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CLINICAL PSYCHOLOGY

LIST OF NEW COUSES

Sl. No	Course Code	Course Title	Credits
1	21CP3001	History and Philosophy of Psychology	3:0:0
2	21CP3002	Theories of Personality	3:0:0
3	21CP3003	Developmental Psychology	3:0:0
4	21CP3004	Cognitive Psychology	3:0:0
5	21CP3005	Research Methods in Psychology	3:1:0
6	21CP3006	Advanced Social Psychology	3:0:0
7	21CP3007	Field Work	0:0:4
8	21CP3008	Advance General Psychology	3:0:0
9	21CP3009	Introduction to Clinical Psychology	3:0:0
10	21CP3010	Psychopathology – I	3:0:0
11	21CP3011	Psychotherapeutic Techniques – I	3:0:0
12	21CP3012	Skills in Clinical Practice	0:0:2
13	21CP3013	Psychological Assessments	0:0:4
14	21CP3014	Psychopathology – II	3:0:0
15	21CP3015	Psychotherapeutic techniques – II	3:0:0
16	21CP3016	Psychometrics and Statistics	3:1:0
17	21CP3017	Clinical Assessments	2:0:2
18	21CP3018	Tests and Article Evaluation	0:0:2
19	21CP3019	Case Studies	0:0:3
21	21CP3020	Supervised Clinical Practicum	3:0:2
22	21CP3022	Positive Psychology	3:0:0
23	21CP3023	Neuropsychology	3:0:0
24	21CP3024	Forensic Psychology	3:0:0
25	21CP3025	Health Psychology	3:0:0

21CP3001	History and Philosophy of Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Comment on how the philosophical roots and historical events that have shaped the field of psychology.
2. Integrate global and Indian aspects of clinical psychology.
3. Critically evaluate different perspectives of philosophy of the mind.

Course Outcomes:

Student will be able to

1. Trace the historical contributions to psychology around the world and their contribution to modern psychology
2. Critically evaluate different philosophical perspectives of the mind
3. Linking the various facets to psychology to practical aspects of Clinical psychology.
4. Determine the various field in applied psychology apart from Clinical psychology
5. Compare on the development of different schools of psychology
6. Comment and analyse on the emergence of psychology in India

UNIT – 1: HISTORICAL AND PHILOSOPHICAL ROOTS OF PSYCHOLOGY (6 HOURS)

Understanding Science, History, and Philosophy; Psychology and Science;

Introduction to Philosophical antecedents: Continental Renaissance (Descartes); British empiricism (John Locke). Beginnings of the formalized field of psychology: The central nervous system and structuralism.

UNIT – II: DEVELOPMENT OF DIFFERENT SCHOOLS OF PSYCHOLOGY (10 HOURS)

Structuralism, Functionalism, Gestalt, Psychodynamics, Behaviouristic, Humanistic, Cognitive Schools of Psychology

UNIT – III–DIFFERENT FIELDS OF PSYCHOLOGY (9 HOURS)

The rise of Applied Psychology; Developmental, Industrial/Organizational, Clinical, Sports, and many more

UNIT – IV – PSYCHOLOGY IN INDIA (10 HOURS)

Introduction to the Indian scenario, Buddhist Psychology, Yoga, The concept and doctrine of Karma, Concept of Dharma and its role, Implication of Karma and Dharma in Psychology, Difference in Western and Indian Psychology

UNIT –V –INTRODUCTION TO CLINICAL ASSESSMENT AND INTERVENTIONS (12 HOURS)

Assessment Processes: planning, data-collecting, interpreting, and communicating findings; Clinical Interview: components and basic skills; Diagnosis and Classification: basic issues and skills; General issues in interventions: Nature of specific therapeutic variables (client, therapist, relationship). The course of intervention; various perspectives (briefly): Psychodynamic, Humanistic-Existential, Behavioral-Cognitive, Group & Family.

Reference Books:

1. Hergenhahn, B. R., & Henley, T. (2013). An introduction to the history of psychology. Cengage Learning.
2. Gentile, B. F., & Miller, B. O. (2009). Foundations of psychological thought: A history of psychology. Sage Publications, Inc.
3. Hecker, J., & Thorpe, G. (2015). Introduction to clinical psychology. Psychology Press.
4. Minas, H., & Lewis, M. (Eds.). (2017). Mental Health in Asia and the Pacific: Historical and Cultural Perspectives. Springer.

21CP3002	Theories of Personality	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Distinguish various theoretical components and their impact on one's personality development.
2. Predict and give reasoning to various aspects of one's personality by applying major theoretical models of personality.
3. Compare and contrast the theories and apply it according to the need.

Course Outcomes:

Students will be able to

1. Gain in-depth knowledge and application of personality theories
2. Apply the theoretical understanding to practical clinical case conceptualization.
3. Recognize the importance of personality tests in clinical practice.
4. Examine the various personality theories critically.
5. Evaluate various approaches of personality theories
6. Comment on the origin of the problem in the client.

UNIT: I INTRODUCTION (9 HOURS)

Introduction Personality: Meaning and definition Classification of personality types and traits, determinants of personality; Assessment of personality. Basic concepts and definitions of personality and theory; Idiographic Vs Nomothetic approaches; determinants of personality: biological, social, cultural, interactionism; Major components and criteria for evaluation of personality theories; Assessment of personality, goals of assessment, classification of tests.

UNIT: II PSYCHOANALYTIC THEORIES (10 HOURS)

Classical psychoanalytical theory: Structure of personality, dynamics of personality, development of personality, Psychosexual development stages, Anxiety, Current research, Criticisms; Analytic Psychology: Structure of personality, dynamics of personality, development of Personality, Current research, Criticisms, Social psychological theory: striving for superiority, Inferiority feelings and compensation, Social interest, style of life, neurosis, Current research, Criticisms; Psychosocial theory of development: stages of development, the concept of virtues, the new concept of ego; current research; criticisms.

UNIT: III - : TRAIT AND TEMPERAMENTAL THEORIES (10 HOURS)

Gordon Allport's trait theory: Structure and dynamics of personality, development of personality; Raymond Cattell's Factor analytic theory: Nature of personality, development of personality; Hans Eysenck's Biological trait theory: Description of temperament, Models, research and research methods; Current research; Costa Jr. and Mc Crae: Big Five factors of personality.

UNIT-IV: HUMANISTIC-EXISTENTIAL THEORIES (8 HOURS)

Abraham Maslow: Assumptions about human nature, hierarchy of needs, Syndromes, self-actualization; Carl Rogers: Structure of personality, dynamics of personality, development of personality, research methods; Existential perspective: Rollo May and Victor Frankl.

