Course objectives and learning outcomes
Unit I: Introduction
Understanding use, abuse and dependence
Early Identification (risk and protective factors)
Types of drugs

Unit II: Assessment
Assessing and planning intervention
Counselling in Motivation (Skills)

Unit III: Strategies
Counselling individual and families including children (Skills)
Processes in Recovery and Relapse (Refusal skills)
Types of treatment intervention; psycho social care (rehabilitation, after care etc)

Unit IV: Prevention
Prevention activities at the community
Field visit to an Addiction treatment Centre in Bangalore

CIA Evaluation
CIA1: 30 marks (Group Presentations of Poster)
CIA2: 30 marks (Individual Assignments)
CIA3: 30 marks (Field Visit Report)

REFERENCES

Essential Reading


<table>
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<tr>
<td>Adolescent Counselling</td>
<td>MPS 336 C</td>
<td>2</td>
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</table>

Course objectives and outcomes
1. To develop an understanding of the nature of adolescents as related to their counseling needs within school, family, and community contexts.
2. To become familiar with school and community settings of adolescents including current issues, policies, laws, and legislation that have an impact on counseling programs and activities.
3. To develop an understanding counseling related problems/issues confronting adolescents including developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, abuse, violence, and situational and environmental factors that may impede academic, personal/social, or career success and overall development.
4. To identify community and institutional opportunities that enhance, as well as barriers that impede the academic, career, and personal/social success and overall development of adolescents.

5. To identify emerging technology resources, innovative counseling techniques in individual and small group counseling, and prevention oriented classroom guidance supporting adolescent development.

6. To develop an understanding of the efficacy and nature of a comprehensive approach in working with guidance and counseling issues of adolescents including relationships and partnerships with community, family, and school systems.

7. To study the efficacy of related theories and techniques for prevention, early intervention, and crisis management of identified at risk adolescent populations.

**UNIT I**
8 Hrs
Course overview, Discussion of projects
The World of Adolescents/Factors effecting growth and behavior
Characteristics of high and low risk youth/Prevention and Early Intervention
Peer Coaching Model

**UNIT II**
8 Hrs
Developmental MS/HS school counseling programs/Models and needs assessments/Advocacy and Enhancement of School Environment/Laws, Policies, and other Educational Issues
Components of effective programs – Achieving competence

**UNIT III**
8 Hrs
Family related problems & school issues
Overview of comprehensive model including a local example:
“Impact Counseling” & Student Success Skills (SSS)

**UNIT IV**
8 Hrs
Emerging Technology
Three reviews of research that anchor SSS
Group Discussion Skills
Critical Incidents: Counselor Role and Function
Pregnancy, Risky Sexual Behavior & Delinquency
Suicide/Depression: Prevention Early intervention

**REFERENCES**


of race, culture, and middle class status. *Professional School Counseling, 7*(1), 40-51.


<table>
<thead>
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<td>Learning Disabilities</td>
<td>MPS 336 D</td>
<td>2</td>
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</table>

**Course Description**

Learning Disabilities is a most exciting, confusing, and one of the important applied disciplines in the educational field today. Hence the Paper will emphasize the understanding of Learning Disabilities, the latest developments, some changes that could come about in the future, and the role one would be expected to play in such scenario. The students will be familiarized with various test materials for measuring, scoring and interpreting learning disabilities as well as with remedial programs including Individualized Educational Programme. Important emphasis will be given to on-hand experience and practical training.

**Course Objectives and Learning outcomes**

At the end of this course students will be able to

1. Understand the latest developments in the management of learning disabilities
2. Be familiar with the assessment tools used in learning disability

**UNIT 1: Introduction**

8 Hrs

Historical Background of LDs;
Meaning & Definitions; Theoretical approaches; Prevalence & Causes;
Current Research Status and Research Issues.

