

**AMITY INSTITUTE OF BEHAVIOURAL AND
ALLIED SCIENCES**

Master of Science (Clinical Psychology)

**PROGRAMME STRUCTURE
and
Curriculum & Scheme of Examination
2017**

AMITY UNIVERSITY HARYANA
GURGAON

M.Sc.- Clinical Psychology (Total Credits-100)

Programme Structure-2017

FIRST SEMESTER

Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Credits
PSY4101	History and Schools of Psychology	2	-	-	2
PSY4102	Cognitive Psychology	2	-	-	2
PSY4103	Advanced Social Psychology	3	-	-	3
PSY4104	Personality Theory	2	-	-	2
PSY4105	Parametric Statistical Method	3	-	-	3
PSY4106	Practicum-I	-	-	6	3
PSY4107	Field Practice-I	-	-	-	4
Open Electives					5
CSS4151	Basics of Communication	1	-	-	1
BEH4151	Self Development and Interpersonal Skills-I	1	-	-	1
LAN4151 LAN4152 LAN4153 LAN4154 LAN4155 LAN4156 LAN4157 LAN4158	Foreign Business Language-I French-I German-I Spanish-I Russian-I Chinese-I Portuguese-I Korean-I Japanese-I	3	-	-	3
TOTAL					24

SECOND SEMESTER

Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Credits
PSY4201	Psychopathology	3	-	-	3
PSY4202	Psychological Assessment and Diagnosis	3	-	-	3
PSY4203	Child Psychology	2	-	-	2
PSY4204	Non-Parametric Statistical Method	3	-	-	3
PSY4205	Health Psychology	2	-	-	2
PSY4207	Practicum-II	-	-	6	3
PSY4208	Field Practice-II	-	-	-	4
PSY4209	Scientific Research Paper	-	1	-	1
	Open Electives				5
CSS4251	Corporate Communication	1	-	-	1
BEH4251	Behavioral Communication and Relationship Management	1	-	-	1
LAN4251	Foreign Business Language-II	3	-	-	3
LAN4252	French-II				
LAN4253	German-II				
LAN4254	Spanish-II				
LAN4255	Russian-II				
LAN4256	Chinese-II				
LAN4257	Portuguese-II				
LAN4258	Korean-II				
	TOTAL				26

SUMMER INTERNSHIP

THIRD SEMESTER

Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Credits
PSY4301	Research Methods: Experimental Design	2	-	-	2
PSY4302	Psychotherapy	3	-	-	3
PSY4303	Clinical Psychology	3	-	-	3
PSY4308	Practicum – III	-	-	6	3
PSY4309	Field Practice-III	-	-	-	4
PSY4335	Summer Internship Evaluation	-	-	-	6
	Concentration Electives				3
PSY4304	Counselling Psychology	3	-	-	3
PSY4305	Developmental Psychology	3	-	-	3
PSY4306	Neuro Psychology	3	-	-	3
	Open Electives				4
CSS4351	Interpersonal Communication	1	-	-	1
BEH4351	Leading Through Teams	1	-	-	1
LAN4351 LAN4352 LAN4353 LAN4354 LAN4355 LAN4356 LAN4357 LAN4358	Foreign Business Language-III French-III German-III Spanish-III Russian-III Chinese-III Portuguese-III Korean-III Japanese-III	2	-	-	2
	TOTAL				28

FOURTH SEMESTER

Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Credits
PSY4401	Research Methods: Non-Experimental Design	2	-	-	2
PSY4402	Mental Retardation	2	-	-	2
PSY4412	Practicum-IV	-	-	6	3
PSY4413	Field Practice-IV	-	-	-	4
PSY4437	Dissertation*	-	-	-	6
Concentration Electives (Any One)					3
PSY4404	Rehabilitation Psychology	3	-	-	3
PSY4405	Childhood Pathology and Exceptional Children	3	-	-	3
PSY4406	Psychotherapeutic Intervention in Clinical setting	3	-	-	3
PSY4407	Differential Diagnostic Techniques	3	-	-	3
PSY4408	Community Psychology and Intervention	3	-	-	3
Open Electives					2
CSS4451	Cross Cultural Communication	1	-	-	1
BEH4451	Professional Excellence	1	-	-	1
TOTAL					22

Note:

*Students would initiate treatise work from the beginning of the third semester. The dissertation topic to be selected in the third semester and the evaluation would be done in the fourth semester

M.Sc. – Clinical Psychology (Total Credits 100)

**Curriculum
And
Examination Scheme**

i. First Semester (M.Sc. – Clinical Psychology)

HISTORY AND SCHOOLS OF PSYCHOLOGY

Course Code: PSY4101

Credit Units: 02

Course Objective:

One of the primary goals of this paper is for students to learn the philosophical roots and historical events that have shaped the field of psychology. This will include an exploration of underlying philosophical assumptions, individual contributors, and various schools that served to shape the emerging field of psychology. A second goal is for students to acquire a basic understanding of Western and Indian thought, to articulate a perspective of their own, and apply that perspective to their professional work. This course aims at helping the students to understand basic principles, historical background and main theoretical perspectives, i.e., various schools of modern scientific psychology.

Course Contents:

Module I: Introduction of Psychology

Nature of Psychology, Understanding Science and Status of Psychology as a Science
Approaches / Methods of Psychology

Module II: Historical Background of Psychology

Pre-Socratic Philosophers: Socrates, Plato and Aristotle
Patristic Philosophy – Focus on Augustine,
Scholastic Philosophy – Focus on Aquinas

Module III: Indian Philosophy

Indian Philosophy and Modern Psychology
Sri Aurobindo and his Philosophy of the Individual Self

Module IV: Schools of Psychology

Structuralism
Functionalism
Gestalt
Psychoanalysis
Behaviourism

Module V: Forces of Psychology

Psychoanalytic
Behavioural (Cognitive-Behavioural)
Humanistic - Existential
Transpersonal

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

Text & References:**Text:**

- Hergenhahn, B.R. (1992). An introduction to the history of psychology. (2nd ed.). Wadsworth Publishing Company: Belmont, California.
- Leahey, T.H. (2004). A history of psychology: Main currents in psychological thought. (6thed.). Pearson Education: Delhi.
- Brennan, J.F., (1982) History of Modern Psychology.
- Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- Robinson, D.N. (1995). An intellectual history of psychology. (3rd ed.). Arnold: London.
- Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.

References:

- Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.
- Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology
- Bermudez, J. L (2006) (Ed). Philosophy of Psychology: Contemporary Readings.
- Gentile, B.F. & Miller, B.O. (2009). Foundations of psychological thought: A history of psychology. Sage: New Delhi.
- Jones, D. & Elcock, J. (2001). History and theories of psychology: A critical perspective. Arnold: London.
- Lawson, R.B., Graham, J.E., & Baker, K.M. (2007). A history of psychology: Globalization, ideas, and applications. Prentice Hall: New Delhi.

COGNITIVE PSYCHOLOGY

Course Code: PSY4102

Credit Units: 02

Course Objective:

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 objective of this course is (a) to provide an understanding of normal mental processes and their relationship to brain, mind and behavior, and (b) to study the concept of cognition and its application in cognitive psychology. This will facilitate the students develop the cognitive skills in themselves and others.

Course Contents:

Module I: Historical Background

Psychophysical approach
Information processing approach
Ecological Approach
Contemporary Cognitive Psychology

Module II: Attention and Perception

Theories of Attention and current developments: Broadbent's filter theory, Treisman's attenuation theory, automatic and controlled processing, switching attention.
Perceptual learning and development
Perception of shape, space and movement
Implicit perception and sensory integration theory
Cognitive – Attentional Theory: Information Processor, Cognitive Timer

Module III: Learning

General Phenomenon of Learning: Learning vs Maturation, Native Response Tendencies
Theoretical issues of learning: Classical conditioning, Instrumental conditioning
Verbal learning: Stimulus material, Trigram Methods-Serial Learning, Paired Associate Learning
Discrimination Learning: Nature, Theories- Algebraic Summation Theory, Relational Theory, Transposition Effect

Module IV: Memory & Forgetting

Sensory memory, STM, LTM, Working memory
Metamemory: Semantic & Episodic Memory
Models of Semantic knowledge
Theories of forgetting
Mnemonics

Module V: Thinking and Language Formation

Concept formation and categorization

Judgment and Decision-making
Reasoning & Problem solving: Stages – Preparation, Production, Judgment and Incubation
Structure of language, its acquisition and Formation
Language and Thinking: Linguistic Determinism, language and Cognition

Module VI: Learning and Language Disorder

Reading Disorder/Developmental Dyslexia
Disorder of written expression / Dysphasia / Aphasia
Math Disability / Dyscalculia
Auditory Processing Disorder
Speech and Language pathology
Specific language Impairment

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

Text & References:

Text:

- Solso, R.L.,(2004). Cognitive Psychology, 6th ed.; Delhi: Pearson Education
- Matlin M W (2005).Cognition, Wiley & Sons, Inc.
- Haberlandt, K. Cognitive Psychology. Allyn and Bacon, Boston.
- Anderson, J.R. Cognitive Psychology and its implications. 5th Edi.: Worth Publishers
- Smity, E. E. &Kosslyn, S (2007). Cognitive Psychology: Mind and Brain. Prentice Hall.
- Sen, A.K. &Pande, P. (Eds.) (1998). Current issues in cognitive psychology, Delhi Campus
- Posner, M. (Ed.) (1989). Foundations of cognitive science. London: MIT Press

References:

- Ittyearh, M., &Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. Perceptual and Motor Skills 56. 507-517
- John A & Proctor R (2004). Attention: Theory and Practice. Sage.
- Rock, I. (1995). Perception; NY: Scientific American
- Demjber, & Warm, J.S. (1979). Psychology of perception; NY: Holt
- Wilhit, S.C., & Payne, D.E. (1992). Learning and Memory: The Basis of Behaviours; Needham Heights, Mass: Allyn and Bacon
- Kintsch, W.(1970). Learning, Memory and conceptual process. John Wiley &Son,New York
- Houston, J.P. Fundamentals of Learning and Memory (3rd Ed.). harcourt brace Jovanovich, Inc, New York.
- Newell, A., & Simon H. (1972). Human Problem solving; NJ: Prentice Hall.