UNIT-V: OTHER THEORIES (8 HOURS)

Gestalt theories: Basic concepts and principles; Research methods; Dollard Miller's S-R theory: Structure of personality, dynamics of personality, development of personality; Eastern perspectives on personality.; Holland's Six Personality Types; Robert Hogan's personality theory; John Mostyn Bowlby's attachment theory.

Reference Books:

1. Hall, Calvin S and Lindzey G and Campbell J.B (1998), Theories of Personality, John Wiley and sons, 4th edition New York.
2. Jess Fest (2008), Theories of Personality, McGraw Hill Companies,.
3. Burger, J. M. (2019). Personality (10th ed.). Boston, MA: Cengage Learning.
4. Cervone, D., &Pervin, L. A. (2016). Personality: Theory and Research (13th ed.). Hoboken, NJ: John Wiley & Sons.
5. Sigmund Freud (2016), A General Introduction to Psychoanalysis.

21CP3003	Developmental Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Evaluate developmental theories with specific applications to clinical practice
2. Analyse the concept of disability and related issues from a developmental perspective.
3. Distinguish different lifecycle theories and appreciate their position in developmental psychology.

Course Outcomes:

Student will be able to

1. Infer the difference between normative and pathological outcomes within each of the developmental phases.
2. Explain the diversity of experiences that shape development.
3. Analyse how the cognitive development is closely related to learning.
4. Recognize the diversity of life experiences that shape individual development.
5. Compare and contrast the foundational theories of developmental psychology.
6. Apply the developmental theories and specific evidence-based research findings to understand current practice, policies and social issues.

UNIT – I: DEVELOPMENT DURING CHILDHOOD (12 HOURS)

Prenatal Development - Genetics, Prenatal Development & Hazards of Development, Development During Infancy - Physical, Psychosocial, Cognitive, Language & Hazards During Infancy, Early Childhood - Physical, Psychosocial, Cognitive, Language & Hazards During Early Childhood, Late Childhood - Physical, Psychosocial, Cognitive, Language & Hazards in Late Childhood

Cognitive Development: Constructivist Approach - Types (Cognitive, Social & Radical), Principles, Constructivist's Learning Theory & Approaches to Teaching, Jean Piaget - Stages Of Cognitive Development - Object & Space - Object Permanence, Vygotsky: A social contextual approach - Language and Thought - Speech recognition and language, Zone Of Proximal Development - Vygotsky's Influence On Education, Differences In Piaget's & Vygotsky's Theories

UNIT – II: SOCIAL DEVELOPMENT (9 HOURS)

Social Cognition: Theories of Social Cognition - Intentionality, Theory of Mind, Bowlby And Winnicott - Emotional Development & Attachment Theories, Bowlby And Winnicott, Bowlby And Winnicott - Emotional Development & Attachment Theories,

Moral Development and Prosocial behavior, Intentionality, Self and Social Understanding, Sex Differences and Gender Role Socialization

UNIT – III: DEVELOPMENTAL DISABILITIES (7 HOURS)

Low Birth Weight Infants – Prognosis, Visual Handicap, and Development, Auditory Handicap and Development; Identification of Problems In School Children, Overview Of Attention Deficit Hyperactivity Disorder (ADHD) & Autism Spectrum Disorder, Learning Disabilities Dyslexia

UNIT – IV: ADOLESCENCE (8 HOURS)

Development During Adolescence – Physical, Development During Adolescence - Cognitive & Moral Development, Relationship with Family (Parents, Siblings, Etc.), Relationship with Peers And Adult Society, Challenges & Issues in Adolescent Development, Adolescent Rebellion., Antisocial behavior and Juvenile delinquency., Role Of Parents & Teachers During Adolescence

UNIT – V: DEVELOPMENT IN ADULTHOOD (9 HOURS)

Development During Adulthood - Early Adulthood: Physical Development, Cognitive Development, Psychosocial Development, Roles During Early Adulthood, Middle Adulthood - Changes - Menopause & Andropause, Mid Life Crises, Late Adulthood (Old Age) - Physical Changes & Degenerative Disorders, Psychological/ Psychiatric Disorders In The Elderly, Challenges & Issues In Aging Process.

References:

1. Berk, L. E. (2016). Exploring lifespan development. Pearson.
2. Broderick, P.C., & Blewitt, P. (2010). The life span: Human development for helping professionals. (3rd Ed.). Boston: Pearson.
3. Kail R V (2001) Children and their development. Prentice Hall Inc.
4. Santrock, J. (2016). A topical approach to lifespan development, (8th revised edition). McGraw-Hill Higher Education.

21CP3004	Cognitive Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Recognize, understand and define the basic concepts of Cognition
2. Analyze and evaluate the use of different models and experiments to study cognition
3. Develop scientific mindedness, self awareness and self regulation

Course Outcomes:

Student will be able to

1. Develop an understanding of normal mental processes and demonstrate the domains of cognition using experiments.
2. Draw connections between brain, mind and behaviour and demonstrate the relationships through observations and reasoning.
3. Evaluate cognitive processes using the model of information processing and make predictions.
4. Apply that knowledge to critically evaluate functional cognitive processes
5. Comment on how languages are acquired
6. Compare how the different cognitive processes are related to each other

UNIT – I: INTRODUCTION TO COGNITIVE PSYCHOLOGY (7 HOURS)

Introduction: Philosophical antecedents, Emergence of Cognitive psychology. Approaches and key issues, recent trends in the field: Cognitive neuroscience

UNIT – II: PERCEPTION (9 HOURS)

Approaches to perception: introduction - bottom-up process - template matching - feature analysis - prototype matching; top-down process - perceptual learning - change blindness - the word superiority effect - Perceptual Organization: Form Perception, Depth Perception, Motion Perception, Perceptual Constancy

UNIT – III: LANGUAGE (9 HOURS)

Nature and Acquisition, Reading, Comprehension, Neuropsychology of Language, Psycholinguistic theories

UNIT – IV: ATTENTION (8 HOURS)

Theories of attention, Selective attention and divided attention, Visual attention and auditory attention, Conscious and unconscious processing, Signal detection theory, subliminal perception

UNIT – V: THINKING AND PROBLEM SOLVING (12 HOURS)

Nature and Process of thinking,

Types of thinking: convergent and divergent thinking,

Problem solving Approaches and factors affecting problem solving approaches

Types of reasoning,

Decision making: Decision Making Models – Compensatory and Non-compensatory; Types of decisions:

Decisions – Influence of risk, uncertainty, Emotions and Decision Making

References:

1. Matlin, M. W. (2006) Cognition, John Wiley & Sons, Inc. U.S.A.
2. Baddeley, A. (1986). Working memory. Oxford: Clarendon Press.
3. Baron, R. (2004) . Psychology. New Delhi: Prentice – Hall of India.
4. Jahnke, IC., Nowaczyk, R.H. (1998). Cognition. New Jersey: Prentice Hall.
5. Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y.: Houghton Mifflin

21CP3005	Research Methods in Psychology	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the student to

1. Acquire the knowledge of Research methods and designs in psychology
2. Implement the process of research in psychology
3. Analyse the research data and present the conclusions.

