MASTER OF SCIENCE IN PSYCHOLOGY (CLINICAL)

DETAILED SYLLABUS
FOR 2009-2011 BATCH

DEPARTMENT OF POST GRADUATE STUDIES IN PSYCHOLOGY

CHRIST UNIVERSITY
BANGALORE

CHRIST UNIVERSITY

DEPARTMENT OF POST GRADUATE STUDIES IN PSYCHOLOGY

Program Description:

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

Course Objectives:

a.   To prepare students in specific areas in which professional psychological services can be rendered.

2. Integrate the course contents with the clinical viewpoint in a service setting.

3. To train them into skills and competencies which are required for practice as a psychologist.

4. To sensitize them to the ethics of profession.

5. To develop research acumen and thereby contribute to knowledge in professional areas.

6. To develop self-reflective skills.

CHRIST UNIVERSITY

Declared as Deemed to be University under Section 3 of UGC Act, 1956

PROGRAM STRUCTURE

SEMESTER I

Code	Paper	Hrs/ Wk	Marks		Credit
			CIA	ESE	
MPS 131	HISTORY & PHILOSOPHY OF PSYCHOLOGY	4	50	50	4
MPS 132	THEORIES OF PERSONALITY *	4	50	50	4
MPS 133	QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY	4	50	50	4
MPS 134	COGNITIVE PSYCHOLOGY – I *	3+2	50	50	3+2
MPS 135	BIOLOGICAL FOUNDATIONS OF BEHAVIOR-I	4	50	50	4
MPS 136	ADVANCED SOCIAL PSYCHOLOGY	4	50	50	4
Total			**600**		**25**

SEMESTER II

Code	Paper	Hrs/ Wk	Marks		Credit
			CIA	ESE	
MPS 231	INTRODUCTION TO CLINICAL PSYCHOLOGY*	3+2	50	50	3+2
MPS 232	PSYCHOPATHOLOGY – I*	3+1	50	50	3+1
MPS 233	PSYCHOLOGICAL MEASUREMENT & STATISTICS	4	50	50	4
MPS 234	COGNITIVE PSYCHOLOGY – II*	3+2	50	50	3+2
MPS 235	BIOLOGICAL FOUNDATIONS OF BEHAVIOR–II	4	50	50	4
MPS 236	DEVELOPMENTAL PSYCHOLOGY	4	50	50	4
Total			**600**		**26**

SEMESTER III

Code	Paper	Hrs/Wk	Marks		Credit
			CIA	ESE	
MPS 331	PSYCHOTHERAPY – I*	4	50	50	4
MPS 332	PSYCHOTHERAPY – II	4	50	50	4
MPS 333	PSYCHOPATHOLOGY – II*	3+1	50	50	3+1
MPS 334	QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY	4	50	50	4
MPS 371	ELECTIVE – I	3	50	-	3
MPS 372	ELECTIVE – II	3	50	-	3
MPS 373	SUMMER PLACEMENT	150 (TOTAL)	50		2
Total				**550**	**25**

SEMESTER IV

Code	Paper	Hrs/Wk	Marks		Credit
			CIA	ESE	
	CLINICAL TRACK				
MPS 451-C	PROFESSIONALIZATION SEMINAR	50 (TOTAL)			2
MPS 452-C	SUPERVISED CLINICAL PRACTICUM	250 (TOTAL)	100		8
MPS 453-C	MINI CLINICAL RESEARCH PROJECT	50 (TOTAL)	50		3
MPS454-C	CLINICAL INTERNSHIP PLACEMENT (Mandatory requirement for course completion)	150 (TOTAL)			
	RESEARCH TRACK				
MPS451-R	SUPERVISED MINI-CLINICAL PRACTICUM	100 (TOTAL)	50		3
MPS452-R	THESIS	400 (TOTAL)	50	50 (defense)	10
	COMMON TO BOTH CLINICAL & RESEARCH TRACK				
MPS 471	ELECTIVE – III	3	50		3
MPS 472	ELECTIVE - IV	3	50		3
TOTAL			**250**		**19**

Total Marks (Semesters I, II, III & IV)	**2000**
Total Credits	**95**

Practicum embedded within the paper.

SEMESTER – I   **Total hours: 60**
COURSE CODE – MPS 131   **Max. marks: 100**

HISTORY AND PHILOSOPHY OF PSYCHOLOGY

Course Description:

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

Course Objectives:

1) *One of the primary goals of this class is for students to learn the philosophical roots and historical events that have shaped the field of psychology. The main reason for this is to help students place their own professional lives and work in a larger picture shaped by historical and social factors. This will include an exploration of underlying philosophical assumptions, individual contributors, and various forces that served to shape the emerging field of psychology.*

2) *A second goal is for students to acquire a basic understanding of western (and, to an extent, Indian) philosophical thought, to articulate a philosophy of their own, and apply that philosophy to their professional work.*

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

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

5) *A final goal of this course is for students to increase their ability to (a) think critically about the science of psychology, (b) analyze psychological theory, research, and practice in a historical context, and (c) develop ideas, critiques, and conclusions of their own.*

MODULE – I: INTRODUCTION AND BACKGROUND   15 HRS

Understanding Science, History, and Philosophy; Psychology and Science; Persistent questions in Psychology and approaches/methods for answering the questions: Mind-Body, nativism-empiricism, mechanism-vitalism, reason – non-reason, objectivity-subjectivity, origin of human knowledge, problem of the Self.

MODULE – II: FORERUNNERS AND THE BEGINNINGS OF PSYCHOLOGY AS A DISCIPLINE   15 HRS

Social and intellectual contexts of questions of 'psyche'/'mind': Greek, Pagan, Christian, Medieval, Islam; The Scientific Revolution and the creation of consciousness – Psychology 'invented': Early development of Psychology and Applied Psychology: Psychology of Consciousness, the Unconscious, and adaptation.

MODULE – III: PSYCHOLOGY IN MODERNITY   15 HRS

Shift from mentalism to behaviorism; The rise of cognitivism; Psychology and 'Minorities'; the rise of Applied Psychology; The 'Psychologized' society; The value and role of contemporary Psychology.

MODULE – IV: LOOKING BACK TO MOVE AHEAD   15 HRS

Fort-Da between the Windscreen and the Rearview mirror; Defining the discipline (of Psychology) through the methods and models (of Knowledge); Historicizing the categories of Psychology (normal/ abnormal, clinic); Possibilities of pre-modern Psychology (in India): drawing from Buddhism, Girindra Sekhar Bose; Our vision of Psychology: an engaged but critical Psychology?

Primary Readings

- 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. (6th ed.). Pearson Education: Delhi.

Other Readings

  Bermuidez, J. L (2006) (Ed). Philosophy of Psychology: Contemporary Readings

  Dhar, A.K. 2008: Science(s) of the mind: Fort-da between the windscreen and the rearview mirror (Working Paper).
- Gentile, B.F. & Miller, B.O. (2009). Foundations of psychological thought: A history of
-       psychology. Sage: New Delhi.
- Gross, R. 1995: Themes, issues and debates in psychology. London: Hodder and Stoughton.
- Harris, B. 1997: Repoliticizing the history of psychology. In Critical psychology: an
-       introduction. D. Fox and I. Prilleltensky (eds), London: Sage Publication.
- Jones, D. & Elcock, J. (2001). History and theories of psychology: A critical perspective.
-       Arnold: London.
- Kuhn, T.S. 1962: The structure of scientific revolutions. Chicago: University of Chicago Press.
- Lawson, R.B., Graham, J.E., & Baker, K.M. (2007). A history of psychology: Globalization,
-       ideas, and applications. Prentice Hall: New Delhi.
- McGhee, P. 2001: Thinking Psychologically. Basingstoke: Palgrave.

- Nandy, A. 2004: The savage Freud: The first non-western psychoanalyst and the politics of secret selves in colonial India, (in 'Bonfire of creeds: The essential Ashish Nandy) pp 339-393; Delhi: Oxford University Press.
- Nandy, A 2004: Towards an alternative politics of psychology, (in 'Bonfire of creeds: The essential Ashish Nandy) pp 324-338; Delhi: Oxford University Press.
- Robinson, D.N. (1995). An intellectual history of psychology. (3rd ed.). Arnold: London.

SEMESTER I   **Total Hrs: 60**
COURSE CODE: MPS 132   **Max Marks: 100**

THEORIES OF PERSONALITY

Course objective
1) To provide an understanding of the different personality theories
2) To introduce critical evaluation of different theories in the background of the empirical evidence.
3) To orient the students in application of this knowledge in case analysis and therapeutic formulation
4) To develop the skills in personality assessment

Practicums are to be part of the course and will be conducted and assessed as part of continuing internal assessment.

MODULE I: PSYCHODYNAMIC THEORIES   **15HRS**

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

PEDAGOGY COMPONENT (7 HRS)
1) TAT
2) Case studies related to psychodynamic theories

MODULE II: BEHAVIORAL THEORIES   **15 HRS**

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

PEDAGOGY COMPONENT   (7 HRS)
1) Case studies related to Behavioral theories
2) Assessment of personality using simulated methods

MODULE III: HUMANISTIC AND EXISTENTIAL THEORY   15 HRS

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

PEDAGOGY COMPONENT   (7HRS)
1) Case studies related to humanistic and Existential theories
2) Assessment of personality using simulated method
    (Leaderless group discussion, role play, etc)

MODULE IV: TRAIT THEORIES   12 HRS
Allport, Cattell, Eysenck

PEDAGOGY COMPONENT
1) 16 PF
2) Neo five factor

Primary Readings

- Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). THEORY of personality, 4TH edition. John Wiley and Sons

Other Readings

- Carpara, G.V & Cereone, D. (2000). Determinants, dynamics and potentials. Cambridge University 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 EDITION, PRENTICE HALL, UPPER SADDLE RIVER, NEW JERSEY.
- Ewen,R.B.(1980). An introduction to theories of personality. Academic Press, Inc. (London) Ltd.
- Ryckman M. R (2004) 8th Edition. Wadsworth, Thompson learning. USA.