ADVANCE SOCIAL PSYCHOLOGY

Course Code: PSY4103

Credit Units: 03

Course Objective:

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. This course enables students to achieve integrative understanding of social psychological theory and research. It also helps in acquiring a thorough familiarity with methodological issues and thinking critically and analytically about experimental research in social psychology.

Course Contents:

Module I: Basic Concepts in Social Psychology

Definition, nature and Growth of Social Psychology;
Alternative conceptions of social psychology: Social Structure, Social Stratification and Power
Development of social psychology in India; Current status of the discipline and its indigenization
Social Psychology in the New Millennium: Influence of A Cognitive Perspective, Exporting
Social Psychology, Adoption of a Multicultural Perspective
Emerging alternative methods in social psychology;

Module II: Attitude and Attitude Change

Attitude - Behaviour Link: Influence of attitude on behavior: responsible factors – aspects of the situation, aspects of the attitude
Attitude Change: Approach to attitude change- Persuasion approach, cognitive approach
Attitudes resist to change: reactance, forewarning, selective avoidance, active defense biased assimilation and attitude polarization

Module III: Prosocial Behaviour

Concept of Prosocial Behaviour, Latance Darley's five step model, situational factors: Attraction, Attributions and Prosocial Models
Theories of Prosocial Behaviour: Empathy - Altruism Theory, Egoistic Theory, Genetic Selfishness

Module IV: Social Issues

Mass violence, Terrorism, Mob behavior, Natural Disaster
Environmental stresses and social behavior.

Social psychological perspectives on health and illness.
Psychological effects of unemployment.
Social and ethnic minorities and law

Module V: Applied Social Psychology

Applied Social Psychology in India: Challenges and possibilities, Need for indigenization
Applied Social Psychology and developing countries; Emerging themes
Multidisciplinary approach to the study of social change; Policy oriented research; Need for reorienting Social Psychology
Methods of Applied Social Psychology: Laboratory experiment, Field experiment, Field study

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

Text & References:

Text:

- Aronson, E., Wilson, T.D., and Akert, R.M. (1999). Social Psychology (3rd ed.). New York: Longman.
- Fraser, C., and Burchell, B. (2001). Introducing Social Psychology. Cambridge: Polity.
- Baron, R.A. & Byrne, D. (1988). Social Psychology: Understanding Human Interaction (5th Ed0. New Delhi: Prentice Hall of India, Pvt. Ltd.
- Baron, R.A. & Byrne, D. (2003). Social Psychology (10th Ed). New Delhi: Prentice Hall of India, Pvt. Ltd.
- Jones, E.E.& Gerard, H.B. (1967). Social Psychology: John Wiley Sons.
- Feld, R.S. (1988). Social Psychology (2nd Ed). New Delhi: Prentice Hall, Upper Saddle River
- Brehm, S.S., and Kassin, S.M. (1996). Social Psychology (3rd ed.). Boston: Houghton Mifflin.

References:

- Billig, M. (1982). Ideology and Social Psychology. Oxford: Basil Blackwell.
- Doise, W. (1978). Groups and Individuals: Explanations in Social Psychology. Cambridge: Cambridge University Press
- Kuppaswami, B. An Introduction to Social Psychology
- Kulkarni, P.D. (1979). Social Policy and Social Development in India. Madras, Association of Schools of Social work in India
- Sharma, P. N. & Shastri, C. (1984). Social Planning: Concepts and Techniques. Lucknow, Print House

- Dalal, A.K. and Misra, G. (2002). Social Psychology in India: Evolution and emerging trends. In A.K. Dalal and G.Misra (Eds.), New directions in Indian Psychology (Vol 1: Social Psychology). (pp.19-49). New Delhi: Sage.
- Gergen, K.J. (1985). The social constructionist movement in modern psychology. *American Psychologist*, 40, 266-275.
- Gilbert, D.T., Fiske, S.T., and Lindzey. G. (Eds.). (1998). *The handbook of social psychology* (4th ed.). New York: Oxford University Press.
- Kapur, R.L. (1994). Violence in India: A Psychological Perspective. D.L.N. Rao Murthy Oration, *Indian Journal of Psychiatry*, 36(4), 163-169.
- McGhee, P. (2001). Thinking about experimental social psychology. In P. McGhee, *Thinking psychologically* (pp. 119-139). New York: Palgrave.
- Michener, H.A., Delamater, J.D., and Myers, D.J. (2004). *Social Psychology* (5th ed.). Belmont, CA: Wadsworth/ Thomson Learning.
- Moghaddam, F.M. (1987). Psychology in the three worlds: As reflected by the crisis in social psychology and the move toward indigenous third world psychology. *American Psychologist*, 42, 912-920.
- Moghaddam, F.M. (2005). The staircase to terrorism: a psychological exploration. *American Psychologist*, 60, 161-169.
- Pancer, S.M. (1997). Social psychology: The crisis continues. In D. Fox and I. Prilleltensky (Eds.), *Critical Psychology: An introduction* (pp. 150-165). London: Sage.
- Pandey, J. (Ed.). (1980). *Perspectives on experimental social psychology in India*. ND: Concept.
- Parker, L., and Shotter, T. (Eds.). (1990). *Deconstructing social psychology*. London: Routledge.

PERSONALITY THEORY

Course Code: PSY4104

Credit Units: 02

Course Objective:

This course introduces critical evaluation of different theories in the background of the empirical evidence. It enables students to

1. Become familiar with the major theories and traditions related to the study of personality and personal growth.
2. To articulate the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.
3. To orient the students in application of this knowledge in case analysis and therapeutic formulation
4. To develop the skills in personality assessment.

Course Contents:

Module I: Introduction to Personality

Nature of personality theory: Present status

Theory in Broader perspective

Grouping among theories: Different perspectives on personality, Dispositional Perspective

Module II: Type and Trait Approaches to Personality

Trait (Biological) and Type Theories: Allport, Cattell, Eysenck, Sheldon and Friedman
Alternative Five factor Model.

Module III: Psychoanalytic Approach to Personality

The Freudian Theory: Topographic model, Structural model, Instincts, Defense Mechanism.

The Neo Analytic Theory: Alfred Adler: Striving for superiority; parental influence on personality development, birth order

Carl Jung: Collective Unconscious

Karen Horney:

Erik Erikson: Concept of Ego, Stages of Personality Development

Harry Stock Sullivan: Personifications

Module IV: Behavioural and Cognitive Approach

Skinner's Radical Behaviours

Social Learning Theory: Dollard and Miller

Social cognitive Theory: Bandura

Module V: Humanistic and Existential Approach

Abraham Maslow's and Carl Rogers' Theory,

Kelly and Rollo May

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

Text & References:

Text:

- Allport, G.W.(1961), Pattern & Growth in personality; New York; Halt
- Hall, G.S. &Lindzey, G.(1985), Theories of Personality (3rd ed.). New Delhi; Wiley Eastern.
- Hall, C.S., Lindzey, G. &Camobell, J.B. (2002). THEORY of personality, 4TH edition. John Wiley and Sons

References:

- Eysenck, H.J. (1981), Model of Personality. New York: Springer &Verlog,.
- Cattell, R.B. &Klings, P.(1977),The scientific analysis of Personality & Motivation: London Academic Press
- Friedman, H.S. &Schustack, M.W. (2004). Personality, 2nd edition. Pearson Education Pvt.Ltd. India.
- Hergenhann, B.R. &olson, M.H. (1999). An Introduction to Theories of Personality, 5th Ed, Prentice Hall, Upper Saddle River, New Jersey.
- Ewen, R.B. (1980). An Introduction to Theories of Personality. Academic Press, Inc. (London) Ltd.

PARAMETRIC STATISTICAL METHOD

Course Code: PSY4105

Credit Units: 03

Course Objective:

The Present paper focuses on providing knowledge about the basics of statistics. It will give clear understanding to the students about application of parametric statistical methods. Parametric tests are generally more powerful in that the likelihood (probability) of a test reaching the correct conclusion is greater. Besides this, a module is added in last so to make students aware of parametric statistics in SPSS. Thereby they can understand the procedures and applications of parametric statistics using SPSS.