Course Outcomes:

Student will be able to

1. Recognize the meaning, process and ethical issues of psychological research
2. Identify the appropriate research methods and techniques in psychology
3. Design and control the experiments in psychological research
4. Represent the collected research data
5. Apply the descriptive statistics to find conclusions
6. Demonstrate the skills of quantitative analysis

UNIT I: FUNDAMENTALS OF RESEARCH (9 HOURS)

The Science of Psychology - Meaning, Objectives, Types and Significance of Research in Psychology – Process of Research - Steps involved in Process of Research – Research Problems, Hypotheses, Variables and Operational Definitions – Significance of Review of Literature –Ethical Issues in Conduct of Psychological Research - Reporting of Psychological Research: Article, Dissertation.

UNIT II: METHODS AND TECHNIQUES (9 HOURS)

Population and Sample - Sampling Techniques: Random Sample, Stratified Sample, Cluster Sampling, Mixed sampling, Purposive Sampling - Sampling Error - Data Collection Methods - Observation Method, Interview, Survey, Questionnaire, Rating Scales.

UNIT III: EXPERIMENTAL METHODS (9 HOURS)

Introduction, Characteristics and Purpose of Experiments Experimental Control – Factors Affecting Validity – Independent Groups Designs: Random Groups Design. Alternative Independent Groups Design – Matched Groups Design & Natural Groups Design. True-Experiments: True Experiments Vs Quasi-Experiments.

UNIT IV: REPRESENTATION OF DATA (9 HOURS)

Statistics: Definition, Scope and Significance – Collection, classification and tabulation of data – Frequency distribution: Discrete and Continuous - Scales of measurement: Nominal, Ordinal and Interval - Diagrammatic and Graphical representation.

UNIT V: DESCRIPTIVE STATISTICS (9 HOURS)

Measurement of central tendency: Mean, median and mode – Measurement of dispersion: Range, Quartile deviation, Percentile deviation, Mean deviation, standard deviation and its coefficients – Normal Probability Curve: Kurtosis, Skewness.

Reference Books:

1. Singh, A.K. (2017). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhawan.
2. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th edition). Singapore: McGraw-Hill.
3. McBurney, D.H. (2001). Research Methods. (5th edition). US: Wadsworth.
4. Kerlinger, F.N. (1995). Foundations of Behavioral Research. India: Prism Books.
5. Kothari, C. R. and Gaurav Garg (2019). Research Methodology: Methods and Techniques (4th edition), India: New Age International Publishers.

21CP3006	Advanced Social Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Attribute and comment on the historical development of social psychology as a discipline, its nature and critical issues and current debates within it.
2. Comprehend social behavior principles and theories, as well as to think more deeply about social phenomena.

- Integrate how the self and identity is developed in a social and cultural context and how individuals engage in the processes of social perception and social cognition.

Course Outcomes:

Student will be able to

- Examine the international and Indian historical and cultural contexts of social psychology as a discipline.
- Investigate the theoretical framework that underpins social interaction and its connection to social identity.
- Relate theoretical knowledge to current and historic research in social psychology to everyday issues such as interpersonal and relationships between groups.
- Recognize the characteristics, dynamics, and dimensions of interpersonal behavior.
- Learn the application of social psychology principles and ideas to address the various social challenges that exists in society, with a special focus on mental health in India.
- Comment on psychology behind Group Dynamics

UNIT – I: INTRODUCTION (7 HOURS)

Introduction: Current trends in social psychology, approaches to the study of social behavior, methodological and ethical issues.

UNIT – II: SOCIAL COGNITION (9 HOURS)

Social Cognition: Heuristics and other short-cut strategies; effects of framing and anchoring; counterfactual thinking and mental simulation, affect and social cognition, action identification, self-reference effects.

UNIT – III: GROUP DYNAMICS (10 HOURS)

Social Categorization, Groups and Leadership: Social identity and social comparison models, categorical differentiation and groups, group cohesiveness, group decision making; emergence of leader, theoretical approaches to leadership, leader characteristics and effectiveness.

UNIT – IV: SOCIAL INFLUENCE PROCESSES (9 HOURS)

Social norms and their perception, conformity to social norms, factors influencing conformity; compliance and its consequences; types and conditions of obedience, ethical issues, cultural perspectives.

UNIT – V: INTERGROUP RELATIONS (9 HOURS)

Relative deprivation, realistic conflict and social identity approaches, dynamics of intergroup behavior, conditions of social harmony; structure and type of social conflicts, pre-dispositional variables, conflict resolution strategies.

References:

- Baumeister, R.F. and Bushman, B.J. (2014). Social Psychology and human nature. Third edition. New Delhi : Cengage publishers.
- Fraser, C., and Burchell, B. (2001). Introducing Social Psychology. Cambridge: Polity
- Baumeister, R.F. and Finkel, E.J. (2010). Advanced social psychology :The state of the science. New York : Oxford university press.
- Michener, H.A., Delamater, J.D., and Myers, D.J. (2004). Social Psychology (5 th ed.).
- 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 (Vol1: Social Psychology). (pp.19-49). New Delhi: Sage.

21CP3007	Field Work	L	T	P	C
		0	0	4	4

Course Objectives:

Enable the student to

- Know and apply the various methods of data collection
- Prepare a semi structured questionnaire for the survey using the scaling techniques.
- Analyse the data and draw conclusion based on the score.

Course Outcomes:

Student will be able to

- Design the questionnaire using relevant scale of measurement.
- Apply various data collection methods
- Evaluate the results attained through data collection.
- Infer the dynamics while dealing the data.
- Analyze the results based on data

6. Generate the report on the findings of data collection

Activity:

A mini field study is survey on any topic chosen by the students with an aim to explore the impact of psychological variable on general people.