SEMESTER I   **Total Hrs: 60**
COURSE CODE: MPS 133   **Max Marks: 100**

QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY

Course objective

- *To provide foundation on quantitative research methods in psychology*
- *To develop skills on designing quantitative research*
- *Develop skills on collecting quantitative data using various methods*
- *Sensitize the importance of scientific research*
- *Develop skills on proposal writing*
- *Sensitize the students on ethical issues in research*

MODULE I: FOUNDATIONS OF QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY   (15hrs)

History of scientific research in psychology; Definition of research; Purpose and need of psychological research. Experimental, Exploratory, Correlational and descriptive research in psychology; Ethical issues in psychological research (8 hrs)

Research lab (7 hrs)

1) Review of research articles
2) Code of ethics

MODULE II: PROCESS OF QUANTITATIVE RESEARCH   (15hrs)

Causality and experimentation; Definition and nature of variables; operationally defining variables; Independent variables; Dependent variables; formulation of research problems and hypothesis ; Different types of hypothesis ; Experimental manipulation and control of variables; steps in quantitative research (8 hours)

Research lab (7 hrs)
1) Formulation of research problem and hypothesis
2) proposal lab 1

MODULE III: SAMPLING TECHNIQUES AND DATA COLLECTION   (15 hrs)

Population and sample: Basic assumptions. Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests. (8 hrs)

Research lab (7 hrs)
1) Simulation techniques for learning sampling technique and various data collection methods
2) Skills training seminars

MODULE IV - EXPERIMENTAL DESIGNS IN PSYCHOLOGY   (15 hrs)

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

Research lab (7 hrs)

1) APA style of writing
2) Skill training seminars on research design

PRIMARY READINGS

- Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall
- Gravetter,F.J.,& Forzana,L.A.B(2009). Research methods for behavioral sciences .United States :Wordsworth cengage learning .
- Bordens, K.S., & Abbott, B.B. (2006). Research and design methods: A process approach (6th ed.). New Delhi: Tata McGraw-Hill Company Limited
- Goodwin, C.J. (2002). Research in psychology: Methods and design (3rd ed.). New Jersey: John Wiley & Sons, Inc.
- Coolican ,H.(2004).Research methods and Statistics in Psychology. London: Hoddes Arnold Document compiled by the teacher in charge

OTHER READINGS

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- Breakwell, G.M., Hammond, S., Fife-Shaw, C., & Smith, J.A. (eds.). (2006). Research methods in psychology (3rd ed.). New Delhi: Sage.
- Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6th ed.). New York: McGraw-Hill..
- Heiman, G.W. (2001). Understanding research methods and statistics: An integrated introduction for psychology (2nd ed.). Boston: Houghton Mifflin Company.
- Leong, F.T., & Austin, (1996). The psychology research handbook: A guide for graduate students and research assistants. Delhi: Sage Publications
- McGuigan, F.J. (1999). Experimental psychology: Methods of research (5th ed.). New Delhi: Prentice Hall
- Miles, J. (2001). Research methods and statistics. Exeter: Crucial

- Rosnow, R.L., & Rosenthal, R. (2002). Beginning behavioral research: A conceptual primer (4th ed.). New Jersey: Prentice Hall.
- Schweigert, W.A. (1997). Research methods psychology: A handbook. Delhi: Sage Publications
- Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors.

SEMESTER I	**Total hours: 60**
COURSE CODE: MPS 134	**Max. marks: 100**

COGNITIVE PSYCHOLOGY – I (SENSATION AND PERCEPTION)

Objective: *To provide an understanding of normal metal processes and their relationship to brain, mind and behaviour.*

Practicums are to be part of the course and will be conducted and assessed as part of continuous internal assessment..

MODULE I: SENSATION AND ATTENTION

History and development: Classical psychophysics: Weber's law, Fechner's law; Psychophysical methods: method of limits, method of constant stimuli, method of average error; Contemporary psychophysics: Steven's power law, signal detection theory (modular with demonstration and practicum on psychophysical methods and response criterion and decision)

Attention: Theories and current developments: Broadbent's filter theory, Triesman's attenuation theory, automatic and controlled processing, switching attention.

MODULE II: PERCEPTION OF FORM AND PATTERN

Visual form perception, pattern perception, illusions: theories and current developments.

Tactile perception: shape and object perception (modular course with demonstration and practicum).

MODULE III: SPACE PERCEPTION

Space perception: monocular and binocular cues, depth and size invariance hypothesis

Space without vision (modular with demo and practicum)

Perception and action: dorsal and ventral pathways, blind sight, numb sense

MODULE IV: MULTI-MODAL PERCEPTION

Auditory perception: sound localization; Interactions between vision and hearing; Cross modal perception (modular with demo and practicum); Speech perception.

Primary Readings

Goldstein B E (2007). Sensation and Perception (7th Edition) Wadsworth.
Matlin M W (2005) Cognition, Wiley & Sons, Inc.
Millar S (2008) Space and Sense. Essays in Cognitiver Psychology. Psychology Press, England.
Stevens S S (1966) (Ed) Hand book of Experimental Psychology, Wiley.
Woodworth R S & Schlosberg H (1954). Experimental Psychology.

Other Readings

Galotti K M (2004). Cognitive Psychology- In and Out of the Laboratory, Wadsworth.
John A & Proctor R (2004). Attention: Theory and Practice. Sage.
Goldstein B E (2001) (Ed) Handbook of Perception, Blackwell, Oxford, UK.
Lamberts K & Goldstone R L (2005) (Eds). Handbook of Cognition, Sage, London.
Millar S (1994) Understanding an drepresenting space: Theory and evidence for studies with
      blind and sighted children. Oxford, Uk, Oxford University Press.

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SEMESTER I   **Total hours: 60**
COURSE CODE: 135   **Max. marks: 100**

BIOLOGICAL FOUNDATIONS OF BEHAVIOR – I

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

MODULE   I: INTRODUCTION   **10 Hrs**
The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research.

MODULE II: NEURONS AND NEURONAL CONDUCTION   **10 Hrs**
Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters

MODULE III: THE STRUCTURE AND FUNCTIONING OF THE NERVOUS SYSTEM
                                                               15 Hrs
Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex

MODULE IV: SENSORY AND MOTOR NERVOUS SYSTEMS   **15 Hrs**
Neural basis of vision – Anatomy of the Visual System, Analysis of visual information:
Audition – Auditory nervous system, auditory coding.
The chemical senses; coding of smell and taste.
Cutaneous senses.
Proprioception.
Labyrinthine senses.
Pain perception, pain management.
The neural aspects of muscle movement; the pyramidal system, the extrapyramidal system.
The endocrine system.

CLASS ROOM TEACHING HOURS- 50 HRS
STUDENT EFFORT HOURS- 10 HRS.

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Primary readings

Carlson, N.R. (2004). Physiology of behaviour (8th.ed.). Boston: Allyn & Bacon.
Schneider M Alles (1990). An introduction to Physiological Psychology (3rd Edition) USA: Random House.

Other Readings

- Blackmore, S. (2003). Consciousness: An introduction. London: Hodder&Stoughton.
- Carlson, N.R. (1999). Foundations of physiological psychology (4th. Ed.). Boston: Allyn & Bacon..
- Kalat, J.W. (2004). Biological psychology (8th.ed.). Belmont: Wadsworth/Thomson learning.
- Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th .ed.). New York: McGraw-Hill.
- Leukel, F. (1985). Introduction to physiological psychology (3rd .ed.). New Delhi: CPS Publishers.
- Pinel, J.P.J. (2000). Biopsychology (4th .ed.). Boston: Allyn & Bacon.
- Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience. (2nd Ed.). USA: Sinauer Associates, Inc.
- Wallace, B. & Fisher, L.E. (1991). Consciousness and Behavior (3rd Ed.). USA: Allyn & Bacon.

SEMESTER I   **Total Hrs: 60**
COURSE CODE: 136   **Max Marks:**
100

ADVANCED SOCIAL PSYCHOLOGY

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.*

MODULE I: HISTORICAL AND CONCEPTUAL ISSUES IN SOCIAL PSYCHOLOGY
                                                                        15 Hrs
The definition and nature of social psychology; Growth of social psychology; alternative conceptions of social psychology; crisis of confidence in the discipline and its resolution; Development of social psychology in India; Current status of the discipline; indigenization of social psychology; Issues in experimental social psychology; Emerging alternative methods in social psychology; Ethical issues in social psychological research.

IN FIELD: *Journal articles review and textbook analysis; Small project work based on alternative research methods*

MODULE II: SOCIAL INTERACTION   **15 Hrs**

Social Perception and cognition; Theories of attribution; Biases and errors in attribution; Organizing and Changing attitudes; The development of social representation; Prejudice, Stereotypes and Discrimination; Theories of inter-group relations; Reducing prejudice.

IN FIELD: *Simulated group exercises; theatre presentation; Advertisement/ film analysis; Field exposure; Bogardus social distance scale*

MODULE III: SOCIAL INFLUENCES   **15 Hrs**

Groups: Small groups and its functions; Social influence processes in groups. Altruism: Problems of definition; Influences of helping; Long-term helpfulness. Aggression: Theories of aggression; Individual differences in aggression; Violence- sexual harassment, genocide, terrorism.

IN FIELD: *Sociometry; Simulated group exercises; Studying a voluntary organization; Newspaper analysis*

MODULE IV: SOCIAL ISSUES   15 Hrs

Environmental stresses and social behavior. Social psychological perspectives on health and illness. Psychological effects of unemployment. Social and ethnic minorities and law

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

Primary Readings

- 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.