**UNIT 2: Characteristics & Classification**

8 Hrs

Characteristics of Children with LD;
Classification and Sub-types;
Dyslexia – Concept, Definition, Types, Causal Factors; Neurobiology of Dyslexia; Genetics of Dyslexia; Phonological Deficit Hypothesis;

**UNIT 3: Assessment**

6 Hrs

Brain Imaging Techniques in Assessment
Approaches and Methods of Identification and Diagnosis of LD;
Assessment Tools Available – CAS, NIMHANS Battery, AIISH Battery

**UNIT 4: Management**

7 Hrs

Teacher’s Perspective and Parents’ Perspective of LD;
Role of Special Education; IEP; Principles of Remediation;
Management of LD outside Classroom; Behaviour Modification and LD; Social Skills and LD

References

Essential Reading

Recommended Reading

<table>
<thead>
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<tbody>
<tr>
<td>Clinical Training</td>
<td>MPS 481</td>
<td>4</td>
<td>60</td>
<td>100</td>
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</tbody>
</table>

Course Description

This course aims at providing students with the skills of clinical interviewing, assessment and therapy as a support to supervised practicum.

Course Objectives and Learning Outcomes

At the end of the course students will be able to

1. Conduct a clinical interview
2. Make a multiaxial diagnosis of clinical conditions
3. Develop a psycho diagnostic formulation
4. Demonstrate active listening skills
5. Write a clinical case history
6. Develop treatment plans
7. Initiate therapeutic goals with clients using a CBT Approach

UNIT II: Basic clinical interview skills. 15 hours
Clinical history taking; Mental Status Examination; Psycho diagnostic formulation.
Clinical interviewing skills

UNIT I: Psychological assessments 15 hours
Clinical Rating Scales: BDI, HDRS, HARS, CARS-training
Neuropsychological battery (adult)-training.
Rosharch – Exner
TAT
(Revision of assessments in psychodiagnostics may be carried out)

UNIT III: Treatment Planning
Skills of treatment planning, Developing goals in therapy, Establishing therapeutic alliance, ethical consideration, dealing with breaches and transference.

UNIT IV: CBT based psychotherapeutic training. 15 hours
Assessment; Formulation Skills; General techniques; Specific techniques for depression and anxiety.

CIA Evaluation

CIA 1: Case submission – five cases (four assessments in which Rorschach and TAT is mandatory along with a brief summary of the cases and one detailed workup with diagnostic formulation) 25 Marks

CIA 2: Written test based on second and third Units. 25 marks

ESE: Comprehensive viva at the end of the semester. 50 marks

Total: 100 marks

REFERENCES


<table>
<thead>
<tr>
<th>Course Description and Expectations (Regular Format not followed)</th>
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<tbody>
<tr>
<td>Supervised Clinical Practicum*</td>
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<tr>
<td>MPS 481</td>
</tr>
<tr>
<td>6</td>
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<tr>
<td>200</td>
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<td>100</td>
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</table>

* See internship Manual for details

Course Code | Course | Credits | Total hours | Total Marks |
------------|--------|---------|-------------|-------------|
MPS 481     | Supervised Clinical Practicum* | 6 | 200 | 100 |
The supervised practicum will follow a (locally) standardized and validated protocol/format. The end-term clinical competency exam will include role-play/mock session, conceptual integration of learnt clinical (both theoretical practicum/skills) material through case work-up (written) and a comprehensive viva. The external clinical agency will contribute approximately one-third of the whole evaluation (following a standard format). Since students would be placed in diverse settings (external clinical agencies), a modular approach of brief intensive in-house training would be conducted to develop diverse competencies among students.

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</thead>
<tbody>
<tr>
<td>Clinical Internship</td>
<td>MPS 472</td>
<td>2</td>
<td>2/week</td>
<td>50</td>
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</tbody>
</table>

**Course Description**

It is basically end-of-the-academic-program placements for short duration (one month) in the actual work settings for mental health practitioners. Students are required to search, examine and carve their niche in the field. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized. During this period the student is supposed to use the things he/she has learned in program and put it in practice. It provides an opportunity for the students to gain experience of working in off-campus field settings. Though there is no evaluation for internship, a brief internship report and an authorized internship-completion statement from the placement institute is mandatory for the student to successfully complete the program.