Course Contents:

Module I: Basics

Nature, Meaning and importance of statistics
Concept of Reasoning, population, sample and probability theory in statistical inferences
Categories of statistics: Descriptive and Inferential
Variables and their types
Scales of Measurement: Nominal, Ordinal, Interval, Ratio

Module II: Statistical conjecture

Sampling and its kinds: Probability sampling method and Non-Probability sampling method.
Difference between Objectives and Hypothesis
Hypothesis testing: One-tailed and Two-tailed tests, Type I and Type II errors

Module III: Statistics and Test of Significance

Meaning, concept and importance of determining reliability of statistics in data analysis
Standard error of mean, standard deviations, percentages and correlation coefficients
Significance of difference between means-critical ratio and t-test calculation (large and small sample) assumption & uses
One-Way and Two Way ANOVA.

Module IV: Correlation and Regression

Correlation: concept, types, assumption and Utility of Cor-relational Analysis in Psychological Research
Bi-serial Correlation, Point Bi-serial Correlation, Partial Correlation, Tetra-choric Correlation
Simple and Multiple linear regression, its uses, concepts and assumptions
Difference between Simple linear and multiple regressions

Module V: Introduction to SPSS and parametric statistics in SPSS

Introduction to SPSS, its usage and functioning
Understanding the concepts of Parametric tests in SPSS
Learning data entry

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:**Text:**

- Minium E.W. King, H.M & Bear G, 1993. Statistical Reasoning in Psychology and Education (3rd Ed.) N Y: John Willey and Sons
- Garrett, H.E., (2004), Statistics in Psychology and Education (11th ed.); New Delhi: Paragon International
- Gupta S.P.: Statistical methods, Sultan and Sons, New Delhi.
- Broota, K.D.: Experimental design in Correlational Research, New Delhi: Wiley Eastern 1989.
- Downie, N.M.: Basic Statistical Methods. New York: Harper and Publishers
- Howitt, D & Cramer, D: Introduction to SPSS statistics in psychology
- James K. Lindsey : Parametric Statistical Inference, Oxford science Publication.
- Cox, D.R.: Principles of statistical inferences.

References:

- Edward, A.E.: Experimental Design in Psychological Research (3rd Ed.), New Delhi: American Publishing Co. 1971
- Berger. R.L: Statistical Inferences, Cole Pub. Co.
- Wesley O.J & Geisser. S: Modes of Parametric Statistical Inference. Wiley-Interscience
- Rice, J.A: Mathematical Statistics & Data Analysis, South western.
- Salkind, N & Green, S: SPSS Quick Starts.

PRACTICUM- I

Course Code: PSY4106

Credit Units: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the first semester among the list of following practicals

Course Content:

1	Continuous Visual Memory Test (CVMT)	Memory
2	Illinois Test of Psycholinguistic Abilities – Third Edition (ITPA-3)	Language
3	16 PF Questionnaire - Fifth Edition with Hand scoring	Personality
4	Tennessee Self-Concept Scale - Second Edition (TSCS:2)	Self-Concept
5	Developmental Test of Visual Perception – Adolescence and Adult	Perception
6	Test of Memory and Learning – Second Ed. (TOMAL-2)	Memory and Learning

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

FIELD PRACTICE-I

Course Code: PSY4107

Credit Units: 04

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme:

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

PSYCHOPATHOLOGY

Course Code: PSY4201

Credit Units: 03

Course Objective:

- To acquaint students with various manifestations of psychopathology
- To impart knowledge and skills required for diagnosis of psychological conditions.
- To introduce them to different perspectives and models of etiology.
- To develop skills required for psychopathological formulation.

This course enables students to the study and prediction of adaptive and maladaptive behaviours and its processes across lifespan. It also enables students to understand different diagnostic and educational models of psychopathology.

Course Content:

Module I: Classification and Theoretical Models

Systems of Classification, basic features; DSM-IV TR, ICD-10, similarities and differences
Major Theoretical Models of Psychopathology: The medical model, Psychoanalytic model, Behaviouristic model, Humanistic-existential models, Interpersonal approach, Systems approach.

Module II: Diagnosis and Prognosis

Problems and methods of diagnosis: physiological examination, observation, case-history, interview method, psycho-diagnostic tests, measures of bodily functions, computer assisted diagnosis.

Module III: Mood and Anxiety Disorder

Bipolar disorders: Manic, Depressive, Mixed

Depressive disorder: Major depression and dysthymia, Suicide

Anxiety Disorders: Generalized anxiety disorder, phobia, panic disorder, post traumatic stress disorder and obsessive compulsive disorder

Module IV: Major Clinical Disorders

Schizophrenia

Other psychotic disorders: Bipolar, Delusional, psychotic depression

Module V: Somatoform Disorders

Conversion disorder, Somatization disorder, Hypochondriasis, Body dysmorphic disorder, Pain disorder

Module VI: Disorders of Infancy, Childhood and Adolescence

Developmental disorder: PDD, Rett Disorder, Asperger Disorder,

Behavioral Disorder: Conduct Disorder, Hyperactivity Disorder, ADHD,

Genetic Disorders: Down Syndrome

Module VII: Personality Disorder

Personality Disorder: Narcissistic Personality, Histrionic Personality, Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality

Module VIII: Sexual Dysfunctions and Paraphilias

Dysfunctions of Desire, Arousal, Orgasm and Pain

Paraphilias, Paedophilia and Rape

Gender identity disorders

Impotence and frigidity

Causes, preventing suicide

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Davison, G.C. & Neale, J.M. (1990): Abnormal Psychology. New York: John Wiley & Sons
- Carson, R.C. & Butcher, J.N. (1992): Abnormal Psychology and Modern Life (9th Ed.). New York: Harper & Collins.
- Hamilton, Max, (1994). Fish's: Clinical Psychopathology; Verghese Publishing House, Bombay
- Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
- Sarason & Sarason (1998). Abnormal Psychology. New Delhi: Prentice Hall of India

References:

- Sarason & Sarason (2002), Abnormal Psychology; Pearson Education, Delhi
- Bennett, P. (2010). Abnormal and Clinical Psychology: An Introductory Textbook. New Delhi: Tata McGraw Hill Education pvt. Ltd.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins
- Coleman, J.C. : Abnormal Psychology & Modern Life
- Lazarus and Folkman: Stress, appraisal and coping

PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS

Course Code: PSY4202

Credit Units: 03

Course Objective:

The course teaches the students about the characteristics, objectives and wide ranging effects of psychological testing. It further describes the various testing methodologies and outlines capabilities and limitations of these methods.

Course Contents:

Module I: Introduction

Purpose of testing, types of test used, Bias & Fairness
Ethical Issues in Psychological Testing
Overview of Tests
Norms, Scoring Interpretation and Report Writings
Issues in measurement
Emerging trends of online testing

Module II: Cognitive functions and their assessment

Concept of Attention, Gestalt Theory, Memory and Forgetting, PGI Memory Scale
Theories of Intelligence
Intelligence Tests:
 Slosson Intelligence Test – Revised For Children and Adults (SIT-3/R)
 Bhatia Battery
 Wechsler's Adult Performance Intelligence Scale (WAPIS)
 Raven's Progressive Matrices (Colour Progressive Matrices, Standard Progressive Matrices and Advanced Progressive Matrices)
 Binet Kamat Test
 Wechsler's Intelligence Scale for Children – Revised (WISC)
 Wide Range Intelligence Test (WRIT)
 Alexander Pass-a-long Test of Intelligence
 Draw-A-person Intellectual Ability Test for Children, Adolescents and Adults (DAP:IQ)

Module III: Achievement Test

Wechsler Individual Achievement Test (WIAT)
Diagnostic Achievement Test For Adolescents – Second Edition (DATA-2)
Kaufman Test of Educational Achievement (KTEA)
Woodcock-Johnson Tests of Achievement (WJ)

Module IV: Assessment of Personality: Non-Projective Test

Cattell's 16 Personality Factor Inventory (16 PF)

California Q-Sort Tests

Myers Briggs Type Indicator (MBTI)

Minnesota Multiphasic Personality Inventory (MMPI)

Personality Inventory for Children

OMNI Personality Inventory (OMNI)

Bell's Adjustment Inventory

Eysenck's Personality Questionnaire

NEO™ Personality Inventory-3 (NEO™-PI-3) Adult / Adolescent

Module V: Assessment of Personality: Projective Tests

Introduction of Projective Techniques

Difference between Projective & Non-Projective Techniques

Thematic Apperception Test

Rorschach Inkblot Test

House-Tree-Person (H-T-P)

Sentence Completion Test

Module VI: Developmental Scales

Developmental Screening Test

Vineland's Social Maturity Scale

Measures of Psychosocial Development (MPD)

Gesells' Developmental Schedule

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Freeman, F. S.,(1965), Theory and Practice of Psychological Testing; New Delhi: Oxford &IBTT

References:

- Jackson C.,(1998), Understanding Psychological Testing; Jaico Publishing House
- Anastasi&Urbina S.(2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd.,
- Guilford J.P.: Psychometric Methods

CHILD PSYCHOLOGY

Course Code: PSY4203

Credit Units: 02

Course Objective:

Child Psychology is extremely important and tell us about the nature and development of children. This course introduces the methods, theories and main concepts used by psychologists to develop a real insight into the world of children. This study is intended for students of psychology, those training to work with children in a variety of professional roles, or anyone just interested in understanding how children develop. By studying child psychology, students can

- understand and accurately predict a reasonable norm for child development.
- understand children and equip them to become well-adjusted, more adaptable adults who are capable of living rich and varied lives.
- help our children through crises and enrich their daily lives by interacting with them in ways that are appropriate to their developmental levels.