Other Readings

- Brehm, S.S., and Kassin, S.M. (1996). Social Psychology (3rd ed.). Boston: Houghton Miffin.
- 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.) (2004). Psychology in India revisited (Vol-1). ND: 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.

SEMESTER II   **Total hours: 60**
COURSE CODE: 231   **Max. marks: 100**

INTRODUCTION TO CLINICAL PSYCHOLOGY

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

Course Objectives:

1) *Learning about career options in (Clinical Psychology as one of the) helping professions/MHPs.*

2) *Develop a basic understanding (and basic clinical skills as well) about assessment and interventions in the context of clinical psychology.*

3) *Become familiar with scientific, ethical, legal, and practice-oriented issues in the field.*

MODULE I: FOUNDATIONS OF CLINICAL PSYCHOLOGY   **15 HRS**

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

MODULE II: CLINICAL ASSESSMENT   **15 HRS**

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

MODULE III: CLINICAL INTERVENTIONS   **15 HRS**

General issues: Nature of specific therapeutic variables (client, therapist, relationship). Course of intervention; Various perspectives (briefly): Psychodynamic, Humanistic-Existential, Behavioral-Cognitive, Group & Family.

MODULE IV: CRITICAL ISSUES IN CLINICAL PSYCHOLOGY   **15 HRS**
Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.

ASSESSMENT STRATEGIES:

- Helping profession

- Response papers on assigned readings

- MSE & ESE Exams – grasping the larger concepts

Primary Readings

- Hecker,J.E., & Thorpe,G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
- Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi
- Trull,T.J., & Phares,E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont,CA: Wadsworth/Thomson Learning

Other Readings

- Aiken, L.R. (2000). Psychological testing and assessment (10th ed.). Boston: Allyn & Bacon
- Anastasi,A., & Urbina,S.(1997). Psychological testing(7th ed.). Delhi: Pearson Education
- Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.
- Fernandes-Ballesteros, R. (ed.). (2003). Encyclopedia of psychological assessment. Vol. I & II. New Delhi: Sage.
- Freeman,F.S.(1965).Theory and practice in psychological testing(3[rd]ed.). New Delhi: Oxford and IBH.
- Gregory, R.J. (2000). Psychological testing: History, principles, and applications (3rd Ed.). Boston: Allyn & Bacon.
- Hersen, M., Kazdin, A.E., & Bellack, A.S. (eds.). (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press.
- Holt, R.R. (ed.). (1984). Diagnostic psychological testing. Revised edition. New York: International Universities Press.
- Kaplan, R.M., Saccuzzo, D.P. (2001). Psychological testing: Principles, applications, and issues (5th ed.). New Delhi: Asian Books Pvt. Ltd.
- Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). Psychologists' desk reference. Oxford: Oxford University Press.
- Marks, D.F.,& Yardley, L. (eds.). (2004). Research methods for clinical and health psychology. New Delhi: Sage.
- Osborne,R.E., Lafuze,J., & Perkins,D.C.(2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia: Psychology Press.

SEMESTER II   **Total hours: 60**
COURSE CODE: 232   **Max. marks: 100**

PSYCHOPATHOLOGY –I

Course Objectives
- *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.*

MODULE I: CLASSIFICATION AND THEORETICAL MODELS   8hrs

Systems of classification, basic features; DSM-IV TR, ICD-10, similarities, differences and critical evaluation; Major theoretical models of psychopathology; Critical evaluation.

MODULE II: PSYCHOPATHOLOGY OF NEUROPSYCHOLOGICAL CONDITIONS 12hrs
Dementia, delirium, head injury, epilepsy, other amnesic syndromes.
NIMHANS neuropsychological battery (epilepsy and head injury).

MODULE III: PSYCHOPATHOLOGY OF ADDICTION   10hrs

Clinical characteristics, etiology, models of addiction, assessment in addiction.
Motivational intervention and behavioural assessment.

MODULE IV: PSYCHOPATHOLOGY OF PSYCHOTIC DISORDERS   15 hrs

Schizophrenia, delusion, other psychotic disorders; Clinical characteristics, etiology; Psycho diagnostic assessments (rating scales, projective tests).

Class teaching hours-45 hrs
Student effort hours-15 hrs

Primary Readings

Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee
     Brothers.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral
     sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Other Readings

- Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.
- Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
- Millon, T., Blaney, P., & Davis, R.D. (1998). The oxford textbook of psychopathology. London: Oxford University Press.
- Smith, N.W. (2001). Current systems in psychology: History, theory, research & applications. USA: Wadsworth/Thomson learning.
- American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th .ed.): text revision (DSM-1V-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt) Ltd

SEMESTER II   **Total Hrs:60**
COURSE CODE: MPS 233   **Max Marks: 100**

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PSYCHOLOGICAL MEASUREMENT AND STATISTICS

Course objective
1) *To offer foundation on psychological measurement and statistics*
2) *To provide theoretical underpinning of test construction*
3) *To build up skills on developing psychometric tests*
4) *To provide application of statistics in psychological research*
5) *Develop skills on analyzing quantitative data using soft wares*
6) *Expand skills on reporting quantitative data*

Amount of student effort -30 hrs
Amount of teacher effort -30 hrs

MODULE I: FOUNDATIONS OF PSYCHOLOGICAL MEASUREMENT AND TESTING (15 hrs)

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

Research lab (7 hrs)
1) Test construction lab
2) Skill training seminars

MODULE II: TEST CONSTRUCTION AND STANDERDIZATION (15 hrs)
Various methods of estimating reliability and Validity, Test norms: types of norms, development of norms

Research lab (7 hrs)
1) Test construction lab
2) Skill training seminars

MODULE III: DESCRIPTIVE STATISTICS (15 hrs)

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

Research lab (7 hrs)
1) SPSS- Data entry and Descriptive statistical analysis
2) APA style of report writing

MODULE IV: INFERENTIAL STATISTICS (15 hrs)

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

Research lab (7 hrs)

1) SPSS- inferential statistical analysis
2) APA style of report writing

PRIMARY READINGS

- Gravetter, F.J., & Wallnau, L.B. (2002**).** Essentials of statistics for the behavioral sciences (4th ed.). Pacific Grove, CA: Wadsworth/Thomson Learning
- Coolican ,H.(2004).Research methods and Statistics in Psychology. London:Hoddes Arnold
- Anastasi ,A.&Urbina,S(1997).Psychological testing .New Delhi: Pearson Education Asia
- Gregory,R.J(2004).Psychological testing. History, principles and applications. New Delhi:Pearson Education Asia
- Garrett,H.E(2005).Satistics in psychology and Education. New Delhi: Paragon international Publishers.

OTHER READINGS

- Aron, A. & Aron, E.N. (1994). Statistics for psychology. New Jersey: Prentice Hall.
- Kaplan, R.N.,& Saccuzzo, D (2001). Psychological Testing, Principles, Applications and issues. New York.
- Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6th ed.). New York: McGraw-Hill..
- Heiman, G.W. (2001). Understanding research methods and statistics: An integrated introduction for psychology (2nd ed.). Boston: Houghton Mifflin Company.
- Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall
- King, B.M., & Minium, E.M. (2003). Statistical reasoning in psychology and education (4th ed.). New Jersey: John Wiley & Sons, Inc.
- Leong, F.T., & Austin, (1996). The psychology research handbook: A guide for graduate students and research assistants. Delhi: Sage Publications
- Levin, J., & Fox, J.A. (2006). Elementary statistics in social research (10th ed.). New Delhi: Pearson Education.
- McCall, R.B. (2001). Fundamental statistics for behavioral sciences (8th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Miles, J. (2001). Research methods and statistics. Exeter: Crucial
- Murphy, K.R., & Davidshofer, C.O. (2001). Psychological testing: Principles and applications (5th ed.). New Jersey: Prentice Hall.
- Schweigert, W.A. (1997). Research methods psychology: A handbook. Delhi: Sage Publications
- Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors

SEMESTER II   **Total hours: 60**
COURSE CODE: 234   **Max. marks: 100**

COGNITIVE PSYCHOLOGY – II (MEMORY AND LEARNING)

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.

Practicums are to be a part of the course and will be conducted and assessed as part of continuous internal assessment..

MODULE I: SENSORY MEMORY AND STM

Sensory memory: iconic, echoic and tactile:
Information in brief presentations, Sperling's sampling technique and its current status.
Echoic memory: evidence and theory. Tactile sensory memory
Short term memory, the modal model (unitary and separatist views)

MODULE II: WORKING MEMORY AND FORGETTING

Working memory, levels of processing and encoding specificity
Implicit memory
Forgetting: Reproduction and reconstruction in memory
Theories of forgetting
Disorders of memory, amnesia, traumatic and false memories.
Autobiographical and eyewitness memories (modular course with practicum)

MODULE III: LEARNING

Classical and instrumental conditioning
Contiguity theories-role of time in learning
Category learning: feature, prototype, exemplar (Modular with practicum)
Implicit learning

MODULE IV: IMAGERY AND PROBLEM-SOLVING

Mental Imagery: The debate about imagery, analogue mode and propositional mode: evidence from research.
Language: Psycholinguistics, Factors affecting comprehension, reading processes and discourse processes. Bilingualism
Thinking and problem solving (modular course with practicum)

Understanding the problem, Factors that influence problem solving.
Reasoning and decision making.

Primary Readings

- Lamberts K and Goldstone R L, (2005) (Eds), Handbook of Cognition. Sage, London.
- .Consciouness: An Introduction (2003). Blackmores. Hodder and Stoughton.
- Neath I & Surprenant A M (2003). Human Memory, Second Edition, Wadsworth.
- Galotti K M (2004). Cognitive Psychology- In and out of the laboratory, Wadsworth.
- Matlin M W (2005). Cognition, Wiley & sons, Inc.
- Woodworth R S & Schlosberg H (1954). Experimental Psychology.
- Smity, E. E. & Kosslyn, S (2007). Cognitive Psychology: Mind and Brain. Prentice Hall.