1. Students are required to select the topic based on their interest.
2. Based on the decided sample population, students are divided into groups.
3. Decide on the psychological variables affecting the sample population.
4. Choose the variable which has the maximum impact.
5. Chalk out the behaviour manifestation of these variables
6. Prepare questionnaire for based on the analysis done.
7. Use of scaling techniques while preparing the questionnaire.
8. Collection of data either through online or offline form.
9. Scrutinize the collected data
10. Analyze the data
11. Interpretation and derive conclusions from data
12. Report the findings.

Mini field work is a group project. Each student has to submit an individual report on the survey stating and validating the conclusion drawn from the survey.

Note: The activities should be considered as single practical.

21CP3008	Advance General Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Recognize, understand and define the basic concepts of Cognition
2. Link and analyze the use of models and experiments to study cognition
3. Apply that knowledge to critically evaluate functional cognitive processes

Course Outcomes:

Student will be able to

1. Develop an understanding of normal mental processes and demonstrate the domains of cognition using experiments.
2. Draw connections between brain, mind and behaviour and demonstrate the relationships through observations and reasoning.
3. Evaluate cognitive processes using the model of information processing and make predictions.
4. Prepare them for competitive exams in the field.
5. Apply available tools and be able to describe their use in creating new knowledge in cognitive psychology, in written and oral form.
6. Estimate how cognition plays role in various mental disorders.

UNIT – I: INTELLIGENCE AND CREATIVITY (12 HOURS)

Development of intelligence

Biological bases of intelligence: nature & nurture

Theories of intelligence, diversity of mental abilities

Contextual intelligence, Perceived intelligence, Artificial intelligence

Creativity: Meaning, problem

Creativity and intelligence relationship, Brain storming

UNIT – II: MEMORY (9 HOURS)

Architecture of Memory, Working Memory and Levels of processing;

Remembering: Autobiographical and eyewitness memories; traumatic and false memories, Confabulation;

Forgetting: Reproduction and reconstruction in memory, Theories of forgetting; Models of Knowledge

UNIT – III: MEMORY – REPRESENTATION AND MODELS (10 HOURS)

Representation: Semantic Memory, Episodic Memory, Procedural (Implicit and Explicit); Models of memory

for new information: General approach, Simple association models and SAM model; Prospective Memory –

Event based, Time based, Current model; Mnemonics and TOT; Metacognition

UNIT – IV: SLEEP (7 HOURS)

Brain waves and Sleep Stages

Altered States of consciousness: hypnosis, drug induced alteration, meditation

UNIT – V: EMOTION (8 HOURS)

Physiological bases of emotion, role of limbic system, Theories of emotions.

Motivation: Process of motivation, theories of motivation.

References:

1. Matlin, M. W. (2006) Cognition, John Wiley & Sons, Inc. U.S.A.
2. Baddeley, A. (1986). Working memory. Oxford: Clarendon Press.
3. Baron, R.(2004) . Psychology. New Delhi : Prentice – Hall of India.
4. Jahnke, IC.,Nowaczyk, R.H.(1998). Cognition. New Jersey : Prentice Hall.
5. Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y.: Houghton Mifflin

21CP3009	Introduction to Clinical Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Link the different aspects of Clinical Practice for better understanding of mental illness
2. Gain awareness about different codes of ethics and develop a personal ethical decision- making model to resolve ethical dilemmas.
3. Compare and comment on the etiology and current classificatory systems of mental disorders

Course Outcomes:

Student will be able to

1. Determine the foundational principles of ethics in clinical psychology.
2. Analyze and resolve common ethical dilemmas in research and practice
3. Demonstrate the ability to use DSM V and ICD 10 classificatory systems
4. Apply the various ways of assessment in Clinical psychology.
5. Comprehend the assessment findings.
6. Demonstrate mastery of skills required for psychopathological formulation

UNIT – I: DEVELOPMENT OF CLINICAL PSYCHOLOGY (10 HOURS)

Historical development of Clinical Psychology, normal and abnormal, sketch of healthy personality

Clinical Psychologist; desired personality, functions, varieties of clinical work, problem faced by clinical psychologist in India

Diagnostic Criteria- History of DSMs; DSM5; ICD-10 other criteria, DSM and ICD revisions

UNIT – II: ETHICS IN CLINICAL PRACTICE (9 HOURS)

General Ethical Principles in Clinical Setup: Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's Rights and Dignity; Ethical standards: Resolving Ethical Issues, Competence, Human Relations, Privacy and Confidentiality

Ethical issues, client -therapist relationship, confidentiality, legal liability, malpractice

UNIT – III: FORMAL AND INFORMAL ASSESSMENT (9 HOURS)

Formal assessment: person perception, clinical sensitivity, empathy, sources of error, communication strategies, importance of rapport, clinical relationship.

Informal assessment: clinical interview, method of behavioural assessment, case history, mental status examination,

UNIT – IV: INTERPRETATION ASSESSMENT RESULTS (9 HOURS)

Interpreting and synthesizing assessment findings, impressionistic and psychometric approach, and statistical method in decision making.

Process of interpretation, sources of error in interpretation

Writing psychological report, ethical issues, research on the process of clinical judgment

UNIT – V: INDIAN APPROACHES (8 HOURS)

Indian Approaches to Clinical Psychology, Breathing Exercises, Yoga, Meditation, etc

References:

1. American Psychological Association. (2010). Ethical Principles of Psychologists and Code of Conduct.<http://www.apa.org/ethics/code/principles.pdf>

- Bhola, P. & Raguram, A. (Eds.) (2016). Ethical Issues in Counselling and Psychotherapy Practice. New Delhi: Springer
- Pope, K. S., and Vasquez, M. J. T. (2016). Ethics in Psychotherapy and Counseling, a Practical Guide, 5th edition. New Jersey: Wiley.
- Ahuja N (2002). A short textbook of Psychiatry (5th edition). New Delhi: Jaypee Brothers.
- Wolman, B. B. (Ed.) : Handbook of Clinical Psychology.
- Lezak, M.D. (1995) : Neuropsychological Assessment N. Y. Oxford University, Press.
- Korchin, S.J (1976): Modern Clinical Psychology, CBS Publishers & Distributors, New Delhi- 02
- Weiner, B. (1983): Clinical Methods in Psychology, N.Y. John - Wiley and sons
- Neizal, M.T., Bernstein (1995) : Introduction to clinical Psychology, 2nd edition.