Course Contents:

Module I: Introduction

Definition and Concept of Childhood

Early history and beginnings of child psychology

Biological factors in Child Psychology (Prenatal, Natal and New-Natal Development,

Nature vs Nurture: Genetics and Social atmosphere

Methods- Self Reports: Parental reports, Children's reports. Case Study, Experimental method,

Design- Longitudinal, Cross Sectional Sequential and Correlation

Module II: Biological Foundation

Biology and Heredity: Cell Division, The genetic code- Chromosome, DNA, Sex cells, Multiple offspring; Patterns of genetic inheritance: Dominant and Recessive,

Stages in Prenatal Development: The germinal period; the period of embryo, the period of foetus
Influences on Prenatal Development

Child Birth: The states of normal labour: Birth complication- Anoxia, Preterm and Low Birth weight infants

New Born: Sleeping- Sudden Infant Death Syndrome (SIDS); Crying; Feeding; All the reflexes

Module III: Major Schools of Child Psychology

Psychoanalytic perspective (Freud and Erickson)

Behaviorist perspective- Social Learning Theory,

Piaget's Theory of Cognitive Development

Vygotsky's Theory of Socio-cognitive Development

Erikson's Eight Stages of Development

Module IV: Motor, Sensory and Cognitive Development

Motor Development: contributions of Motor Development, Principles of Motor Development, Sequence of Motor Development and Motor Skills,

Environmental influences on motor development

Sensory Development: Vision, hearing, taste and smell, cutaneous senses, early deprivation and enrichment of senses.

Cognitive development- Structure and processes, stages, Evaluation

Module V: Development of Language

Language Development- What is Language, Components of language and its development

Pre-linguistic development- receptivity to language, first speech sound

Bilingual vs Multilingualism

Responsive communication and Verbal communication

Module VI: Emotional, Social and Moral Development

Early emotional development- Smiling, laughter, attachment, fear, jealousy, aggression, Izzard's Theory of Differential Emotions

Emotional Intelligence, Social intelligence

Social Development- Agents of socialization: Family-Parental control, sibling relationship;

School; Peer group; Media- TV, books/journals, computers

Meaning of moral behavior, Patterns of moral development, Kohlberg's Theory

Meaning of discipline, essentials and techniques of discipline, evaluation of discipline

Module VII: Situational and Applied Child Psychology

Family dynamics

Peer relationships

Sibling relationships and birth order

Effects of divorce

Developing self-esteem

Understanding red flags

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Schaffer, H. R. (2003): Introducing Child Psychology. Wiley
- Brain, C. & Mukherji, P. (2005): Understanding Child Psychology. Nelson Thornes
- Sharma, R. & Sharma, R. (2006): Child Psychology. Atlantic Publisher
- Hetherington, E.M. & Parke, R.D. (1986): Child Psychology: A contemporary viewpoint. McGraw-Hill
- Berk, L.E. (2006): Child Development. Pearson/Allyn and Bacon,

References:

- Sroufe, L.A., Cooper, R.G. & Marshall, M.E. (1988). Child Development: Its Nature and Course. Knopf
- Feldman, R.S. (2004): Child Development. Prentice Hall

- Papalia, D.E., Gross, D.L. & Feldman, R.D. (2003): Child development: a topical approach. McGraw-Hill

NON-PARAMETRIC STATISTICAL METHOD

Course Code: PSY4204

Credit Units: 03

Course Objective: The Present paper focuses on providing knowledge about the basics of nonparametric statistics. It will give clear understanding about differences between Parametric & Nonparametric Test Procedures. This paper will

1. Explain commonly used Nonparametric Test Procedures.
2. Perform Hypothesis Tests Using Nonparametric Procedures.
3. Going to teach student how to use SPSS with non-parametric statistics.

Course Contents:

Module I: Basics

What is Non-Parametric statistics: Nature, Meaning and Concept strengths and limitations of non-parametric procedures

Parametric VS Non- Parametric Statistics

Four Levels of Measurement and Non-parametric statistics

Module 2: Tests of differences between Groups and Variables

The Friedman Two-way analysis of variance by ranks-Basic concepts, uses and computations

Test of differences between groups (Independent samples): Mann-Whitney U test computations, Kolmogorov-Smirnov test, uses

Test of differences between variables (Dependent samples): Kruskal-Wallis ANOVA analysis of ranks, K-Sample Median test, uses and concepts

Module 3: Nominal Measures of Correlations

Concept definition assumptions of Nominal Measures of Correlations

The Phi-Coefficient, Contingency coefficient concepts uses and calculations

Tetrachoric: Its uses, computation and comparison

Module 4: Chi-Square

Concept and Definition, its assumptions and use

Chi-Square Goodness of Fit (One-Sample Test)

Chi-Square Test of Independence

Module 5: Introduction to SPSS and Non-parametric statistics in SPSS

Introduction to SPSS, its usage and functioning

Understanding the concepts of Non-Parametric tests in SPSS

Learning data entry

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:***Text:***

- Dowine, N.M.: Basic Statistical methods, Harper and Publishes New York.
- Gupta S.P. Statistical methods, Sultan and Sons, New Delhi.
- Broota, K.D.: Experimental design in correlational research, New Delhi: Wiley Eastern 1989.
- Salkind, N & Green, S.:SPSS Quick Starts.
- Howitt, D & Cramer, D.:Introduction to SPSS statistics in psychology.
- McNemar Q.:Psychological Statistics, 3rd Ed. New York, John Wiley 1962.
- Edward, A. E: Experimental Design in Psychological research (3rd Ed) New Delhi: American publishing.

Reference

- Higgins. J.J: Introduction to Modern Nonparametric Statistics.
- Siegal.S: Nonparametric statistics for the behavioral sciences.
- Castellan, J.N. and Siegal. S: Non-parametric statistics for behavioural sciences.
- Daniel, W. Wayne: Applied non-parametric statistics.

HEALTH PSYCHOLOGY

Course Code: PSY4205

Credit Units: 02

Course Objective:

- To give a better understanding of the concept of health and its various functions to understand its role in human behaviour.
- To acquaint the students with nature and significance of emerging areas of health psychology.
- To highlight the role of social, psychological and behavioural risk factors in health promotion and disease prevention.
- To introduce the students to types of stressors, their consequences, cognitive behavioural interventions for managing stress.
- To impart knowledge about causes and intervention for some prevalent stress related disorders / addictions.

Course Content:

Module I: Introduction to Health

Historical background; Aims and Objectives of Health Psychology, Challenges for the future
Significance of Health Behaviour, Theory of Planned Behaviour: Attributive Theory, Health Locus of Control

Module II: Social Support & Health

Factors for Personality & Health Link, Types of Social Support, Link between social support & Health, Cross Cultural Images of Health

Module III: Life Style Disorder

CAD, CHD, Hypertension, Stroke, Obesity, peptic ulcer, Migraine, Asthma, and Diabetes: Overview, Implications & Management.

Module IV: Health Enhancing Behaviour

Stress: Meaning, Dimensions and Coping Strategies.

Improving Health & Well Being, Enhancing Support

Maintenance of Health: Diet and Nutrition, Relaxation Techniques: Jacobson Progressive Relaxation, Brotha's Relaxation Response

Module V: Health Behaviour Modification

Cognitive Behavioural approach, Relapse Prevention, Attitude & Health-Belief Model

Models of Mental Health: Clinical, Community and Social Action Model

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
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Weightage (%)	8	10	7	5	70
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Text & References:

Text:

- Ogden, J. (1996): Health Psychology: A textbook Open University Press, Buckingham
- Shelly E. Taylor (2006): Health Psychology (6th Ed.). New Delhi: Tata McGraw-Hill
- Pitts, M. & Phillips, K. (1991): Psychology of Health: An Introduction. London: Routledge press
- Khatoon, N. (2012). Ed. Health Psychology. Pearson Education Inc. India
- Taylor, S.E. (1986): Health Psychology. New York: Random House

References:

- Lhermitte, F. (1986) Human Autonomy and the Frontal Lobes. Part II: Patient Behaviour in complex and social situation: The “Environmental Dependency Syndrome”. Annuals of Neurology, 19, 335- 343.
- Strub and Black “Neuro-behavioural Disorder”
- Luria, A.R. (1966), Higher cortical functions in man, New York, basic books.
- Hecaen, H. and Albert, M.L. (1978), Human Neuropsychology, New York, John Wiley and Sons.

PRACTICUM- II

Course Code: PSY4207

Credit Units: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the second semester among the list of following practicals

Course Content:

1	Slosson Intelligence Test – Revised For Children and Adults (SIT-3/R)	Intelligence
2	Diagnostic Achievement Test For Adolescents – Second Edition (DATA-2)	Achievement
3	House-Tree-Person (H-T-P)	Personality: Projective
4	Rorschach Ink Blot Test	Personality: Projective
5	Personality Inventory for Children scoring kit	Personality:
6	OMNI Personality Inventory (OMNI) Introductory Kit	Personality:

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

FIELD PRACTICE-II

Course Code: PSY4208

Credit Units: 04

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme:

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

SCIENTIFIC RESEARCH PAPER

Course Code: PSY4209

Credit Units: 01

Course Objective:

The scientific research papers for Masters Students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Research Article or Scientific Papers:

Topic

Introduction

Review Research

Objective

Methodology

Discussion

Conclusion

References & Bibliography

No. of pages in the compilation of the paper 25-30 (minimum 25 pages)

Examination Scheme:

Components	Compilation	Viva	Presentation
Weightage (%)	50	25	25

RESEARCH METHODS: EXPERIMENTAL DESIGNS

Course Code: PSY4301

Credit Unit: 02

Course Objective:

Research Methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. In Methodology, researcher uses different criteria for solving/searching the given research problem. Different sources use different type of methods for solving the problem. So this course will enable the student to understand and apply basic research methods in psychology including research design, data analysis and report findings research conclusion apparently based on the parameters of particular research methods.