Other Readings

Benjafield J C (2007) Cognition, third Edition. Oxford university Press.
Howes M B (2007) Human Memory. Structures and images. Sage
Mehler J & Franck S (1995) (Eds) Cognition on Cognition. MIT Press, Cambridge, Massachusetts.
Sternberg RJ & Pretz J E (2005) (Eds) Cognition and Intelligence Cambridge university Press.

SEMESTER II   **Total hours: 60**
COURSE CODE: 235   **Max. Marks: 100**

BIOLOGICAL FOUNDATIONS OF BEHAVIOR – II

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

MODULE I: BIOPSYCHOLOGY OF COGNITIVE FUNCTIONS   -15 Hrs
Learning: Neurophysiology of learning, Synaptic plasticity;
Memory: Neurological basis of memory, Brain damage and dysfunction of memory
Language: Lateralization, Evolution and neurophysiology of speech.

MODULE II: BIOPSYCHOLOGY OF AROUSAL   – 10 Hrs
Physiological correlations of Arousal: consciousness and sleep, Factors affecting consciousness.
Sleep: Rhythms of sleeping and waking, neural basis of biological clocks, Stages of sleep, brain mechanisms of REM sleep and dreaming, physiological mechanisms of sleep and waking, disorder of sleep

MODULE III: BIOPSYCHOLOGY OF MOTIVATION   -10 HRS
Hunger –theories, neural signals; Thirst-neural mechanisms; Sex- hormones, neural circuits.

MODULE IV: BIOPSYCHOLOGY OF EMOTION AND STRESS   – 10 Hrs
The anatomical basis of emotion; the limbic system, the neural basis of pleasure, clinical aspects of emotion; General Adaptation Syndrome, Affective disorders.
Stress - immune system and health.

CLASS ROOM TEACHING HOURS- 50 HRS
STUDENT EFFORT HOURS- 15 HRS.

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Primary Readings

- Carlson, N.R. (2004). Physiological of behaviour (8th.ed.). Boston: Allyn & Bacon.
- Kalat, J.W. (2004). Biological psychology (8th.ed.). Belmont: Wadsworth/Thomson learning.

Other Readings

- Blackmore, S. (2003). Consciousness: An introduction. London: Hodder &Stoughton.

- Carlson, N.R. (1999). Foundations of physiological psychology (4th. ed.). Boston: Allyn & Bacon.

- Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience. (2nd ed.). USA:Sinauer Associates, Inc.
- Wallace, B. & Fisher, L.E. (1991). Consciousness and Behavior (3rd ed.). USA: Allyn & Bacon.
- Pinel, J.P.J. (2000). Biopsychology (4th .ed.). Boston: Allyn & Bacon.
- Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th .ed.). New york: McGraw-Hill.
- Leukel, F. (1985). Introduction to physiological psychology (3rd. ed.). New Delhi: CPS Publishers.

SEMESTER II   **Total hours: 60**
COURSE CODE: 236   **Max. marks: 100**

DEVELOPMENTAL PSYCHOLOGY

Course Objective:
To provide an understanding of normal mental development from human infancy to late childhood and adolescence. The social context and development will also be considered along with developmental disability and psychopathology.

MODULE I: COGNITIVE DEVELOPMENT

Jean Piaget and biological epistemology
Vygotsky's views on thought and development
Vision, orientation and attention: a developmental cognitive neuroscience approach
Objects and space: Object permanence: The role of the frontal cortex
Perceptual classification: face recognition and cognition
Cognitive development: an information processing approach
Speech recognition and language

MODULE II: SOCIAL DEVELOPMENT

Social cognition: emotional development- attachment theories, Bowlby and Winnicot
Lacan's 'objet imaginaire': desire and an instinct for society.
Intentionality
 For and against a theory of mind: evidence and controversy

Self and social undersanding.

MODULE III: DEVELOPMENTAL DISABILITY

Low birth weight infants and prognosis
Mental retardation and rehabilitation
Visual handicap and development
Auditory handicap and development
Dyslexia and learning disability

MODULE IV: DEVELOPMENTAL PSYCHOPATHOLOGY

Attention deficit hyperactive syndrome
Internalizing disorders: anxiety and mood disorders
Externalizing disorders: conduct disorders
Autism and pervasive developmental disorders

Primary Readings

- Berk L E (2003) Child development (sixth edition) Pearson Education
- Kail R V (2001) Children and their development. Prentice Hall Inc.

Other Readings

- Gelman R & Kit-Fong A T (Eds) (1996). Perceptual and cognitive development, Second edition, Academic Press.
- Heward W L & Orlansk M D (1992) Exceptional children, Fourth edition, MacMillan Press.
  Damon W & Lerner R M (Eds). Handbook of child psychology. Vol 1. Theoretical models of human development. 6ᵗʰ edition.
- Damon W, Lerner R M, Kuhn D & Siegler R S (Eds). Handbook of child development. Vol 2. Perception and language. 6ᵗʰ edition.
- Damon W, Lerner R M, Eisenberg N (Eds). Handbook of child development. Social emotional and personality development.
- Damon W, Lerner R M, Reninger A K & Sigel I E (Eds). Handbook of child psychology.Child psychology in practice.

SEMESTER III   **Total hours: 75**
COURSE CODE: 331   **Max. marks: 100**

PSYCHOTHERAPY - I

Course Description:

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

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

Course Objectives:
After successful course completion, the student should have:

- *an understanding of the theory and techniques of major psychotherapy approaches*
- *an awareness of ethico-legal issues and other critical issues associated with psychotherapy*
- *experience in role-playing basic therapy techniques and associated documentation*
- *an appreciation for the importance of psychotherapy outcome research*
- *begin to actively consider/ reflect upon one's own psychotherapy philosophy and therapist role*

MODULE I: RESEARCH & TRAINING ISSUES   15 HRS

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

MODULE II: PSYCHODYNAMIC THERAPIES   15 HRS

Psychoanalytic, Brief Analytic, Object-Relations, and Interpersonal Approaches.

MODULE III: HUMANISTIC THERAPIES   15 HRS

Client-Centered, Existential and Gestalt therapies.

MODULE IV: BEHAVIORAL & COGNITIVE-BEHAVIORAL THERAPIES   15 HRS

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

Primary Readings

- Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.
- Trull,T.J., & Phares,E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont,CA: Wadsworth/Thomson Learning

Other Readings

- Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.
- Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
- Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
- Dryden, W. (2007). Dryden's handbook of individual therapy. (5th ed). Sage Publications: New Delhi.
- Feltham, C. (ed.) (1999). Controversies in psychotherapy and counseling. New Delhi: Sage.
- Hecker,J.E., & Thorpe,G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education
- Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multi-cultural perspective (4th ed.). Boston: Allyn & Bacon.
- Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). Psychologists' desk reference. Oxford: Oxford University Press.
- Miltenberger,R.G.(2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont,CA: Wadsworth/Thomson Learning.
- Palmer, S. (ed.). (1999). Introduction to counseling and psychotherapy: The essential guide. New Delhi: Sage.
- Prochaska, J.O., & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analyses (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

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Declared as Deemed to be University under Section 3 of UGC Act, 1956

- Simon, L. (2000). Psychotherapy: Theory, practice, modern and postmodern influences. Westport, Connecticut: Praeger.
- Sundel,M., & Sundel,S.(1999). Behavior change in the human services: An introduction to principles And applications (4th ed.). New Delhi: Sage.
- Todd, J., & Bohart, A.C. (1999). Foundations of clinical and counseling psychology (3rd Ed.). New York: Longman.

SEMESTER III   **Total hours: 60**
COURSE CODE: 332   **Max. marks: 100**

PSYCHOTHERAPY - II

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

Learning outcomes

On successful completion of the course they will

- Critically analyze the nature of theory informing marriage and family therapy and thereby develop treatment plans for couples and families.
- Examine the relevance of group therapy as a preferred treatment plan for clientele with psychological dysfunctions.

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

MODULE I
- Historical and cultural contexts for the development of Family Therapy / Group therapy.
- Developmental frameworks in Family therapy and group therapy

MODULE II
- Theories of group therapy, emergence of group interventions as de facto forms of treatment and brief forms of group therapy
- Treatment planning using Group interventions – choice of treatment and modality

MODULE III

- Major Dominant theories of Family Therapy - classical, post modern and social contructivistic approaches.

- Treatment planning using family / couples therapy.

MODULE IV

- Review of evidence based models of family therapy and group therapy – Empirical foundations and practice implications.

Primary Readings

- **Nichols, P.M & Schwartz C.R** (2006). *Family Therapy –concepts and methods*, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc.

- **Corey, G** (2008) *Theory and Practice of Group Psychotherapy*, 8TH edition, Pacific Grove, CA: Brooks/Cole.

Other Readings

- **Agazarian,Y.M.** (1997), System-Centered Therapy for Groups, Guilford Press
  * Alonso, A., & Swiller, H.I. (1992) Group Therapy in Clinical Practice, American Psychiatric Press, Inc.
* Bernard, H. S. & MacKenzie, K.R. (eds.) (1999), Basics of Group Psychotherapy, Guilford Press.
* Bieling, P.J., MacCabe, R.E., & Antony, M.M. (2006). Cognitive-Behavioral Therapy in Groups NY: Guilford Pub.
* Bion, W.R. (1959) Experiences in Groups and other Papers. N.Y.: Basic Books.
* Corey, M. & Corey,G. (1997) Groups: Process & Practice (5th ed.) Pacific Grove, CA: Brooks/Cole.
Dies, R.R. & MacKenzie, K.R. (1983) Advances in Group Psychotherapy: Integrating Research and Practice. N.Y.: International University Press.
* Fehr, S.S. (1999) Introduction to Group Therapy: A Practical Guide. N.Y.: Haworth Press.
Foulkes, S.H. & Anthony, E.J. (1965) Group Psychotherapy: The Psychoanalytic Approach . London: Penguin Books.
Gazda, G.M. (1989) Group Counseling: A Developmental Approach (4th ed.) Boston: Allyn & Bacon.
* Kaplan, H. & Sadock, B. (eds.) (1993) Comprehensive Group Psychotherapy , 3rd ed. Baltimore: Williams & Wilkins.