21CP3010	Psychopathology – I	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

- Implement Bio-psycho-socio model of stress in understanding mental disorders
- Compare and elaborate the abnormal behaviour and psychological perspective towards it.
- Introduce different childhood psychological disorders.

Course Outcomes:

Student will be able to

- Distinguish between normal and abnormal behaviour.
- Know the theoretical perspective towards abnormal behaviour.
- Demonstrate understanding of skills required to diagnose various disorders.
- Demonstrate mastery of skills required for psychopathological formulation
- Contrast and compare the models of etiology of mental disorders
- Demonstrate understanding of the various manifestations of psychopathology

UNIT – I: INTRODUCTION TO ABNORMAL BEHAVIOUR (10 HOURS)

Abnormal behaviour: Its meaning, historical background, meaning of prevalence, incidence and risk factors. Causes of abnormal behaviour; biological, psycho-social, socio-cultural & neuro-psychological factors Typical Signs and Symptoms of Mental Disorders

UNIT – II: THEORETICAL PERSPECTIVE ON MALADAPTIVE BEHAVIOUR (7 HOURS)

Biological perspective, Psychodynamic perspective, Behavioural perspective, Cognitive perspective, Humanistic-Existential perspective, Community-Cultural perspective, Integrative approach

UNIT – III: STRESS, COPING AND MALADAPTIVE BEHAVIOR (9 HOURS)

Stress and coping, Stressful life situations and transitions, Clinical reaction to stress and its management; adjustment disorder, post-traumatic stress disorder, dissociative disorder

UNIT – IV: PERSONALITY DISORDERS (10 HOURS)

Personality disorders, Mental retardation, its causes, degrees of mental retardation, problems, helping the child and family.

UNIT – V: DISORDERS IN CHILDHOOD (9 HOURS)

Disorders usually first diagnosed in infancy, childhood or adolescence ADHD, Autism, learning disorders, Conduct disorder, Stuttering, Tics,

Other Conditions of Clinical Attention Parent – child relational problem, Physical abuse of child; Physical abuse of adult, Culture Bound syndromes

References

- Sarason, I.G. & Sarason, B. R. (1993). Abnormal Psychology; The Problem of Maladaptive Behaviour. New Jersey: Prentice Hall
- Coleman, J.C. (1986). Abnormal Psychology and modern Life. Bombay: Taraporevala Sons & Co. Pvt. Ltd.
- Carson, R.C., Butcher, J. N. & Mineka, S. (1996).). Abnormal Psychology and modern Life (10th Ed.). N.Y.: HarperCollins
- Plante, T.G. (2005). Contemporary Clinical Psychology (2nd Ed.) New Jersey: John Wiley & Sons
- Ottmanns, T. F., Emery R. E. (1995). Abnormal Psychology. U. S. A.: Prentice Hall
- Holmes, D.S. (1997). Abnormal Psychology (3rd Ed.). N.Y.: Addison – Wesley Education. Pvt. Ltd
- Nevid, J.S., Rathus, S. A., Greene, B. (1997). Abnormal Psychology in Changing World (3rd Ed.). U.K.: Prentice Hall

8. Hales, R.E., Yudofsky, S.G.(2003). Text Book of Clinical Psychiatry. Washington D C: American Psychiatric Publishing, inc.

21CP3011	Psychotherapeutic Techniques – I	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Implement various psychotherapeutic practices in their own practice.
2. Enable the plan out the entire therapy process.
3. Create awareness about the real time issues faced in this process.

Course Outcomes:

Student will be able to

1. Determine the essential required for therapeutic process.
2. Examine the types of therapeutic practices followed in India
3. Reflect on the dynamics which play a important role in therapeutic process
4. Decide on methods to be followed in process.
5. Develop and work on various techniques which supplements the therapeutic intervention
6. Comment on the issues faced in therapeutic practices in India.

UNIT – I: INTRODUCTION TO PSYCHOTHERAPY (6 HOURS)

Concept and Definition of Psychotherapy; History of Psychotherapy; Types of Psychotherapy Need, Goals and Scope of Psychotherapy

UNIT –II: ASSESSMENT IN PSYCHOTHERAPY (8 HOURS)

Assessment in Psychotherapy- Setting the stage; the intake Interview; Gathering additional intake information, Behavioural coding, Case history taking

UNIT – III: PSYCHOTHERAPEUTIC PROCESS (9 HOURS)

Psychotherapeutic Process- Case conceptualization and Treatment planning; Catalyst for Change; Framework for process in psychotherapy; Pragmatic issues related to Psychotherapy

Traditional approaches: Yoga, Meditation, and Vipassana

Spiritual methods; avoiding negative thinking, fear, use of will, faith and prayer, establishing peace

UNIT – IV: RELATED TECHNIQUES (12 HOURS)

Psychotherapy and related techniques; Assertiveness training, Self-monitoring, goal setting, Thought stopping, Supportive therapy, Relaxation training, Social Intervention

Termination of Psychotherapy; Issues in Psychotherapy in India

UNIT – V: RESEARCH IN PSYCHOTHERAPY (10 HOURS)

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

References:

1. Compilation from writings of Mother & Sri Aurobindo (2006). Towards Perfect Health. Pondicherry: Sri Aurobindo Ashram Publication Dept.
2. Compilation from works of Sri Aurobindo & Mother (2004). Integral Healing. Pondicherry: Sri Aurobindo Ashram Publication Dept.
3. Drifte, C. (2008). Encouraging Positive Behavior in the Early Years. Sage Pub. @ www.sagepublications.com
4. Davis, M., Eshelman, E.R., McKay, M.(1996). The Relaxation & Stress Reduction Workbook. Mumbai: Jaico Publishing House
5. Flanagan, J.S., Flanagan, R.S. (2004). Counselling and Psychotherapy, Theories in Context and Practice. New Jersey: John Wiley & Sons.

21CP3012	Skills In Clinical Practice	L	T	P	C
		0	0	2	2

Course Objectives:

Enable the student to

1. Execute different counselling skills through training
2. Hands-on on skills like verbatim recording, analysing, evaluating and interpreting.

3. Compare and comment on various types of counselling followed in practice.

Course Outcomes:

Student will be able to

1. Evaluate own personality aspects.
2. Strengthening own personality skills.
3. Inculcate empathy towards mental health issues.
4. Prepare the session reports
5. Use the dynamic phrases used in the sessions
6. Develop an insight of case/problem/disorder

UNIT – I: LIFE SKILLS TRAINING

- Problem Solving & Decision Making
- Creativity, Lateral Thinking & Critical Thinking
- Communication & Interpersonal Relationships
- Self-Awareness, mindfulness
- Assertiveness
- Empathy
- Coping (Stress, Trauma & Loss), Resilience & Equanimity

UNIT – II: BASIC COMMUNICATION SKILLS

- Importance of communication skills,
- Dialogue focused interaction with clients,
- Introducing the counselling process and explaining confidentiality
- Importance of empathic presence
- Opening Communication: Questions, Observation skills & Attending Skills.