Course Contents:

Module I: Introduction to Research

Meaning of Scientific Research
Objectives and Steps in Scientific Research
Defining research problem
Defining variables
Developing hypothesis

Module II: Evaluating Measures and Hypothesis

Need For Evaluating Measures
Reliability and Validity
Hypothesis testing: Type1 and Type 2
Going beyond hypothesis testing: Effect size and Power

Module III: Validity of Experimental Researches and Threats to them

Statistical Conclusion validity
Construct validity and External Validity
Establishing the cause and Effect
Single Group threat, Multiple Group threats, Social threats

Module IV: Experimental Designs-I

Two-Group experimental designs
 Within-subject Design
 Between-subject design
 General Linear Model

Module V: Experimental Designs-II

Factorial designs
Randomized Block designs
Hybrid Experimental Designs: Solomon four group designs
Mixed designs

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Shuttlesworth, Martyn (2008). "Definition of Research". *Experiment Resources*. Experiment-Research.com. Retrieved 14 August 2011.
- Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River: Pearson.
- Trochim, W.M.K, (2006). *Research Methods Knowledge Base*.
- Montgomery, Douglas (2013). *Design and analysis of experiments* (8th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Reference

- Review of Foundations for research: Methods of inquiry in education and the social sciences, by Kathleen B. deMarrais and Stephen D. Lapan. 2004. **Reference & Research Book News** 19:1.
- Denscombe, Martyn. 2007. **The good research guide for small-scale social research projects**. 3rd ed. Maidenhead, UK: Open University Press. 360 pages. ISBN: 0335220223. \$48.50 (pbk).
- Baker, Lynda M. 2001. Review of *Understanding Research Methods: An Overview of the Essentials*, 2nd ed., by Mildred L. Patten. **The Library Quarterly** 71:96.
- Ellingson, L. L. 2007. Review of **Qualitative research methods for the social sciences**, 6th ed, by B. L. Berg. **Communication Research Trends** 26.1: 24.

PSYCHOTHERAPY

Course Code: PSY4302

Credit Units: 03

Course Objective:

The course enables students to learn various therapies and their applications in counselling field. The course aims to enable participants to acquire the development and therapies in counselling which can be used in a variety of settings, and also to understand the importance of the development of personal awareness in the effective application of counseling skills.

Course Contents:

Module I: Introduction

Psychotherapy: Meaning, Nature & Scope

Variables affecting Psychotherapy: Specific Variables: Client Variable, Therapist Variable, Process variables, Social & Environmental Variable

Non-Specific Variables: Spontaneous cure, Placebo Effect

Currents and Future Trends of Psychotherapy

Module II: Psychotherapy in India

Psychotherapy in the Indian context

Spirituality and psychotherapy

Yoga and Meditation

Module III: Varieties of Psychotherapy

Supportive therapy

Re-educative Therapy

Re-constructive therapy

Counselling vs. Psychotherapy

Module IV: Psychoanalytic Therapies

Freud's Psycho-analytic Therapy, Adlerian Psychotherapy, Brief Dynamic Therapies

Module V: Humanistic Therapies

Client-Centered Therapy, Existential Therapy and Gestalt Therapy

Module VI: Behavioral and Cognitive Behavior Therapy

Behavioral therapy, Cognitive Behavior therapy, Rational Emotive Behavior Therapy (Ellis)

Module VII: Few more Important Therapies

Family, Marital and Interpersonal Therapy

Therapies with Children and Adolescents

Group Therapy

Module VIII: Therapeutic Guidelines while working with

Women, Older clients, Clients with personality disorder

Grief and loss

Self-harm
Persons from disadvantaged context

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Golfried, H. R. & Davison, G. C.: Clinical Behaviour Therapy
- Sharf R., Theories of Psychotherapy & Counselling – Concepts and Cases; 2nd Edition.
- The Top 10: The Most Influential Therapists of the Past Quarter-Century. Psychotherapy Networker.: 2007, March/April (retrieved 7 Oct 2010)
- Henrik, R. (ed) *The Psychotherapy Handbook. The A-Z handbook to more than 250 psychotherapies as used today* (1980) New American Library.

References:

- Kirt S.H. & Clark: Cognitive Behaviour Therapy for Psychiatric Problems.
- Gurman & Kniskern: Handbook of Family Therapy.
- Kahn M.,: Between Therapist and Client- The New Relationship- Revised Edition
- Bryant, R.A.; Moulds, M.L.; Guthrie, R.M.; Nixon, R.D.V. (2005). "The Additive Benefit of Hypnosis and Cognitive-Behavioral Therapy in Treating Acute Stress Disorder"

CLINICAL PSYCHOLOGY

Course Code: PSY4303

Credit Units: 03

Course objective:

Clinical psychology is the branch of psychology concerned with the assessment and treatment of mental illness, abnormal behavior and psychiatric problems. This field integrates the science of psychology with the treatment of complex human problems, making it an exciting career choice for people who are looking for a challenging and rewarding field.

Course Contents:

Module I: Introduction

Meaning and Nature of Clinical Psychology

Background of Clinical Psychology: First Fifty years of Clinical Psychology (Establishment of Psychological Clinics and Influence of World War I)

Clinical Psychology: between World War I and II; From World War II to Present

Module II: Foundation of Clinical Psychology

Historical origin, the Psychometric tradition, the influence of health and child guidance movement, the influence of Sigmund Freud & the American Psychologist's in America.

The influence of World War II on development of Clinical Psychology

Roots of Clinical Psychology in India: the pre-independence phase, post independence to the present scenario.

Module III: Development of clinical Psychology as a profession.

Activities of Clinical Psychologist: psychological assessment, Psychotherapy, research, community mental health programme, teaching, consultation, administration.

Differences & similarities with other mental health professions

Subspecialties of clinical Psychology: Clinical health Psychology, Forensic Psychology, Geropsychology, Clinical Neuropsychology, and child clinical psychology.

Professional identity, responsibilities

Module IV: Diagnosis and assessment.

Nature and purpose of Clinical diagnosis & assessment

Stages in the Assessment Process

Clinical Assessment Techniques: observation, interview, case-study, Psychological tests.

Module V:

Employment Setting for Clinical Psychologist

Subspecialties of Clinical Psychology

Organizations in Clinical Psychology

Ethical and Legal Issues in Clinical Psychology

Cultural issues, current scenario & future prospects.

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References

Text

- Anastasi, A.: Psychological Testing, New York: MacMillan Publishing company.
- Bellack, A. S.: Introduction to Clinical Psychology. New York: Oxford & Hersen, M.University Press
- Karliger, F.N.: Foundations of Behavioural Research, New York: Holt Rinehart Winston.
- Korchin, S. J.: Modern Clinical Psychology. Delhi CRR Publishers and Distributers
- Ray, S. D.: The Practice of Psychotherapy. New Delhi: New Age International
- Plante, T. G.: Contemporary Clinical Psychology. New York: John Willey& Sons, Inc.
- Pomerantz, A. M. : Clinical Psychology- Science, Practice and Culture. New Delhi: Sage Publications
- Hecker, J. E.: Introduction to Clinical Psychology. Delhi: Pearson Thorpe, G. L.Education
- Matthews, J. R.: Introduction to Clinical Psychology. New York: Oxford Anton, B. S.University Press
- Herbert, M.: Clinical Child Psychology: Social Learning, Development And Behaviour.New York: John Willey & Sons, Inc.
- Kumar, A.: Clinical Psychology. Anmol Publications
- Field, A. P.: Clinical Psychology. Learning Matters & Field
- Hatton, C.: Clinical Psychology. New York: John Willey & Sons, Inc.

References:

- Barlow et al.(2010): Oxford Handbook of clinical psychology.1st Edition.
- Gross and Hersen., (2007): Handbook of clinical Psychology .Volume 1

PRACTICUM- III

Course Code: PSY4308

Credit Units: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the third semester among the list of following practicals

Course Content:

1	Measures of Psychosocial Development (MPD)	Development
2	Culture Free Self-Esteem Inventories, 3 rd Edition	Self-Esteem
3	State-Trait Anger Expression Inventory-2 TM (STAXI-2)	Anger
4	Personality Inventory for Youth	Personality
5	Family Relations Test: Children's Version	Interpersonal Relationship
6	Wide Range Intelligence Test (WRIT)	Intelligence

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

FIELD PRACTICE-III

Course Code: PSY4309

Credit Units: 04

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme:

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

SUMMER INTERNSHIP (EVALUATION)

Course Code: PSY4335

Credit Units: 06

GUIDELINES FOR INTERNSHIP FILE AND INTERNSHIP REPORT

(These guidelines will be useful for undertaking an internship programme during the summer or at any other time wherein the student/ researcher works full time with a company/organisation)

There are certain phases of every Intern's professional development that cannot be effectively taught in the academic environment. These facets can only be learned through direct, on-the-job experience working with successful professionals and experts in the field. The internship programme can best be described as an attempt to institutionalize efforts to bridge the gap between the professional world and the academic institutions. Entire effort in internship is in terms of extending the program of education and evaluation beyond the classroom of a university or institution. The educational process in the internship course seeks out and focuses attention on many latent attributes, which do not surface in the normal class room situations. These attributes are intellectual ability, professional judgment and decision making ability, inter-disciplinary approach, skills for data handling, ability in written and oral presentation, sense of responsibility etc.