Carter, B. & McGoldrick, M. (1999). The changing family life cycle. 3rd. Ed. Boston: Allyn and Bacon.

McGoldrick, M. & Gerson, R. (1999). *Genograms in family assessment*. 2nd. Ed. New York: Norton.

SEMESTER III	**Total hours: 75**
COURSE CODE: 333	**Max. Marks: 100**

PSYCHOPATHOLOGY –II

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.

MODULE I: PSYCHOPATHOLOGY OF MOOD AND ANXIETY DISORDERS   12 hrs

Depression, bipolar affective disorders; Phobia, GAD, panic, OCD, PSTD, adjustment disorder; Clinical characteristics, etiology.

MODULE II: PSYCHOPATHOLOGY OF SOMATOFORM AND BEHAVIOURAL SYNDROMES.   8hrs

Dissociative disorder, somatoform disorder, other neurotic disorder; Eating disorder, sleep disorder; Clinical characteristics and etiology.

MODULE III: ADULT PERSONALITY DISORDER AND SEXUAL DISORDER   10hrs

Clinical characteristics, etiology and theories of cluster A, B and C personality disorders. Differences in ICD and DSM IV; Clinical characteristics, etiology of sexual preferences, deviation and orientation disorder.

MODULE IV: DISORDERS OF INFANCY, CHILDHOOD AND ADOLESCENCE   15hrs

Specific developmental disorder of scholastic skills; Pervasive developmental disorders; Behavioral and emotional disorders; Disorders of social functioning; Assessment tools in childhood disorders.

Class teaching hours-45 hours
Student effort hours-15 hours

Primary Readings

Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee
        Brothers.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral
        sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Other Readings

- Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.
- Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
- Millon, T., Blaney, P., & Davis, R.D. (1998). The oxford textbook of psychopathology. London: Oxford University Press
- Smith, N.W. (2001). Current systems in psychology: History, theory, research & applications. USA: Wadsworth/Thomson learning.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.
- American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th .ed.): text revision (DSM-1V-TR). New Delhi: Jaypee brothers medical publishers (p) Ltd.

SEMESTER III   **Total Hrs: 60**
COURSE CODE: 334   **Max Marks: 100**

QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY

Course objective

- *To provide theoretical foundation on qualitative research methods in psychology*
- *To make acquainted various traditions of qualitative research methodologies in psychology*
- *To build up skills on designing qualitative research*
- *Develop skills on collecting qualitative data using various methods*
- *Sensitize the importance of interdisciplinary research*
- *Expand skills on analyzing qualitative data manually and using soft wares*
- *Develop skills on proposal writing and reporting qualitative research*

Amount of student effort -30 hrs
Amount of teacher effort -30 hrs

Curriculum outline

- *Module 1 Foundations of qualitative research*
- *Module I1 Qualitative research design*
- *Module III Methods of collecting qualitative data*
- *Module 1V Analyzing qualitative data (these four module will be combined with the research lab)*

MODULE I: FOUNDATIONS OF QUALITATIVE RESEARCH   (15 hrs)

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

RESEARCH LAB (7 hrs)
- Review of different article related to the different traditions of qualitative research
- Skill training seminars

MODULE II: QUALITATIVE RESEARCH DESIGN   (15 hrs)

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

RESEARCH LAB (7 hrs)

- Qualitative research proposal lab
- Simulated techniques on designing qualitative research

MODULE III: METHODS OF COLLECTING QUALITATIVE DATA   (15 Hrs)
What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies (8 hrs)

RESEARCH LAB (7 hrs)

- Simulated techniques on different data collection methods
- Skill training seminars

MODULE IV: ANALYZING QUALITATIVE DATA   (15 HRS)

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

RESEARCH LAB (7 hrs)
- Qualitative data analysis software Atlas / Nudist
- Reporting qualitative research data

PRIMARY READINGS

- Ritchie,J.& Lewis,J.(eds.).(2003).Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage
- Biber,S.N.H and Leavy(2006).the practice of qualitative research.New Delhi:Sage publications.
- Silverman, D and Marvasti,A(2008).Doing qualitative research .New Delhi:Sage publication .
- Document compiled by the teacher in charge

OTHER READINGS

- Bryman,A (Ed.)(2007) Sage Benchmarks in social science research methods Vol.I, Vol.II, Vol,III, and Vol. IV. New Delhi : Sage Publications
- Kapur,R.L.(ed.).(1999).Qualitative methods in mental health research. Bangalore: NIAS.
- Kidder,L.H., & Fine,M.(1997). Qualitative inquiry in psychology: A radical tradition. In D. Fox and I. Prilleltensky (Eds.), Critical Psychology: An introduction (pp. 34-50). London: Sage.
- Kvale,S.(Ed.) (1997).Psychology & Post-modernism. New Delhi:Sage Publications
- Mason,J.(1996). Qualitative researching. New Delhi: Sage.
- McGhee, P. (2001). Thinking critically about qualitative research in psychology. In P. McGhee, Thinking psychologically (pp.98-111). New York: Palgrave
- Smith,J.A.(ed)(2003).Qualitative psychology:A practical guide to research methods.New Delhi: Sage.

- Smith,J.A., Harre,R., & Langenhove,L.V.(eds.).(1995).Rethinking methods in psychology. New Delhi:Sage.
- Tuffin,K.(2005).Understanding critical social psychology. New Delhi: Sage
- Willig,C.(2001).Introducing qualitative research in psychology: Adventures in theory and method. Buckingham:Open University Press.

SEMESTER III

ELECTIVES AVAILABLE FOR SEMESTER III: STUDENTS TO CHOOSE ANY 2

S. No.	Name of the Elective Paper
1	Culture and Psychology
2	Disability & Challenge
3	Community Psychology OR Pediatric (Infancy/Child) Counseling
4	Clinical Neuropsychology OR Yoga theory & practice
5	Critical Psychology
6	Geriatric Psychology OR Geriatric Counseling
7	Organizational Behavior OR Transactional Analysis OR REBT OR Neuro-linguistic Programming OR Rehabilitation Counseling
8	Adolescent Counseling

SEMESTER III

CULTURE AND PSYCHOLOGY

Course Description:

- To understand theory and practice of psychology in a cultural context
- To make acquainted with the critical perspectives towards mainstream mental health practice
- To understand the history and current status of mental health practice in India
- To offer research orientation on various cultural issues in the context of India
- Provide an understanding on various cultural theories
- Sensitize the importance of interdisciplinary approach in psychology

Pre-requisites- Advanced course in psychology or related disciplines

Amount of student effort -15 hrs

Amount of teacher effort -30 hrs

DISABILITY AND CHALLENGE

Course Description:

The course considers the mental lives of disabled individuals with sensory disabilities such as the visually challenged or the auditorily challenged and the need to overcome their disabilities with appropriate training as in mobility in space without vision or signing and lip reading in the deaf.

The need to be sensitive to learning and reading disabilities such as dyslexia and the orthopaedically challenged will also be considered in the light of their self concept and societal attitudes.

COMMUNITY PSYCHOLOGY

Course Description:

This elective would look into the issues of psychology in the community setting. Community Psychology concerns the relationships of individuals with communities and societies. The elective would also look at the process of community mental health development in India and abroad. The students would be made familiar with such research tools as epidemiology. The elective appraises the mental health interventions (prevention & health promotion programs) to such community issues like poverty, homelessness and so on.

PEDIATRIC (INFANCY/CHILD) COUNSELING

This course would focus on the dynamics and processes of child counseling. The students would be made familiar with some of the mental health problems specific to the child population. The history and development of the area will also be traced. They would be made familiar with various counseling techniques like play therapy as applied to child problems.

CLINICAL NEUROPSYCHOLOGY

Course Description:

This course will cover the conceptual issues and branches of neuropsychology. Basics of neuroanatomy and neurophysiology, common neurological disorders will be covered. Cortical lobe functions and their disturbances in the presence of brain lesions, neuropsychological assessment and neuro rehabilitation also will be dealt with.

YOGA THEORY & PRACTICE

This paper covers the introduction to the philosophy of yoga, the systems in yoga and pranayama. Body mind medicine and asanas, relevance, methods and benefits.
The introduction to yoga therapy –principles and the basics of treatment.

CRITICAL PSYCHOLOGY

Course Description:

Critical psychology is a branch of psychology that is aimed at critiquing mainstream understandings of psychology; it attempts to apply psychology in more progressive ways, often looking towards 'social change' as a means of preventing and treating psychopathology; in a way, it reiterates what Ashish Nandy has to say about individual mental dis-ease – "individual dis-ease is symptomatic of social dis-ease" – "individual pathology is a symptom of social pathology" – "individual health is reflective of social health". Critical Psychology attempts to evaluate the theories and practices of (mainstream) psychology in terms of how it maintains an unjust and unsatisfying status quo. One of Critical Psychology's main criticisms of conventional psychology is how it fails to consider or deliberately ignores the way power differences between social groups (marked by gender, class, caste, race, nationality) can affect the mental and physical well-being of individuals or groups of people. One of the criticisms of conventional psychology raised by critical psychology is the inattention to power differentials between different groups - examples include between psychiatrists and patients, psychologists and clients, wealthy groups and the less financially well-off, or industrial lobbyists and the general public. This inattention to power has resulted in conventional psychology tending to assume that how things are is how they should be, that the current state of affairs is the natural state of things. As a result, conventional psychology has a tendency to uphold the status quo, blame the victim, and situate problems within individuals rather than the social context they are embedded in. Particular attention is paid to the welfare of oppressed individuals and groups by scrutinizing the social, moral, and political implications of already existing body of knowledge in areas of research, theory, and practice in psychology. This course will challenge the students to have a re-look at the psychology as we know and practice and take a constructively critical approach to 'found' a 'new psychology' with a vision of making a better and just world and promote human welfare.