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<tbody>
<tr>
<td>Supervised Dissertation</td>
<td>MPS 482</td>
<td>6</td>
<td>8/wk</td>
<td>200</td>
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</tbody>
</table>

**Course Description**

This course aims at providing individual faculty support to complete the masters dissertation. See Departmental Handbook for dissertation for more details.

**Course Objectives and learning Outcomes:**
CIA Evaluation

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<th>Course</th>
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<th>Credits</th>
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<th>Total Marks</th>
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<tbody>
<tr>
<td>Research Lab</td>
<td>MPS 453</td>
<td>4</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Course Description

This course is intended to provide students with an opportunity to develop skills of research writing, communication and reading through frequent research colloquia based on the chapters of their dissertation.

Sample Teaching/Work Schedule: 4 hrs/week

<table>
<thead>
<tr>
<th>Weekly Schedule</th>
<th>Topics/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Nov 5-10)</td>
<td>Discussion on each individual research project with students. Each student to make 10 min presentation of their work in class.</td>
</tr>
<tr>
<td>Week 2 (Nov 12-17)</td>
<td>Sampling: Quantitative and qualitative; practical issues</td>
</tr>
<tr>
<td>Week 3 (Nov 19-24)</td>
<td><em>Data Collection: Discussion in class on methods of data collection: Quantitative and qualitative; sharing field experience; Ethical issues in data collection.</em></td>
</tr>
<tr>
<td>Week 4 (26-Dec 1)</td>
<td>Preparation for Dept Conference: Discussion of individual papers: Writing skills.</td>
</tr>
<tr>
<td>Week 5 (Dec 3-8)</td>
<td>Dept Conference preparations contd. Presentations by each student. <strong>CIA 1</strong></td>
</tr>
<tr>
<td>Week 6 (Dec 10-15)</td>
<td>Dept Conference ; Report Writing on Conference proceedings.</td>
</tr>
<tr>
<td>Week 7 (Dec 17-22)</td>
<td>APA Style: Review of dissertations from previous years</td>
</tr>
<tr>
<td>Week 8 (Jan 2-5)</td>
<td>APA Style contd. Learning to paraphrase, in-text citations. Completing the Reference list.</td>
</tr>
<tr>
<td>Week 9 (Jan 7-11)</td>
<td>How not to plagiarize; class exercises using OWL Purdue. <strong>CIA 2</strong></td>
</tr>
<tr>
<td>Jan 12-19</td>
<td><strong>Mid-Semester Exams</strong></td>
</tr>
<tr>
<td>Week 10 (Jan 21-25)</td>
<td>Results and Data Analysis: Quantitative Methods</td>
</tr>
<tr>
<td>Week 11 (Jan 27-Feb 2)</td>
<td><em>Results and Data Analysis: Qualitative Methods</em></td>
</tr>
<tr>
<td>Week 12 (Feb 4-9 )</td>
<td><em>SPSS Training in class: Data Analysis</em></td>
</tr>
<tr>
<td>Week 13 (Feb 11-16)</td>
<td><strong>CIA 3 Writing the Results and Discussion Chapter</strong></td>
</tr>
<tr>
<td>Week 14 (Feb 18-23)</td>
<td>Writing the Summary and Conclusion; Review of first three chapters</td>
</tr>
<tr>
<td>Week 15 (Feb 25-March 2)</td>
<td>Formatting of Dissertation</td>
</tr>
<tr>
<td>Week 16 (March 4-9)</td>
<td>Final Submission; Preparing for Viva</td>
</tr>
</tbody>
</table>
References


http://owl.english.purdue.edu/

www.apastyle.org

Comprehensive Internal Assessment (CIA’s):

CIA will comprise a series of assignments/class activities which will be evaluated on a continuous basis throughout the semester. The activities are marked in the Teaching Schedule. Each of the three activities will be evaluated for 15 marks (15+15+15=45 marks). The instructor will award 5 marks for participation in class discussions.