UNIT – III: SKILLS OF ACTIVE LISTENING

- Encouraging, paraphrasing, summarizing,
- Forms of distorted listening,
- Observing and Reflecting Feelings
- Influencing Skills: Confrontation, Interpretation/Reframe, Feedback,
- Action Strategies for Client Change,
- Skill Integration.

UNIT – IV: INTAKE INTERVIEW

- Intake Interview (in various settings)
- Mental Status Examination
- Diagnostic Formulation
- Case Conceptualization

References:

1. Bond, T. (1997). Standards and ethics for counsellors in action. New Delhi: Sage.
2. Cormier, S. & Cormier, B. (1998). Interviewing strategies for helpers (4th ed.). Pacific Grove, CA: Brooks/Cole
3. Corey, G (2009). Theory and practice of counselling and psychotherapy (8th edn.). Pacific Grove, CA: Brooks/Cole
4. Culley, S. (2002). Integrative counselling skills in action. (2nd ed.). London: Sage
5. Egan, G. (2013). The skilled helper (10th ed.). Pacific Grove, CA: Brooks/Cole
6. Ivey, A.E. Ivey, M. B & Zalaquett (2015). Intentional interviewing and counselling (8th edn.), Pacific Grove, CA: Brooks/Cole
7. Nelson-Jones, R. (1990). Practical helping skills (2nd ed.). London: Cassel
8. Publication manual of the American Psychological Association (2009), 6th Ed

21CP3013	Psychological Assessments	L	T	P	C
		0	0	4	4

Course Objectives:

Enable the student to

1. Provide comprehensive review of research methods and assessment instruments used in Personality and Intelligence.
2. Work on strengthening their skills on critical thinking with respect to assessment of subjective areas of psychology.

3. Distinguish between social impairment and retardation.

Course Outcomes:

Student will be able to

1. Apply the theoretical foundation behind the test construction
2. Acquainted with different types of test available in the market
3. Infer the dynamics involved in administering Psychological testing
4. Draw conclusion based on the test scores
5. Work with clear objective of conducting and administering a test.
6. Report the findings

List of Test

- Intelligence Tests - Adult
- Intelligence Tests - Children
- Personality Tests
- Developmental tests

References Books

- Hall, Calvin S and Lindzey G and Campbell J.B (1998), Theories of Personality, John Wiley and sons, 4th edition New York.
- Cohen, R.J., &Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6thed.). New York: McGraw-Hill.
- Kaplan, R.N.,&Saccuzzo, D (2001). Psychological Testing, Principles, Applications and issues. New York Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall
- Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: BharathiBhavan Publishers and Distributor

21CP3014	Psychopathology – II	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Acquaint with different symptoms, course and prognosis of mental disorders
2. Distinguish different neurotic and psychotic disorders.
3. Compare the various diagnostic criteria for psychological disorders.

Course Outcomes:

Student will be able to

1. Demonstrate understanding of skills required to diagnose various disorders.
2. Analyse the causes of various mental disorders
3. Apply the various therapeutic approaches followed for treatment.
4. Demonstrate mastery of skills required for psychopathological formulation
5. Contrast and compare the models of etiology of mental disorders
6. Demonstrate understanding of the various manifestations of psychopathology

UNIT – I: ANXIETY AND IMPULSE CONTROL DISORDERS (8 HOURS)

Anxiety disorders and their management: generalized anxiety disorder, panic disorder, phobia, obsessive-compulsive disorder

Impulse control disorders: kleptomania, pyromania, pathological gambling

UNIT – II: MOOD DISORDERS & SLEEP DISORDERS (10 HOURS)

Mood Disorders: Depression; major depressive disorder, Dysthymic disorder Bipolar disorder I and II, Cyclothymic disorder Suicide.

Sleep Disorders: Parasomnias – nightmare disorder, sleepwalking disorder. Insomnia.

UNIT – III: PSYCHOTIC DISORDERS (12 HOURS)

Schizophrenic disorders - Disorganized, catatonic, paranoid, undifferentiated, residual, schizoaffective, atypical

Delusional Disorders and Schizoaffective Disorders and other unspecified nonorganic psychosis.

UNIT – IV: ORGANIC MENTAL DISORDERS (11 HOURS)

Alzheimer's disease, Parkinson's disease, Epilepsy, Delirium, Dementia Substance induced, infections, tumors, head injury, toxin induced disorders Somatoform disorders, Dissociative disorders, Sexual disorders

UNIT – V: PRACTICAL ISSUES (4 HOURS)

Non-compliance with treatment, Malingering,

References

1. Sarason, I.G. & Sarason, B. R. (1993). Abnormal Psychology; The Problem of Maladaptive Behaviour. New Jersey: Prentice Hall
2. Coleman, J.C. (1986). Abnormal Psychology and modern Life. Bombay: Taraporevala Sons & Co. Pvt. Ltd.
3. Carson, R.C., Butcher, J. N. & Mineka, S. (1996).). Abnormal Psychology and modern Life (10th Ed.). N.Y.: HarperCollins
4. Plante, T.G. (2005). Contemporary Clinical Psychology (2nd Ed.) New Jersey: John Wiley & Sons
5. Ottmanns, T. F., Emery R. E. (1995). Abnormal Psychology. U. S. A.: Prentice Hall
6. Holmes, D.S. (1997). Abnormal Psychology (3rd Ed.). N.Y.: Addison –Wesley Education. Pvt. Ltd
7. Nevid, J.S., Rathus, S. A., Greene, B. (1997). Abnormal Psychology in Changing World (3rd Ed.). U.K.: Prentice Hall
8. Hales, R.E., Yudofsky, S.G. (2003). Text Book of Clinical Psychiatry. Washington D C: American Psychiatric Publishing, inc.