GERIATRIC PSYCHOLOGY

Course Description:

Basic introductory aspects of geropsychology like field and scope, impact of population aging in India and the world, overview of the theories of aging etc. Developmental tasks and changes in old age would include topics like Physical and physiological Cognitive and psychomotor changes; Health in old age - common diseases during old age etc. Theories and viewpoints of aging would focus on Different viewpoints, Approaches to successful aging; Adjustment to retirement & reduced income Attitude towards the aged and aging in the community etc. Geriatric care would deal with issues like: The Aged in the family, Roles & responsibilities of the family;. Caregivers' stress, Impact of changing Scenario of contemporary Indian culture on elder care; Community and social supports in the care of the elderly , Living in institutions, Improving the Quality Of life et c.

GERIATRIC COUNSELING

The proposed syllabus contains Introduction to geriatric care, Biology of aging, Geriatric care and modern medicine, Geriatric counseling and guidance and rehabilitation of the elderly.

INTRODUCTION TO GERIATRIC CARE which would contains philosophy and scope, concept of geriatric medicine, historical review of health care for the elderly, development of geriatrics in India etc.

BIOLOGY OF AGING which would focus on the topics like, concept of aging, theories of aging, social psychology of aging etc.

GERIATRIC CARE AND MODERN MEDICINE would cover topics such as anatomy, infectious diseases- hypertension- mind and body, dementia and palliative care.

GERIATRIC COUNSELLING AND GUIDANCE which would cover factors contributing to the emergence of counseling, introduction to the basic principles, therapeutic relation with the client etc.

REHABILITATION OF THE ELDERLY which would cover retirement plans, physical fitness, to age with grace and dignity etc.

ORGANIZATIONAL BEHAVIOUR

Module I: Introduction to Organizational Behaviour
Definition. Models of OB. What managers do? Contributing disciplines to OB. Challenges and Opportunities. Developing an OB model. Case studies and exercises

Module II: The Individual
Foundations of Individual behaviour. Attitudes and Job satisfaction. Personality and values. Perception and individual decision making. Motivation concepts and applications. Emotions and moods. Case studies and exercises

Module III: The Group

Foundations of Group behaviour. Understanding work teams. Communication. Basic approaches to leadership and contemporary issues. Power and politics. Conflict and negotiation. Case studies and exercises

Module IV: The Organization System
Foundations of Organization structure. Organizational culture. Human resource policies and practices. Case studies and exercises

Module V: Organizational Dynamics
 Organizational Change and Stress management – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues. Work stress and its management. Case studies and exercises

Reference Books:
- Stephen P. Robbins and Timothy A. Judge, Organizational Behaviour, 12th edition, 2007. Prentice-Hall of India Pvt Ltd. New Delhi.
- John W. Newstrom, Organizational behaviour – Human Behaviour at Work, 12th edition, 2007. Tata McGraw Hill Publishing Company ltd, New Delhi.
- John W Slocum and Don Hellriegel, Fundamentals of Organizational Behaviour, 2007. Thomson Learning. India.

TRANSACTIONAL ANALYSIS

Transactional analysis means analyzing the communication between two individuals in terms of the basic unit of communication called transaction. Communications flow from ego states namely, Parent, Adult and Child. Ego states are the structures of mind. Parent ego state consists of what we have picked up from our parents and parental and other figures that influence us when we are in the childhood period. The Child ego state is made up of our memory of our feelings and reactions towards those who create feelings during the same period. Adult ego state is the person in us who weigh the consequences in any situation and choose the best one for the personality. These states of mind can be identified by observing the transactions. The transactions themselves take place for the important reason of obtaining stroke – the psychological comfort we enjoy when we are in the presence of a fellow human being especially receiving warm attention and appreciation from him. Humans have a constant hunger for strokes. Obtaining these strokes in a healthy manner is often thwarted by our stroke procuring strategy. During a very early period in our life we decide on what is called our life position. Life position means how I estimate me and others. The four life positions are 'I am OK' 'You are Ok,' 'I am not OK You are OK,' 'I am OK You are not OK' and 'I am not OK' 'You are not OK.'

Transactions with others to obtain stroke is influenced by the life positions that we assume. Three conditions – awareness, autonomy and intimacy – the hall marks of a healthy mind ensure healthy transactions yielding healthy strokes. The best life position which support this mind set is 'I am OK' 'You are OK.' All the rest of the three facilitates gamy transactions. The level of psychological health commensurate with the level of gaminess in our transactions.

Students who take this course will be able to use these concepts in their work especially if they are using an integrated approach to counselling or clinical work.

Pedagogy and assessment

This course is offered as a one credit course with lecture and supervised practical work. End exam followed by viva-voce on the practical work done by the student with 50 percent marks for each part is planned.

RATIONAL EMOTIVE BEHAVIORAL THERAPY

This students study this topic in their 'Approaches to counselling' paper as a part of a module. However, a one credit course on this subject exposes the student to the level that she will be able to make use of this approach effectively for her work.

Debilitating emotions or unhelpful emotions are created not because of activating events but because of your beliefs, interpretations, inferences etc., about the events. Therefore, to optimize your emotions you should work not on your emotions but on your beliefs, interpretations and inferences etc.

The important tool to optimize your emotions is freeing your cognitions from the three core irrationalities:

1. 'Because it would be highly preferable if I were outstandingly competent and/or loved by significant others, I absolutely should and must be. It is awful when I am not and I am therefore a worthless individual.'
2. Because it is highly desirable that others treat me considerately and fairly, they absolutely should and must do so and they are rotten people who deserve to be utterly condemned when they do not.'
3. 'Because it is preferable that I experience pleasure rather than pain, the world absolutely must arrange this and life is horrible, and I can't bear it, when the world does not.' and the method to do is disputation of your cognitions on the grounds of evidences and logics.

The result is a changed belief system which yields optimal and helpful emotions instead of debilitating emotions. The abbreviation ABCDE stands for activating events, belief systems, consequences (debilitating emotions), disputation and effect (helpful emotions).

Pedagogy and Assessment:

The course will be taught through lectures and home practicum assignments. Homework is an important tool to practice rational thinking. End exam followed by viva-voce on the practical work done by the student with 50 percent marks for each part is planned.

NEURO-LINGUISTIC PROGRAMMING

What is NLP about?

People differ in deployment of their senses as channels of communication. Some learners understand better by simply hearing a discourse or a lecture. Some want visuals. Few others want experiential exercises. The predicate verbs learners and other persons in communication use like "I see that..." (Visual), "I hear that." (Auditory) or "I feel that ...."(Kinesthetic) indicate their preferred sense (channel) for receiving and processing information.

We can pace with a person by feeding her information through her preferred channel of communication and insisting the same privilege for ourselves. Pacing involves an emotional synchrony enabling valid capturing of the cognitive maps of individuals in relationship and respecting their maps by affirmation. A validly captured cognitive map is the fountain head from which the spring of interpersonal excellence flows. This is what in essence emotional intelligence is about. A study of Neurolinguistic Programming (NLP) teaches us how to achieve interpersonal excellence by pacing with our fellow humans and mapping their cognitive world in relationships.

Objectives of the program

- To teach the basics of NLP to the participants
- To teach the participants involved in class room teaching how to apply the knowledge of NLP to design their teaching-learning process
- To train the executive participants how to enhance their competency in interpersonal excellence
- To show the partners in relationships how to master the art of pacing leading to rich interpersonal experience

REHABILITATION COUNSELING

The rehabilitation counselling course offers the opportunity for students to learn the concepts and skills needed in vocational and adjustment counselling for people undergoing rehabilitation. Rehabilitation counselors work in a variety of settings, assisting those with physical and psychosocial disabilities to achieve their highest level of adjustment. They are involved in client/consumer assessment, counselling and guidance, obtaining medical and training services for the people with

disability, and placement in the work environment. Many rehabilitation counselors are employed with state and central rehabilitation agencies, rehabilitation centers, employment services, prisons, hospitals, clinics, welfare offices, educational facilities, and in research settings.

The program offers opportunities for interested students to specialize in counselling individuals with problems such as chronic pain, brain injury, dementia, epilepsy, cancer, and psychiatric disorders. Opportunities for specialization in neuropsychological assessment also exist.

This course is designed to offer students the opportunity to learn the relevant theory and basic skills important to the profession of rehabilitation counselling psychology: 1) rehabilitation history; 2) psychological assessment; 3) counselling theory and techniques; 4) behavioral approaches to personality change; 5) personality dynamics and theory; 6) occupational information and vocational appraisal; 7) community organization and resources; 8) cultural diversity; and 9) family and group interventions. Practicum and internship sites and research projects can be organized to enhance basic course.

Work. Students can orient their training toward people with severe disabilities, including head injury, psychiatric illness, and developmental disabilities

Pedagogy and Assessment- Lectures, individual student seminars, group presentations and assignments will be made use of for running the course.

This is offered as a four credit paper. The assessment consists of 50 percent marks allotted to theory and 50 percent for field based practicum divided between midterm and end exam.

ADOLESCENT COUNSELING

This course will introduce students to the developmental needs of adolescents, Assessment of adolescent problems and counselling interventions for adolescents. The course will provide the students practice frameworks to deal with adolescent issue

SEMESTER III

SUMMER PLACEMENT

Students are required to choose an organization/setting related to mental health and place themselves for approximately one month (total 100 hours) as active observers. The objective of this placement is to expose and orient them to various helping professions, in general, and to develop an active interest in this field tot take up a professional career path in future. The skill competency expected to develop here are observation and reflection. The students need to maintain a field notebook, to be submitted to their internal supervisors at the beginning of III Semester.