**CIA 1**

Each student will make a presentation (10 min each) of the paper that they are presenting at the NAOP Conference. The presentation will be followed by a question-answer session posed by the students. Students will be assessed on the basis of the following criteria:

1. Clarity and conceptual understanding of topic (5 marks)
2. Presentation skills including Power Point (5 marks)
3. Handling of questions and answers.(5 marks)

**CIA 2**

For this assessment, an article will be uploaded on MOODLE. Students will be expected to:

1. Paraphrase at least two paragraphs from the article to show use of APA adherence in terms of in-text citations, avoiding plagiarism and appropriate use of quotes etc.(5 marks)
2. Reorganize the reference list in APA style (5 marks)
3. Write an abstract (5 marks).

**CIA 3**

For this assignment, students will submit a draft of their Results and Discussion chapter. Submission will be through MOODLE on the date designated for the purpose. Detailed feedback will be provided to the students to improve the chapter. Assessment will be based on the following criteria:

1. Clarity in reporting of findings of the study. Fulfillment of objectives of the research (7.5 marks)
2. Relevance and adequacy of Discussion (5 marks)
3. Organization of the chapter; adherence to APA (2.5 marks).

End Semester VIVA Voce will serve as ESE for this course.
Course Description
This course is meant to provide students given an opportunity to publish their work or present their work in conference. Students are actively encouraged to publish their work or present in any national or international conference. Annual psychology conference and Annual interdisciplinary conferences are regular conference organized by the University where students can present their work. In addition they can choose confirmed to attend with the permission of the Faculty and Head.

Course Description
This elective is aimed at providing students an understanding of the interlinks between psychology and education. Application of psychological principles to educational settings will be imparted in this course

Course objectives and learning outcomes

At the end of the course students will be able to
1. Understand the Educational Psychology field, Intervention and Research Models.
2. Understand about the Educational Psychology theories and conceptual frameworks.
3. Develop skills on various models and strategies of Educational Psychology assessment and intervention with students, parents, teachers, educators and other professionals.
4. Develop a critical, creative and intended approach regarding psychological intervention in different educational settings.

UNIT 1
Introduction to Educational Psychology;
Educational Psychologists intervention & Research in Educational Psychology

UNIT II
Applied Theoretical Frameworks of Learning, Teaching and Development;
Motivation and Learning; Metacognition, Self-regulation and Learning

UNIT III
Vocational Counseling and Guidance; Indiscipline, Teacher-Student Relationship and Classroom management

UNIT IV
Learning disabilities, Special needs & Multicultural classrooms; Parenting Education Prevention Approaches in Educational settings

CIA Evaluation *

CIA 1 – 15 Marks – Scientific articles review
CIA 2- 30 Marks – Role Play Training Sessions’
Attendance – 5 Marks

Essential Readings


Additional Readings


<table>
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<tr>
<th>Course</th>
<th>Course Code</th>
<th>Credits</th>
<th>Total hours</th>
<th>Total Marks</th>
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<tbody>
<tr>
<td>Asian Healing Practices and Psychotherapy</td>
<td>MPS 431 F</td>
<td>2</td>
<td>-</td>
<td>50</td>
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</tbody>
</table>

Course Description

This course aims at providing students with an opportunity to understand the philosophical and logical foundations of health and illness conceptualized by Asian healing methods in relation to Western medicine.

Course objectives and learning outcomes

At the end of the course students will be able to
1. Understand holistic approach to health and healing based on the possibilities and availability of alternate methods of healing mainly of Eastern origin.
2. Develop understanding of the nature and significance of health psychology and highlight the importance of social and psychological perspectives of health and science.
3. Understand and evaluate indigenous and culturally accepted/practiced therapeutic methods and its close relation to the theoretical positions of Psychology.
4. Rethink the behavioral factors, disease prevention and health promotion in the context of holistic philosophy of health.