21CP3015	Psychotherapeutic Techniques – II	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Integrate various psychotherapeutic techniques
2. Compare different kinds of eclectic approaches followed in practice
3. Acquaint with basic therapeutic principles

Course Outcomes:

Student will be able to

1. Work on different forms of treatment techniques
2. Compare the dynamics for individual therapy sessions
3. Comment on the dynamics for group therapy sessions
4. Distinguish between counselling and therapy
5. Apply the various psychological therapies
6. Design specific eclectic therapeutic approach for the mental disorders

UNIT – I: BIOLOGICAL APPROACHES (8 HOURS)

Chemotherapy, E.C.T., Brain wave therapy, Bio-feedback, Narcoanalysis, Neuro- Linguistic Programming

UNIT – II: APPROACHES TO THERAPY (9 HOURS)

Directive, Non-directive- Major Theories of Counselling, the Psychoanalysis Psychotherapy – Basic Concepts- Techniques – Evaluation

Humanistic Approach – Basic Concepts- Techniques – Evaluation

UNIT – III: BEHAVIOURAL TECHNIQUES (10 HOURS)

Systematic desensitization, Contingency contracting, Shaping, Aversive conditioning, Modelling, REBT, CBT

UNIT – IV: DIFFERENT KINDS OF THERAPY (9 HOURS)

Logo therapy, Brief psychotherapy, Play therapy, Couple Counselling, Transactional analysis, Gestalt therapy, Milieu therapy, Progressive relaxation, Flooding, Hypnosis, Crisis intervention, Hospitalization

UNIT – V: GROUP THERAPY (9 HOURS)

Group therapy, Family therapy, Role-Play, Play therapy, Supportive Psychotherapy

Reference:

1. Corey, G. (1991). Theory and Practice of Counselling and Psychotherapy (4th Ed.). California: Brooks.
2. Corey, G. (2006). The Art of Integrative Counseling. California: Brooks
3. Flanagan, J.S., Flanagan, R.S. (2004). Counselling and Psychotherapy, Theories in Context and Practice. New Jersey: John Wiley & Sons.
4. Korchin, S. J. (1976). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New York: Basic Books
5. Plante, T.G. (2005). Contemporary Clinical Psychology (2nd Ed.) New Jersey: John Wiley & Sons
6. Bellack, A. S., Hersen, M., Johnston, D. W., & Johnston, M. (Eds.). (1998). Comprehensive Clinical Psychology (Vol. 8). New York: Pergamon

21CP3016	Psychometrics and Statistics	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the student to

1. Acquire the knowledge of tests and measurements in psychology
2. Implement the methods of standardization of tests in psychology
3. Apply the statistical techniques to analyse the data and infer the conclusions

Course Outcomes:

Student will be able to

1. Recognize the nature and uses of psychological tests
2. Identify the methods of validity and reliability
3. Measure the relationships between research variables
4. Apply the inferential statistics to find conclusions
5. Demonstrate the skills of reporting the research
6. Develop skills to avoid plagiarism in reporting research

UNIT I: PSYCHOLOGICAL TESTING (9 HOURS)

Function and origins of psychological testing; Nature and the use of Psychological test; Social and ethical implications of testing, Classification of measurement scales, Goodness of measurement scales, Scaling techniques

UNIT II: STANDARDIZED TEST (9 HOURS)

Meaning, Psychometric Properties; Item Analysis, Validity and reliability: Methods of validity and reliability- basic concept of measurement and interpretation; Norms and interpretation of test scores.

UNIT III: MEASUREMENT OF LINEAR RELATIONSHIP (9 HOURS)

Correlation – Definition and types of correlation – Scatter diagram - Karl Pearson's co-efficient of correlation - Spearman's rank correlation – Repeated ranks - Regression Analysis: Lines of regression and regression equations - Regression in two variables.

UNIT IV: PARAMETRIC AND NON PARAMETRIC TECHNIQUES (9 HOURS)

Tests of Significance-large sample tests- Single mean- difference of two means – Single Proportion - difference of two proportion– Small sample test– Student's t test–Single mean-difference of two means- F test - Chi square test - Goodness of fit – Test of independence attributes.

UNIT V: RESEARCH REPORT (9 HOURS)

Purpose of writing research report - Parts of research report: Abstract, Introduction, Review of literature, Materials and methods, Results and discussion, Summary and conclusion, References - Plagiarism - Copy right - Patents.

Reference Books:

1. Singh, A.K. (2017). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhawan.
2. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th edition). Singapore: McGraw-Hill.
3. McBurney, D.H. (2001). Research Methods. (5th edition). US: Wadsworth.
4. Kerlinger, F.N. (1995). Foundations of Behavioral Research. India: Prism Books.
5. Kothari, C. R. and Gaurav Garg (2019). Research Methodology: Methods and Techniques (4th edition), India: New Age International Publishers.

21CP3017	Clinical Assessments	L	T	P	C
		2	0	2	4

Course Objectives:

Enable the student to

1. Compare and understand the development and clinical picture of various psychological disorder
2. Familiarize various concepts, assessment tools and classification techniques of psychopathology.
3. Evaluate different treatment outcomes of pathology.

Course Outcomes:

Student will be able to

1. Understand the dynamics involved in the clinical testing.
2. Implement the classification of various forms of psychological testing.
3. Identify clinical symptoms, causal factors and development of various psychological disorders.

4. Comprehend various assessment techniques of psychopathology.
5. Figure out various preventive and treatment methods of psychopathology through testing.

UNIT- I: OBJECTIVE AND PURPOSE OF CLINICAL ASSESSMENTS (3 HOURS)

Need assessment for Testing, Cases and Case Conceptualization

UNIT- II: PSYCHOMETRIC TESTING (3 HOURS)

Basic Principles

MMPI, BDI, Depression Anxiety Stress Scale.

UNIT- III: PROJECTIVE TECHNIQUES (4 HOURS)

Basic Principles

Rorschach Ink blot test, TAT, CAT, DAPT, HTP

List of Tests:

Projective tests

Learning Disability Tests

Clinical Assessment Tests

Reference:

1. Carson, R. C., Butcher, J. N., & Mineka, S. (2000). Abnormal psychology and modern life. Boston, MA: Allyn & Bacon.
2. Fish, F., Hamilton, M., & Fish, F. (1985). Fish's Clinical psychopathology: signs and symptoms in psychiatry. Bristol: J. Wright.

21CP3018	Tests and Article Evaluation	L	T	P	C
		0	0	2	2

Course Objectives:

Enable the students to

1. Learn about the different tests and their revisions.
2. Gain insight into designing and developing psychological tests.
3. Understand how tests contribute to research.

Course Outcome

Students will be able to

1. Understand how tests were developed.
2. Able to classify the category of tests based on their statistical knowledge.
3. Know the changes the test has undergone in its various revisions
4. Determine how the psychological tests supplement the analysis and interpretation of cases
5. Able to decide on the status and usefulness of the test based on research
6. Implement the learning in their own dissertation.