In order to achieve these objectives, each student will maintain and submit a file (**Internship File**) and a report (**Internship Report**).

INTERNSHIP FILE

The Internship File aims to encourage students to keep a personal record of their learning and achievements throughout the Programme. It can be used as the basis for lifelong learning and for job applications. ***Items can be drawn from activities completed in the course modules and from the workplace to demonstrate learning and personal development.***

The File will assess the student's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organization, its needs and his/her own personal contribution to the organization.

The File is essentially a comprehensive documentation of how one proceeds while working on the assignment and should be regularly checked by the faculty guide/ supervisor, issues discussed with the students, doubts if any clarified and signed as having done so. This will form the basis of **continuous evaluation** of the project.

The File will include **five sections** in the order described below.

1. **The Title Page** – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.

2. **Table of Content** – An outline of the contents of the file by topics and subtopics with the page number and location of each section.
3. **Introduction** – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. **Main Body** – Should include a brief summary/ executive summary of the **Internship Project Report** that the student has worked on, an **analysis of the company/organization** in which the student is working, a **personal review** of the student's management skills and how they have been developed through the programme, the daily tasks performed, major projects contributed to, dates and hours spent on a task, observations and feelings, meetings attended and their purposes, listing of tools and materials and their suppliers, and photographs if possible of projects, buildings and co-workers.
5. **Appendices** – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

INTERNSHIP REPORT

The **Internship Report** is the research report that the student has to prepare on the project assigned by the organization. (In case a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribed by the organization wherein the student undertakes the Internship. In case, there is no layout prescribed by the organization the following components should be included in the report:

➤ **Title or Cover Page.**

The title page should contain Project Title; Student's Name; Programme; Year and Semester and Name of the Faculty Guide.

➤ **Acknowledgements**

Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student's signature.

➤ **Abstract**

A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.

➤ **Table of Contents**

Titles and subtitles are to correspond exactly with those in the text.

➤ **Introduction**

Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.

➤ **Materials and Methods**

This section should aim at experimental designs, materials used (wherever applicable). Methodology should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.

➤ **Results and Discussion**

Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter could be included to aid in smooth flow.

Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or captions. All major equations should also be numbered and unless it is really necessary, do not write in “point” form.

While presenting the results, write at length about the the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample.

Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

➤ **Conclusion(s) & Recommendations**

A conclusion should be the final section in which the outcome of the work is mentioned briefly.

Check that your work answers the following questions:

- Did the research project meet its aims (check back to introduction for stated aims)?
- What are the main findings of the research?
- Are there any recommendations?
- Do you have any conclusion on the research process itself?

➤ **Implications for Future Research**

This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

➤ **Appendices**

The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.

➤ **References**

References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

The Layout Guidelines for the Internship File & Internship Report:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Assessment Scheme:

Continuous Evaluation:	30%
(based on Internship File and the observations of the faculty guide/ supervisor)	

Feedback from Company/ Organization:	10%
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Final Evaluation:	60%
(Based on Internship Report, Viva/ Presentation)	

COUNSELLING PSYCHOLOGY

Course Code: PSY4304

Credit Unit: 03

Course Objective: To produce graduates with a well-developed professional identity as counseling psychologists, including awareness and appreciation of context, development, and strength-based interventions. Thus, we seek to develop the professional skills of our students such that each is able to:

- Demonstrate understanding of the impact of multiple contexts on human behavior
- Demonstrate understanding of theories and techniques of developmentally-based health promotion and intervention for individuals, systems, and communities
- Appreciate the role of individual and cultural differences and diversity in human development and behavior

Course Contents:

Module I: Introduction

Meaning, Definition & Goals

Historical Background: Origin of Counseling within Philosophy and Medicine, Influence from Psychology, Mental health development, the guidance movement and other influences

Difference between Counseling and other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.)

Module II: Counseling Process

Settings for counseling

Steps in counseling

Therapeutic relationship: The importance of relationship, components of relationship,

Facilitative conditions for the counseling relationship

Module III: Counseling Approach: Insight oriented

Psychodynamic Approach: Psychoanalytic, Adlerian

Humanistic Approach: Existential, Client-centered, Gestalt

Module IV: Counselling Approach: Action oriented & other approaches

Behavioural Approach: Operant-Conditioning, Classical-Conditioning.

Cognitive Approach: Cognitive Therapy, Rational emotive therapy.

Other Approaches: Narrative Therapy, Expressive Therapy, and Biofeedback.

Module V: Current Issues in Counseling:

Ethical Issues: Professional Codes, Our divided loyalties, Areas of ethical difficulty, recent trends

Legal Issues: Advice for the passionately committed counseling student

Mental Health Counseling

Counseling diverse population: Gender bias, Counseling the aged, the ethnic minorities, and the physically challenged

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:**Text:**

- Williams, E.N., Hayes, J.A., & Fauth, J. (2008). Therapist self-awareness: Interdisciplinary connections and future directions. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (4th ed) (pp. 267–283). NY: Wiley.
- Levy, K. N., &Scala, J. (2012). Transference, transference interpretations, and transference-focused psychotherapies. *Psychotherapy*, 49(3), 391-403. doi:10.1037/a0029371
- Ladany, N. & Inman, A. (2008) *Handbook of Counseling Psychology*, (4th ed.). John Wiley & Sons: New York.

References:

- Society of Counseling Psychologists. (n.d.). About counseling psychologists. Found online at <http://www.apa.org/ed/accreditation/doctoral.html>
- Brems, C. & Johnson, M. E. (1997). Comparison of recent graduates of clinical versus counseling psychology programs. *Journal of Psychology*, 131, 91-99.
- Disner SG, Beevers CG, Haigh EA, Beck AT. (2011) "Neural mechanisms of the cognitive model of depression". *Nat Rev Neurosci*. 2011 Jul 6;12 (8):467-77.
- Whyte, C (1978) "Effective Counseling Methods for High-Risk College Freshmen". *Measurement and Evaluation in Guidance*. January. 6. (4).198-2000

DEVELOPMENTAL PSYCHOLOGY

Course Code: PSY4305

Credit Units: 03

Course objective:

To develop the understanding as to how developmental psychology focuses on the development of individuals across their lifespan within the context of family, peer groups, child-care and after-school programs, schools, neighborhoods, and larger communities and society. It considers the well-being of children, youth, and adults, vis-a-vis the cognitive, emotional, social, academic, and health domains

Course Contents

Module 1: Background of Developmental Psychology

Historical Background

Meaning, Nature and scope

Obstacles in studying Life-Span Development and its effect

Module2: Stages of Development

General Patterns of Development

Stages of Development- Physical, Cognitive, Emotional, Social and Moral

Module 3: Theoretical perspective on Development

Psychodynamic Theories: Freud, Erikson

Social Learning Theory: Albert Bandura

Cognitive Theory: Piaget

Attachment Theory: Bowlby

Socio Cultural Theory: Konrad-Lorens & Niko Tinbergen, Lev Vygotsky

Ecological Theory: Urie Bronfen Brenner

Ethology & Evolutionary Theory

Module 4: Development Related Disorders (DSM-IVTR and I.C.D-10)

Pervasive Developmental Disorder: Autism

Specific Developmental Disorder of Speech and Language

Specific Learning Disabilities-Reading, Spelling, and Arithmetical Disorder

Behavioral Disorders: Attention Deficit Hyperkinetic Disorder, Conduct Disorder, Oppositional defiant Disorder

Module 5: Adjustment Related Issues.

Adolescence: Psychological Hazards, Effects of Immaturity, and happiness in adolescence. Early Adulthood: Social Mobility, Sex-Role Adjustments, Personal & Social Hazards. Middle Age: Adjustment to Physical and mental changes, Vocational and marital hazards. Old Age: Changes in motor and mental abilities, Hazards to Personal and Social Adjustment.

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
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Weightage (%)	8	10	7	5	70
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Text & References:

Text:

- Hurlock, E. B.: Developmental Psychology. McGraw-Hill
- Papalia, D. E.; Olds, S. W. & Feldman, R.D: Human Development (10th Ed.).New York: McGraw-Hill.
- Feldman, R. S.: Discovering the Life Span (2nd Ed.). Prentice Hall
- Berk, L.E.: Child Development. New Delhi: Pearson Education.
- Heatherington, E.M. & Parke, R.D.: Child Psychology: A Contemporary Viewpoint New York: McGraw-Hill
- Kail R. V.: Children and their development. Prentice Hall Inc.
- Bee, H. & Boyd, D.: Life Span Development, Boston, M.A.: Allyn and Bacon.
- Crain, W.: Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
- Newman, B.M. & Newman, P.R.: Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.