Unit I: Introduction to Asian Healing Practises
Science and scientific reasoning in healing
Origin and relevance of CAM.
Concepts, Causes, Classification, Diagnosis and Treatment of Health & Illness in Ayurveda,

UNIT II: Indigenous practices
Naturopathy, Unani & Siddha and Reiki & Acupuncture

UNIT III: Nature of Mental Illness- Debates on Psychiatry
Philosophical foundations
Problematising the notion of mental illness
Various conceptions of mental illness
Anti-psychiatry movement

UNIT IV: Asian Healing Practices and Psychotherapy
Philosophy for counselling and psychotherapy
Issues of integration
Implications to Health Psychology
Psychotherapy and medical treatment

CIA evaluation*

CIA-I: Writing up and presentation of a critical paper explaining the conceptual schemes of health- illness in Ayurveda, Naturopathy, Unani & Siddha and Reiki & Acupuncture (15 Mraks)

CIA- II: Field visits to certain healing centres and submission of a reflection paper on it.(15 marks)

CIA III: Two cases of physical/ mental illness who have undergone various healing methods would be analysed and presented related to its theoretical context. (20 marks)

REFERENCES
Backman, M.E. The psychology of the physically ill patient: a clinician’s guide. Plenum Press.


<table>
<thead>
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<tbody>
<tr>
<td>Crisis and Trauma Counselling</td>
<td>MPS 432 C</td>
<td>2</td>
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</table>

**Course Description**

This course aims at imparting knowledge on concepts of crisis and trauma. It will provide inputs on stages of crisis and trauma, and skills for dealing with crisis and trauma at personal, interpersonal and community levels. This course will also help the students gain knowledge on techniques relevant to crisis and trauma management and enable the students to understand the clinical outcome of crisis and trauma events so that they are able to plan out strategic interventions accordingly.

**Course objectives and learning outcomes**

1. The students will gain an understanding of concepts and stages of crisis and trauma.
2. The students will be familiar with skills and techniques for crisis management at personal, interpersonal and community levels.
3. The students will have acquired skills of application of knowledge of crisis management to personal or interpersonal life situation.
4. The students will have gained better understanding of clinical outcome of crisis and trauma, which will place them in an advantageous position to deal with crisis situation in future.

**UNIT 1: Introduction**

Definition; Crisis Phases; Models of Crisis Assessment & Intervention

**UNIT II: Trauma**

Trauma: Nature, effects, interventions

**UNIT III: Clinical and therapeutic interventions**

Central Issues in Trauma treatment; Methods.

**UNIT IV: Crisis and Disaster Management**
Crisis: Crisis management skills; Disaster management, issues challenges and methods

CIA Evaluation

CIA I: Group Work- 20 Marks

CIA II: Crisis / Trauma case analyses- 15 Marks

CIA III: Critical evaluation- 10 Marks

REFERENCES


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<tr>
<th>Course</th>
<th>Course Code</th>
<th>Credits</th>
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<td>MPS 432 D</td>
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Course Description

This paper focuses on the theory of CBT, the assessment strategies involved and the basics of treatment. Treatment of depression, anxiety, psychotic symptoms, sexual disorders, personality disorders and application in childhood disorders.

Course objectives and Learning Outcomes

At the end of this course students will be able to

1. Evaluate treatment strategies for psychiatric disorders using CBT

UNIT 1 Introduction

Introduction to CBT, Who benefits from CBT, The CBT model, Levels of Cognition
Structure of therapy and sessions

UNIT II Assessment
CBT assessment, CBT formulation, Setting therapy Goals

UNIT III Interventions
Cognitive interventions- Psychoeducation, Identifying NATs, Evaluation of NATs
Working with assumptions and core beliefs

UNIT IV Recent developments
Recent developments in CBT- Cognitive Behavior Coaching, Cognitive Behavior Hypnosis

REFERENCES

Essential Reading


Recommended Reading