SEMESTER IV

CLINICAL AND RESEARCH TRACK

At the beginning of III semester, the students have to select either the clinical track or the research track, according to interest [in clinical/practitioner work or scientist/scholar (research) work]. On the basis of their summer placement field notebook reflections, facilitated by personal interviews with in-house faculties, the students would choose either of the two options and would shape herself/himself in becoming either a future practitioner or a future researcher in psychology/clinical psychology. The clinical track would involve a more in-depth and rigorous clinical practicum under the supervision of both internal and external faculties/agencies. The research track, on the other hand,

requires the student to engage in an intensive piece of original research work in the form of a master's thesis.

SEMESTER IV

PROFESSIONALIZATION SEMINAR

In order to identify personal capacities/assets as well as incapacities/blocks and to work through them in a nurturing trusting small group setting, the students who have chosen clinical track need to attend 50 hours (approximately 8-10 days) of group work session conducted by external resource persons as group facilitators. The group work will be held in-campus, and a supervisory protocol/framework will be developed and validated within the department (in consultation with the external supervisors) before the commencement of the group clinical work.

SUPERVISED CLINICAL PRACTICUM

The objective of supervised clinical practicum is clinical skills training. As a follow-up of the theoretical and basic skill inputs the students have received in various clinical psychology specialization papers during II and III semesters, students need to learn clinical skills. This includes:

a) Basic diagnostic and assessment skills.
b) Interviewing skills.
c) Basic therapeutic skills to engage in brief sessional work with clients.
d) Personal development as (future) clinicians.

In order to obtain these skills, the students will be placed which an intensive supervisory matrix (external supervision at clinical agencies) where the students will be placed for 4-5 days/week, group supervision by the internal supervisor for 2-3 hours/week, and the individual supervision again by the internal supervisor for 1 hour/week.

The students will be evaluated at points in the semester – initial (baseline), mid-term (feedback), and end-term (clinical competency exam). The supervised practicum will follow a (locally) standardized and validated protocol/format. The end-term clinical competency exam will include role-play/mock session, conceptual integration of learnt clinical (both theoretical practicum/skills) material through case work-up (written) and a comprehensive viva.

The external clinical agency will contribute approximately one-third of the whole evaluation (following a standard format). Since students would be placed in diverse settings (external clinical agencies), a modular approach of brief intensive in-house training would be conducted to develop diverse competencies among students.

SEMESTER IV

MINI CLINICAL RESEARCH PROJECT

In order to inculcate the 'research orientation' among the 'practitioners' (students opting for clinical track), a mini clinical research project is initiated. The students are required to find research question(s) from their field(s) of clinical exposure and engage in a minor but original piece of empirical work. The students are required to finally prepare and submit a brief research report, working under the guidance of their respective internal/external clinical supervisors at the end of the IV semester.

CLINICAL INTERNSHIP PLACEMENT

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

<u>**SEMESTER IV**</u>
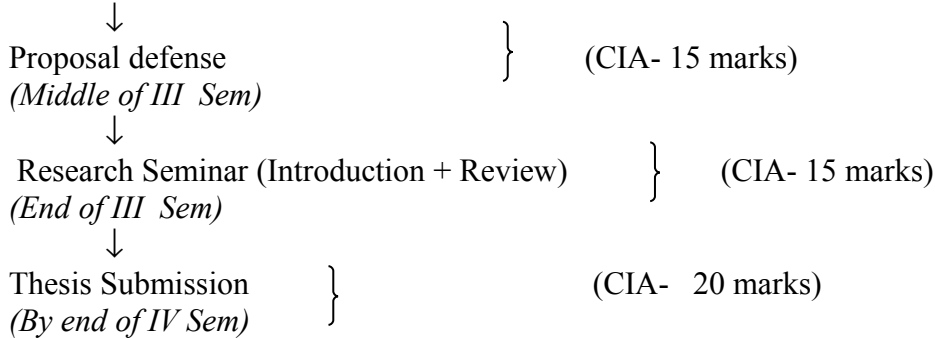
MASTER'S THESIS

Objective: *To assess the student's ability to organize learnt concepts, conceptualize and work on intensive but feasible original piece of research by applying their knowledge of research methodology creatively.*

It is mandatory to complete Master's Thesis for students who are opting for Research Track.
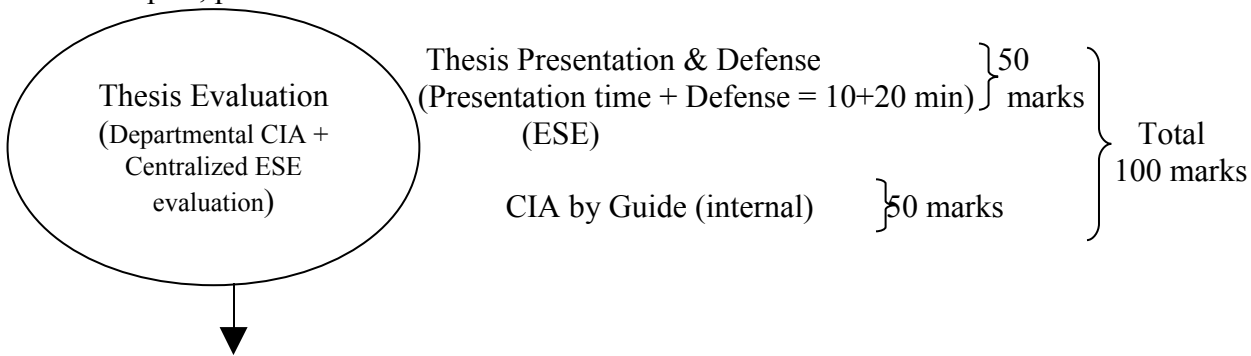
<u>**Methodology**</u>**:**

Topic selection by students and allocation of guide (internal faculty)
(Beginning of III Sem)
↓
Proposal defense   }   (CIA- 15 marks)
(Middle of III Sem)
↓
 Research Seminar (Introduction + Review)   }   (CIA- 15 marks)
(End of III Sem)
↓
Thesis Submission   }   (CIA-   20 marks)
(By end of IV Sem)

Mode of Evaluation:
Departmental CIA and Centralized (Board of examiners consisting of HOD, Guide and External Examiner) ESE. However, there will be no written ESE. The students will be evaluated based on their thesis report, presentation and viva-voce.

Thesis Evaluation
(Departmental CIA +
Centralized ESE
evaluation)

Thesis Presentation & Defense   } 50
(Presentation time + Defense = 10+20 min) } marks
(ESE)

CIA by Guide (internal)   } 50 marks

Total
100 marks

Synopsis of completed thesis will be sent to the external examiner through HOD before the defense.

ELECTIVES AVAILABLE FOR SEMESTER IV: STUDENTS TO CHOOSE ANY 2

S.No.	Name of the Elective Paper
1	Clinical Hypnosis OR CBT for common psychiatric disorders- theory and practice.
2	Educational Psychology
3	Psychology and Cinema OR Counseling in Health Settings OR

	Feminist Approaches to Counseling
4	Organizational Team Building
5	Consciouness and Lateralization OR Comparative Minds
6	Violence and Subjectivity
7	Career Guidance and Counseling through the life span OR Human Resource Management
8	Crisis Intervention & Trauma Counseling OR Substance Abuse Counseling

SEMESTER IV

CLINICAL HYPNOSIS

Course Description:

This course will cover the history of hypnosis and related phenomena. Various psychological, physiological and other theories of hypnosis will be dealt with. Hypnotic indirect techniques, the process of hypnotherapy and the adverse reactions and precautions in hypnotherapy also will be covered.

CBT FOR COMMON PSYCHIATRIC DISORDERS-THEORY AND PRACTICE.

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

EDUCATIONAL PSYCHOLOGY

Course Description:

- To offer theoretical foundation in educational psychology
- To provide understanding on various issues in education
- To build up skills on educational intervention in both individual and system level
- To develop innovative teaching methods using psychological theories
- To provide research orientation on various educational issues
- To understand the application of psychology in the field of education
- To offer skills on educational training Modules.

Pre-requisites- Basic course in psychology or related disciplines

Amount of student effort -15 hrs

Amount of teacher effort -30 hrs

GENDER AND PSYCHOLOGY

- This course offers a critical understanding of the processes involved in gender related oppressive and exclusionary practices within Psychology.
- Experiential and interactive reflections on how does gender construct everyday experiencing and appreciating its diversity.
- Familiarity with feminist therapeutic methods and analyze how do they handle the role of power.
- Extended awareness of how feminist approaches in Psychology theory and practice are similar to and different from no feminist approaches.

PSYCHOLOGY AND CINEMA

"What is cinema?" "Why do people go to the movies?" "How do movies work, technically, formally, and psychologically…?" "Why should a psychologist be interested in film studies?" This course offers an introduction and analyses of some of the fundamental questions that relate to these concerns and try to become a part of this flow of ideas from an informed and educated perspective. This course is conceptualized basically on the film screening of selected movies (both classic and contemporary films) with a serious approach of cinema and cinema style and trying to merge the psychoanalytic, social, behavioural and cultural dimensions. Films are approached here as a narrative which encompasses their story or content, characters, lighting, dance, sound and music. Using films as a tool to teach psychology and for therapeutic purpose are also major subject matters of this course.

COUNSELING IN HEALTH SETTINGS

- Develop understanding of the nature and significance of health psychology and highlight the importance of social and psychological perspectives of health and science.
- Critical understanding of holistic approach to health and healing based on the possibilities and availability of alternate methods of healing mainly of Eastern origin.
- Focus on indigenous and culturally accepted/ practiced therapeutic methods and its close relation to the theoretical positions of Psychology.
- Rethinking the behavioral factors, disease prevention and health promotion in the context of holistic philosophy of health.