References:

- Brodzinsky, D.M.; Gormly, A.V. & Anibron, S.R.: Life Span Human Development; New Delhi: CBS Publication
- Santrock, J.W.: A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.
- Bukatko, D. & Daehler, M.W.:Child Development: A Thematic Approach. New York: Houghton Mifflin Company.

NEURO-PSYCHOLOGY

Course Code: PSY4306

Credit Units: 03

Course Objective:

The objective of this course is to give a better knowledge of brain and its various functions to understand its role in human behavior.

Course Contents:

Module I: Introduction

Understanding the concept of Neuropsychology
The rationale for Neuropsychological evaluation
Common problems with brain damage

Module II: Plasticity of Brain

Neuropsychological aspect of plasticity of brain
Cerebral cortex and lateralization / localization of functions

Module III: Frontal Lobe and Temporal Lobe Deficits

Behavioural/ emotional/ personality/ cognitive changes associated with the lobe functions.

Module IV: Parietal and Occipital Lobes Deficits

Behavioural / emotional/ cognitive functions associated with each lobe.

Module V: Neuropsychological Rehabilitation (Holistic Approach)

Planning, process and outcome of cognitive retraining
Role of family and larger community
Financial/ employment Rehabilitation
Neuropsychological Assessment

- Bender Gestalt Test
- Benton's Visual Retention Test

Module VI: Social Support and Health

Factors for Personality and Health Link
Types of Social Support
Link between social support and Health
Cross cultural images of health

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Luria, A.R. (1966), Higher cortical functions in man, New York, basic books.

- Hecaen, H. and Albert, M.L. (1978), Human Neuropsychology, New York, John Wiley and Sons.
- Brannon, L. & Feist, J. (2007): Introduction to Health Psychology. Cengage Learning

References:

- Walsh, K. W. (1978), Neuropsychology a clinical approach, Edinburgh, Churchill Livingston.
- Vinken, P.J. & Bruyn, G.W. (1969) (Ed.), handbook of Clinical Neurology, Amsterdam, North Holland .
- Kirshner, H.S, (1986) Behavioural Neurology, New York, Churchill Livingston.
- Lhermitte, F. (1986) Human Autonomy and the Frontal Lobes. Part II: Patient Behavioural in complex and social situation: The “Environmental Dependency Syndrome”. Annuals of Neurology, 19, 335- 343.
- Strub and Black Neuro-behavioural Disorder.
- Taylor, SE (1986) Health Psychology Random House, New York.

ii. Fourth Semester (M.Sc. – Clinical Psychology)

RESEARCH METHODS: NON-EXPERIMENTAL DESIGNS

Course Code: PSY4401

Credit Unit: 02

Course Objective:

Research Methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. In Methodology, researcher uses different criteria for solving/searching the given research problem. Different sources use different type of methods for solving the problem. So this course will enable the student to understand and apply basic research methods in psychology including research design, data analysis and report findings research conclusion apparently based on the parameters of particular research methods.

Course Contents:

Module I: Introduction

Nature and Purpose of Non-Experimental Research Designs and their importance
Advantages and Disadvantages of Non-experimental Research Designs
Differences between Experimental and Non-Experimental Research Designs
Types of Non-experimental Designs: Pure Descriptive design, Correlational Descriptive Design and Other type

Module II: Quasi- Experimental designs

Quasi- experimental research designs: their uses and importance
One-Group Designs
Non-equivalent control group designs
Pretest-Posttest Control Group Design

Module III: Non-Experimental Designs

Quantitative Non-Experimental Designs, Causal Comparative
Qualitative and Quantitative perspectives: Collecting qualitative data: Case study, interview, Observational method. Discourse Analysis, Grand narrative analysis, Ethnographic methodology.
Time series Designs

Module IV: Correlational Designs

Correlational research design: Its Basic nature and uses
Kinds of Correlational designs: Panel Design, Cross-Sectional Design and Longitudinal Designs
Concept and application of Multiple Regression Analysis (linear and stepwise)
Factor analysis and Its Implications

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:***Text:***

- Shuttleworth, Martyn (2008). "Definition of Research". Experiment Resources. Experiment- Research.com. Retrieved 14 August 2011.
- Creswell, J. W. (2008). Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed). Upper Saddle River: Pearson.
- Trochim, W.M.K, (2006). Research Methods Knowledge Base.
- Montgomery, Douglas (2013). Design and analysis of experiments (8th ed). Hoboken, NJ: John Wiley & Sons, Inc. ISBN 9781118146927.

Reference:

- Kothari, C.R (2004), Research Methodology: Methods and Techniques.
- Kumar, R (2005), Research Methodology: A step-by-step beginners.
- Melville and Goddard (2004), Research Methodology: An introduction.
- Khan, J.A(2011), Research Methodology.

MENTAL RETARDATION

Course Code: PSY4402

Credit Unit: 02

Course Objective:

The paper on Mental Retardation introduces nature of mental retardation, its classification, assessment and intervention programs.

Course Contents:

Module I:

Mental Retardation: Definition of mental retardation, Classification-Psychological Classification Medical and Educational Classification, Causes and Prevention

Module II:

Mental Retardation: Psycho-educational Assessment, Intelligence Tests, FACP, BASIC-MR, BASAL-MR

Module III:

Mental Retardation: Enhancing Skills- CTC, IEP, Prompting, Task Analysis, Channing, Shaping, Modeling, Reinforcement

Module IV:

Mental Retardation: Reducing maladaptive behaviours- Assessment of maladaptive behaviours, plan of behavior modification, techniques for decreasing problem behavior.

Module V:

Vocational Training and Empowering families having child with Mental Retardation, Special Sports, Acts and Policies

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- NIMH (1989) Mental Retardation : A Manual for Psychologist, Secundrabad
- Peshawaria R. and Venkatesan (1992) Behavioural Approach in Teaching Mentally Retarded Children, NIMH, Secundrabad
- Thressiakutty A.T. and Govindrao L. (2001) Transition of Persons with Mental Retardation from School to Work, NIMH Secundrabad

References:

- Rao, T.A.S. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secundrabad
- Hallahan D.P. and Kauffman J.M. (1980) Exceptional Children, Prentice Hall
- National Trust, Govt. of India, Handbook for Teachers

PRACTICUM- IV

Course Code: PSY4412

Credit Units: 03

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the fourth semester among the list of following practicals

Course Content:

1	NEO-4™ - Comprehensive Kit	Personality
2	Comprehensive Test of Non-verbal Intelligence-Second Edition (CTONI-2)	Intelligence
3	Neuropsychological Assessment Battery® (NAB®) Attention Module Kit	Attention
4	Detroit Tests of Learning Aptitude - Fourth Edition (DTLA-4)	Learning
5	Reynolds Intellectual Assessment Scales (RIAS)	Intelligence
6	General Health Questionnaire (GHQ)	Health

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

FIELD PRACTICE-IV

Course Code: PSY4413

Credit Units: 04

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme:

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

DISSERTATION

Course Code: PSY4437

Credit Units: 06

GUIDELINES FOR DISSERTATION

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Selecting the Dissertation Topic

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for some time.

It is important to distinguish here between ‘dissertation topic’ and ‘dissertation title’. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to business, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

Planning the Dissertation

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

The Dissertation plan or outline

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.
- It provides your faculty-guide with an opportunity, at an early stage of your work, to make constructive comments and help guide the direction of your research.
- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.
- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

Keeping records

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct a direct quotation and what is your paraphrase.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled: **Executive Summary**.
- Next is the 'acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.

- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text. For articles from journals, the following details are required e.g.

Draper P and Pandyal K. 1991, The Investment Trust Discount Revisited, Journal of Business Finance and Accounting, Vol18, No6, Nov, pp 791-832.

For books, the following details are required:

Levi, M. 1996, International Financial Management, Prentice Hall, New York, 3rd Ed, 1996

- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion form the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report.

Assessment Scheme:

Continuous Evaluation: 40%

(Based on Abstract, Regularity,
Adherence to initial plan, Records etc.)

Final Evaluation: Based on, 60%

Contents & Layout of the Report,	25	
Conceptual Framework,	10	
Objectives & Methodology and		10
Implications & Conclusions	15	

REHABILITATION PSYCHOLOGY

Course Code: PSY4404

Credit Unit: 03

Course Objective:

Objective of this course is to learn profession of Rehabilitation Psychology, Psychological Assessment of persons with disabilities, Psychological Interventions and dealing with families

Course Contents:

Module I:

Overview of the profession of Rehabilitation Psychology and practice, history, growth and scope, Role of Psychologist in Rehabilitation

Module II:

Psychological Assessment- Assessment of Cognition, aptitudes, psychopathology, work/vocational and daily functioning

Module III:

Health behavior: Theories of health behavior change, interventions strategies for individuals and families of disabled
Behaviour Modification and Cognitive Therapies in Rehabilitation

Module IV:

Dealing with Families- Family's reactions to disabilities, coping styles, family counseling, Coordination with Multidisciplinary team

Module V:

Community Based Rehabilitation – Goals of CBR, components of CBR, Role of Professionals, role of Community, Ethical Issues

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- NIMH (1989) Mental Retardation : A Manual for Psychologist, Secundrabad
- Mohapatra C.S. (2004) Disability Management, NIMH, Secundrabad
- Robert G. Frank Timothy R.Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.