FEMINIST APPROACHES TO COUNSELING

- Exploration of the principles, philosophies and schools of feminism which guide counseling practice.
- Understanding of the impact of feminist movement in Psychology research and practice and be aware of the processes involved in gender related oppressive and exclusionary practices within Psychology.
- Critical awareness of how patriarchal society constructs women's experiencing and the impact of these experiences on the counseling process.
- Familiarity with feminist counseling methods to analyze how they handle the role of power.

ORGANIZATIONAL TEAM BUILDING

Introduction: PG Students in their final semester of their course are reasonably equipped with their subject knowledge which will help them to find a job. But, their efficiency in functioning and professional growth is largely based on their ability to work with people. Today's organizations largely thrive on employees who are able to jell and perform effectively with teams. There is a need to expose the students to the concept of organizational teams, its unique way of functioning and the dynamics involved. Students who have basic understanding of the Organization teams have an edge over others to understand, to adjust well, to motivate and lead others in the work environment. This course will also focus on the skill and competency development of the student, in order to facilitate to become a professional trainer in the future. Hence, there is a need to render our students to the concept of organizational teams and its dynamics.

Course Objective: This program aims at imparting relevant knowledge and skills by introducing students to the concept of Organization team building. After the Course the students are expected to have through knowledge about the concepts at micro as well as macro level factors that constitute and influence the dynamics involved in the functioning of organizational teams. Students are also expected

to understand concepts and dynamics of organizational teams and learn competencies to be an effective team player as well as to equip to build effective teams in organizations.

Eligibility: Open to final semester students of PG.
CIA: Based on Project / assignment / exercises / and analysis of case studies

CONSCIOUSNESS AND LATERALIZATION

The paper deals with why we are lateralized and the need to understand lateralization of function such as eyedness and handedness. Comparing the consciouness of split brain and normal people, the assessment of lateralization, particularly handedness has revealed a prognosis for psychopathology in people with equal hand performance, whereas normal individuals can gain from practice with their preferred and non preferred hands and benefit for vocational training.
Thus there is a need to understand the differentiation between lateralization and ability.

COMPARATIVE MINDS (ANIMALS, INFANTS AND CHILDREN)

Do animals such as cats and dogs respond like human infants/children to cues of human referential communication? The course studies the response of human referential communication (pointing at and human gaze) in animals and its comparison to human infants and young children. The course pursues the need to understand this evolutionary perspective in communication.

VIOLENCE AND SUBJECTIVITY

Course Description:

Living in an age of perpetual fear of encountering violence from all walks of life, and at the same time developing oneself as a future clinical psychologist is a challenge. It throws up many unattended questions lying in the margins about the nature of violence, how it shapes subjectivity and acts upon people's capacity to engage with everyday life. How do we live and heal others when perpetrators, victims, and witnesses, all come from the same social space and all claim victimhood in one way or the other. With a close engagement with social, especially therapeutic space, this course would attempt to help explore capacities within the budding clinical psychologists to come up with new takes on violence and subjectivity.

CAREER GUIDANCE AND COUNSELING THROUGH THE LIFE SPAN

This subject is relatively new to Indian academic scenario in psychology. It started in the United States as vocational guidance in high schools more than a century ego. Later, on the development of counselling as a profession, career counselling has been added.

Humans make their choice of subjects of study in senior classes in high school and later in colleges and universities and ultimately choose their jobs based on their subject expertise. This appears to be a natural process which does not need much of an intervention. This is not really so. Things could go wrong for want of career counselling at every stage of career development as evidenced by the fact that we come across people getting caught in wrong jobs, lack of motivation/satisfaction in their profession, suffering from mid career crisis etc.

Psychologists have developed theories around the development of career whose beginning is said to start as early as elementary school days or even earlier to that. A number of theories are proposed in this regard. Most of them deal with the development of career aspirations spreading the entire life span.

The *Dictionary of Occupational Titles* and *Occupational Outlook Handbook*, two important documents published and revised every five years by the labour department of US and psychological assessment of personality, aptitude, interest, ability and value system of career aspirants provide the under grid for career counselors to offer counselling regarding career choice and helping strategies in career transitions.

Holland's Hexagonal model of personality types and work environment along with *Self Directed Search* is the popularly used tools for career counselling. This model categories human as well jobs into six categories and try to match the personality profile of the clients with that of job profiles indicating the same variables. This leads to a sort of job-person fit. There is ample research support for this model. There are a number of other models in use.

In India many dailies like Times of India, The Hindu, and several business magazines bring out regular features on career related issues. Business television channels also answer career related questions. These columns and telecasts mostly deal with providing information on subjects of study for pursuing career and other related matters. The important idea of job-person fit is rarely emphasized.

Corporate initiatives regarding career development consists of career planning workshops, career counselling, mentoring, personal development plans, career workbooks and others.

Psychologists trained in career counselling will have avenues starting from schools, colleges, universities, and later in the world of work.

HUMAN RESOURCE MANAGEMENT

The subject Human Resource Management deals with hiring, motivating, and maintaining people in an organization. Human resource planning, job analysis and design, recruitment and selection, orientation and placement, training and development, performance appraisal, job evaluation, employee and executive remuneration, motivation and communication, welfare, safety and health, industrial relations etc., are the line of activities carried out by the HR professionals.

A qualified psychologist can add further services like conducting periodical attitudinal surveys, on HR aspects like employee engagement for the purpose of making correctional interventions, counselling employees with problem behaviors, conducting in house training programs for number of purposes like conflict management, leadership, negotiating skills, running assessment centers etc.

Psychology students who plan for jobs in corporate world in HR establishment will find this paper very helpful.

Pedagogy

Lectures, individual student seminars, group presentations and assignments will be made use of for running the course.

Assessment

This is offered as a four credit paper. The assessment consists of 50 percent marks allotted to theory and 50 percent for inbuilt practicum divided between midterm and end exam.

CRISIS INTERVENTION & TRAUMA COUNSELING

Students would be made familiar with the concept of 'trauma.' They would be given skills to conceptualize trauma at personal, interpersonal and community levels. They will understand the clinical outcome --- PTSD of such events. Trauma counseling and crisis intervention as a technique would be discussed.

SUBSTANCE ABUSE COUNSELING

The students would be made familiar with various types of drugs. The paper focuses on the ICD – 10 classification, diagnosis and etiology of addiction behavior. Mental health interventions including addictions counseling and rehabilitation would also be discussed.

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MSc PSYCHOLOGY (CLIN.) PROGRAM STRUCTURE
(BATCH OF 2008-10 UNDER CHRIST UNIVERSITY)

SEMESTER I

Code	Paper	Hrs/Wk	Marks		Credit
			CIA	ESE	
MPS 131	COGNITIVE PROCESS- I	4	50	50	4
MPS 132	QUANTITATIVE RESEARCH METHODS AND PSYCHOLOGYICAL TESTING	4	50	50	4
MPS 133	BIOLOGICAL FOUNDATIONS OF BEHAVIOUR- I	4	50	50	4
MPS 134	THEORIES OF PERSONALITY	4	50	50	4
MPS 135	ADVANCED SOCIAL PSYCHOLOGY	4	50	50	4

MPS 151	PRACTICUMS - I	4	50	50	2
MPS 171	PERSONALITY DEVELOPMENT AND LIFE SKILLS (ADDITIONAL COURSE)	3	50	-	2
Total				650	24

SEMESTER II

| Code | Paper | Hrs/Wk | Marks | | Credit |
			CIA	ESE	
MPS 231	COGNITIVE PROCESS- II	4	50	50	4
MPS 232	QUANTITATIVE RESEARCH METHODS AND STATISTICS	4	50	50	4
MPS 233	BIOLOGICAL FOUNDATIONS OF BEHAVIOUR- II	4	50	50	4
MPS 234	HEALTH PSYCHOLOGY	4	50	50	4
MPS 235	FOUNDATIONS OF CLINICAL PSYCHOLOGY	4	50	50	4
MPS 236	PRANAYAMA AND YOGA (ADDITIONAL COURSE)	3	50	-	2
MPS 251	PRACTICUMS - II	4	50	50	2
Total				650	24

SEMESTER III

| Code | Paper | Hrs/Wk | Marks | | Credit |
			CIA	ESE	
MPS 331	PSYCHOTHERAPY - I	4	50	50	4
MPS 332	PSYCHOTHERAPY-II	4	50	50	4
MPS 333	PSYCHOPATHOLOGY -I	3	50	50	3
MPS 334	PSYCHOPATHOLOGY –II	3	50	50	3
MPS 335	QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY	4	50	50	4
MPS 371	ELECTIVE - I	2	50	-	2
MPS 372	ELECTIVE - I	2	50	-	2
MPS 373	SUMMER PLACEMENT	150 (Total)	50	-	2
Total				650	24

SEMESTER IV

| Code | Paper | Hrs/Wk | Marks | | Credit |
			CIA	ESE	
	CLINICAL TRACK				
MPS 451-C	PROFESSIONALIZATION SEMINAR	50			2

		(TOTAL)			
MPS 452-C	SUPERVISED CLINICAL PRACTICUM	250 (TOTAL)	100		8
MPS 453-C	MINI CLINICAL RESEARCH PROJECT	50 (TOTAL)	50		3
MPS454-C	CLINICAL INTERNSHIP PLACEMENT (Mandatory requirement for course completion)	150 (TOTAL)			
	RESEARCH TRACK				
MPS451-R	SUPERVISED MINI-CLINICAL PRACTICUM	100 (TOTAL)	50		3
MPS452-R	THESIS	400 (TOTAL)	50	50 (defense)	10
	COMMON TO BOTH CLINICAL & RESEARCH TRACK				
MPS 471	ELECTIVE – III	3	50		3
MPS 472	ELECTIVE - IV	3	50		3
TOTAL			**250**		**19**

Total Marks (Semesters I, II, III & IV)	**2200**	**2100** (Core courses)
		100 (Additional course)
Total Credits	**91**	