- Michael Brnes Anthony Ward (2009) Oxford Handbook of Rehabilitation Medicine

References:

- Peshawaria R. and Venkatesan (1992) Behavioural Approach in Teaching Mentally Retarded Children, NIMH, Secundrabad
- WHO (2004) Community Based Rehabilitation
- Tally A.B, Sivaraman K.P and Murali T(1998) Neurorehabilitaion Principles &practice, NIMHANS Bangalore India

CHILDHOOD PATHOLOGY AND EXCEPTIONAL CHILDREN

Course Code: PSY4405

Credit Unit: 03

Course Objective:

Objective of this course is to learn various categories of exceptionality, early identification, special and mainstream education

Course Contents:

Module I:

Developmental Disorders- Autism Spectrum Disorders, attention deficit hyperactivity disorder, Mental Retardation, Learning Disabilities, Hearing Impairment, Disability of Locomotion

Module II:

Bipolar disorder in children, conduct disorder, emotional disorders, eating disorders, enuresis
Psychological Assessment of Childhood disorders

Module III:

Special Education: Special Schools and Rehabilitation centres

Mainstreaming: assistive devices, adaptation, barrier free environment

Mainstreaming: Attitudinal change- teachers, non disabled students, Parents and Community

Module IV:

National Institutes in the field of disability: NIMH, NIVH, NIOH, AYJNIHH, NIEPMD, SVNIRTAR, Alimbco.

NGOs, Parent Organizations, Advocacy organization

Module V:

Legislative framework: Mental Health Act, RCI Act, Persons with Disability Act, National Trust Act, UNCRPD

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Hallahan D.P. and Kauffman J.M. (1980) Exceptional Children, Prentice Hall
- Cratty B.J. and Goldman R.L. (1995) Learning Disabilities: Contemporary Viewpoints, Harwood Academic Publishers
- Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth, Englewood Cliffs N.J.: Prentice Hall

References:

- Rao, T.A.S. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secundrabad
- National Trust, Govt. of India, Handbook for Teachers
- NIMH (1989) Mental Retardation : A Manual for Psychologist, Secundrabad
- Peshawaria R. and Venkatesan (1992) Behavioural Approach in Teaching Mentally Retarded Children, NIMH, Secundrabad

PSYCHOTHERAPEUTIC INTERVENTION IN CLINICAL SETTING

Course Code: PSY4406

Credit Unit: 03

Course Objective:

To equip students with the basic understanding of various types of therapies and their implications in different clinical settings

Course Contents

Module I: Introduction

Psychotherapy Overview of historical developments and current trends in psychotherapy, issues related to consent (assent in case of minors), planning and recording of counseling session; and setting goals; pre and post assessment, interviewing: objectives of interview, structured and unstructured interview, open and close ended questions, clarification, reflection, facilitation and confrontation, silences in interviews.

Module II: Behavior Therapy

Origin, Foundations; Principles and Methodologies, behavioral assessment, formulation and behavioral goals Systematic desensitization (in vivo and in vitro); Extinction: Flooding and Response Prevention, Implosion, Covert Sensitization, Negative Practice and stimulus satiation. Skill training: Assertiveness Training; Modeling; Behavioral Rehearsal. Operant procedures: Token economy, Contingency management. JPMR and Biofeedback

Module III: Cognitive Therapy

Cognitive behavior therapy: Cognitive model; automatic negative thoughts, schemas principles and assumptions, technique: Ellis's Rational Emotive Behavior Therapy (REBT) and Beck's cognitive therapy, dialectical behavior therapy

Module IV: Therapy in Special Condition

Chronic mental illness, Substance Abuse, Learning Disabilities and Mental retardation and such other conditions, where integrative/eclectic approach is the basis of clinical intervention

Module V: Biomedical Therapy

Electro-convulsive therapy, Drug therapy-Antipsychotic drugs, Anti depressant drugs and Anti anxiety drugs

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- An introduction to the Psychotherapies, 3rd edition, bLoch, S (2000) Oxford Medical Publications.
- Encyclopedia of Psychotherapy, vol. 1 and 2, Hersen M & Sledge W. (2002). USA.
- Techniques of Psychotherapy, 4th edition, Parts 1 & 2, Wolberg, L.R. Grune and Stratton: NY.
- Theories of Psychotherapy and Counselling, 2nd edition, Sharf, R.S. (2000). Brooks/Cole; USA.

References:

- Bellack, A.S. & Hersen, M., (1998). Comprehensive Clinical Psychology, Vol., Elsevier Science Ltd.: Great Britain.
- Cognitive Behavior Therapy for Psychiatric Disorders. A Practical Guide, Hawton, K. Salkovskis, P.M., Kirk, J and Clark, D.M. (1989) Oxford University Press.

DIFFERENTIAL DIAGNOSTIC TECHNIQUES

Course Code: PSY4407

Credit Unit: 03

Course Objective:

Enable students to selecting an appropriate test for a particular purpose, administration, scoring and interpreting psychological test profile in clinical settings

Course Contents

Module I: Introduction

Case history; mental status examination; rationale of psychological test; behavioral observation, response recording and syntheses of information from different sources; formats of report writing, context of clinical assessment, types of referrals, ethical practice of assessment, selecting psychological tests.

Module II: Assessment of Cognitive Functions

Bender gestalt test, PGI Memory scale; Bhatia's battery of performance tests of intelligence Binet's test of intelligence, Wechsler adult intelligence scale

Module III: Test for Differential Diagnosis

Tests for diagnostic clarification: A) Rorschach psychodiagnostics, B) Tests for thought disorders – color form sorting test, object sorting test, proverbs test, C) Minnesota multiphasic personality inventory; Multiphasic questionnaire, clinical analysis questionnaire, IPDE, D) screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology.

Module IV: Tests for Adjustment and Personality Assessment

Questionnaires and Inventories – 16 personality factor questionnaire, NEO-5 personality inventory, temperament and character inventory, Eysenck's personality inventory, Eysenck's personality questionnaire, self-concept and self esteem scales, Rottor's locus of control scale, Bell's adjustment inventory (students' and adults'), subjective well-being questionnaires, QOL Projective tests – sentence completion test, picture frustration test, draw-a-person test; TAT – Murray's and Uma Chowdhary's

Module V: Therapy in Special Condition

Psychological assessment of children: A) Developmental psychopathology check list, CBCL, B) Administration, scoring and interpretation of tests of intelligence scale for children such as SFB, C- 42 RPM, Malin's WISC, Binet's tests, and developmental schedules (Gesell's, Illingworth's and other) Vineland social maturity scale.

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Freeman, F.S. (1965). Theory and practice of psychological testing, Oxford and IHBN: New Delhi.
- Bellack, A.S. & Hersen, M (1998): Comprehensive Clinical Psychology: Assessment, Vol. 4. Elsevier Science Ltd.: Great Britain
- Exner, J.E. The Rorschach – A Comprehensive System, Vol. 1, 4th ed., John Wiley and sons: NY.
- Choudhary, U. An Indian modification of the Thematic Apperception Test. Shree Saraswathi Press: Calcutta

References:

- Hersen, M; Segal, D. L; Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment, Vol. 1 & 2. John Wiley & Sons: USA
- Murray H.A. (1971): The Thematic Apperception Test manual, Harvard University Press.

COMMUNITY PSYCHOLOGY AND INTERVENTION

Course Code: PSY4408

Credit Units: 03

Course Objective:

This course provides an introduction to the community psychology. Rehabilitation and human service system and professionally prepares the students for becoming rehabilitation counselors. It lays emphasis on the stands, approaches and contemporary issues related to community and rehabilitation psychology.

Course Contents

Module I: Rehabilitation

Case history; mental status examination; rationale of psychological test; behavioral observation, response recording and syntheses of information from different sources; formats of report writing, context of clinical assessment, types of referrals, ethical practice of assessment, selecting psychological tests

Module II: Health Behavior

Theories of Health Behavior Change, Interventions Strategies For Individuals And Families of Disabled, Models Of Therapeutic Education For Successful Rehabilitation

Module III: Community issues

Evaluation of community needs, rehabilitation in community, social counseling, training in daily living skills, community awareness raising and increasing community involvement, facilitating access to loans, vocational training, information for local self-help groups, contacts with different authorities, school enrolment .

Module IV: Psychotherapy in the Indian Context

Historical perspective in psychological healing practices from the Vedic period and the systems of Ayurveda and Yoga, contemporary perspectives; socio-cultural issues in the Indian context in practice of psychotherapy; ongoing research related to process and outcome.

Module V: Mental Health Policies of Government (National Mental Health Program, Mental Health Act)

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	8	10	7	5	70

Text & References:

Text:

- Mann, A.P.; Community and Applications
- Rappaport, J.; Community Psychology: Values, Research and Action

Reference:

- Book, P. E.; Community Psychology Mental Health
- Kuppuswami, B.; An Introduction to Social Psychology
- Bates, A. P. & Julian, J.; Sociology— Understanding Social Behavior
- Broom, Leonard and Selznick, Philip – A text with Adapted Readings
- Browning & Charles J.; Differential Impact of Family Disorganization on Male Adolescents in social problems.
- Burgers, E.W., and Lock, H.J.; ‘The Family’
- Nimkoff, M.E. ; ‘The Family’
- Albert C. K.; Deviance and Control
- Gobbons, Don, C.; Deviant Behavior (2nd ed.)
- Jenkins, Richard L., “Motivation and Frustration in Delinquency” ; American Journal of Orthopsychiatry