Students are divided into groups and they have to select the 4-5 disorders and a minimum of one test for each disorder selected. They have to conduct a thorough study of the chosen tests.

Each student has to choose an article and evaluate the article comprehensively based on APA parameters.

21CP3019	Case Studies	L	T	P	C
		0	0	3	3

Course Objectives:

Enable the student to

1. Develop basic diagnostic and assessment skills.
2. Refine their interviewing skills.
3. Develop themselves as future clinicians.

Course Outcomes:

Students will be able to

1. Demonstrate skill in arriving at provisional and differential diagnoses.
2. Determine the detailed Psychopathology formulation.
3. Determine the detailed Psychotherapeutic formulation.
4. Analyse the role of the psychologist in different setups.
5. Exposure to various areas where psychological service is required.
6. Become more self-aware in terms of their therapeutic skills or blind spots.

Institutional Visits:

Students should visit establishments/institutes where mental health professionals are working with an aim to foster insight into working in clinical conditions. Students have to submit a report on the visit stating their observation of working in the clinical setting.

Visits can be organized at

1. Mental Hospitals
2. School of slow learner/special learners
3. De-addiction Centres
4. Rehabilitation Centres

Students need to submit at least 5 Case Studies that are being collected from the visits and submit the report on the same. The report must include:

- Clinical observation
- Case history
- Mental state examination
- Diagnostic impression
- Treatment strategies

21CP3020	Supervised Clinical Practicum	L	T	P	C
		3	0	2	5

Course Objectives:

Enable the student to

1. Engage in brief session work with clients to learn basic therapeutic skills
2. Get real-time exposure to the kind of cases/clients.
3. Develop themselves as future clinicians.

Course Outcomes:

The student will be able to

1. Provide a detailed Psychotherapeutic formulation.
2. Gaining real-time experience by assisting an experienced person.
3. Practical exposure to the many different aspects of mental disorders.
4. Administer psychological assessments relevant to client needs.
5. Interpret the scores obtained on the assessments.
6. Become more self-aware in terms of their therapeutic skills or blind spots.

Students engage in supervised clinical practicum at various internship sites. Students have to assist in cases to get the firsthand experience in dealing with clients/patients.

The cases needed to be presented in class under the following heads-

- Case Presentation
- Therapeutic Formulation
- Reflective reports
- Professional Statement

Onsite and in-campus supervisor feedback

21CP3022	Positive Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Experience the predominance of positive emotions and informing them about emerging paradigm of Positive Psychology
2. Build relevant competencies for experiencing and sharing happiness as lived experience and its implications
3. Introduce the concepts enhancing the life satisfaction and contentment

Course Outcomes:

Student will be able to

1. Implement the basic aspects of Positive Psychology
2. Infer the practical implication of the these aspects in our life
3. Use these aspects effectively in therapeutic intervention

4. Enhances the introspection ability.
5. Inculcate these concepts in their own life for their own betterment.
6. Familiarize with existential point of views.

UNIT – I: INTRODUCTION TO POSITIVE PSYCHOLOGY (9 HOURS)

Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology
 Seligman's PERMA

UNIT – II: POSITIVE EMOTIONAL STATES AND PROCESSES (9 HOURS)

Positive Emotions and well being: Hope & Optimism, Love
 The Positive Psychology of Emotional Intelligence
 Influence of Positive Emotions

UNIT – III: STRENGTHS AND VIRTUES (9 HOURS)

Character Strengths and Virtues
 Resilience in the phase of challenge & Loss
 Building Resilience and Wellbeing
 Empathy and Altruism

UNIT – IV: HAPPINESS (9 HOURS)

Psychology of happiness, well being and scope, Types of happiness- Eudaimonic and Hedonic
 History of Happiness, Theories, Measures and Positive correlates of happiness
 Traits associated with Happiness
 Setting Goals for Life and Happiness

UNIT – V: FORGIVENESS AND GRATITUDE (9 HOURS)

Forgiveness and Gratitude
 Personal transformation and Role of suffering
 Trust and Compassion

References:

1. Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
2. Snyder, C.R. & Lopez, S. (2007). Handbook of Positive Psychology. Oxford Publications.
3. Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
4. Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
5. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press

21CP3023	Neuropsychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the student to

1. Provide more in-depth understanding and knowledge on neurological functions.
2. Create an opportunity for the students to better understand the bio-psychological determinants of human behavior and personality.
3. Infer the underlying neurological foundations of human behavior, emotions and human health.

Course Outcomes:

Student will be able to

1. Comprehend the neurological basis for cognitive functions
2. Implement the neurological basis for Learning and Memory in understanding the relevant disorders
3. Determine the functions of different parts of brain
4. Demonstrate the neuropsychological assessments for selected psychiatric conditions.
5. Identify the neurological and psychosomatic changes responsible for the formation of personality.
6. Acquainted with neurological assessment and their purposes.

UNIT – I: INTRODUCTION (10 HOURS)

Introduction to Neuropsychology- Methods in neuropsychology,
 Brain: Localization and lateralization of function, Specialization of function, Dissociation of function,
 Dysfunction in Neural networking and its impacts

UNIT II: NEURONS AND NEURONAL CONDUCTION (5 HOURS)

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

UNIT III: THE STRUCTURE AND FUNCTIONING OF THE NERVOUS SYSTEM (9 HOURS)

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

UNIT – IV: NEUROLOGICAL BASIS FOR LEARNING AND MEMORY (10 HOURS)

Learning: neurophysiology of learning - synaptic plasticity;

Memory: neurological basis of memory - brain damage and dysfunction of memory,

Language: lateralization - evolution and neurophysiology of speech; disorders of reading writing: aphasia, alexia & dyslexia.

UNIT – V: NEUROPSYCHOLOGY OF PSYCHIATRIC CONDITIONS AND ASSESSMENTS (12 HOURS)

Schizophrenia, Substance abuse disorders, Major affective disorders and anxiety disorders

Neuropsychological assessments:

Psychological testing for Brain Damage: LNNPB, Halstead Reitan, Benton Retention Test,

Neuropsychological batteries of AIMMS, NIMHANS, PGI

References:

1. Lezak, M.D. (1995) : Neuropsychological Assessment N. Y. Oxford University, Press
2. Carlson, N. R. (2008). Foundations of physiological psychology. Boston, MA: Pearson/Allyn and Bacon.
3. Kalat, J. W. (1992). Biological psychology. Thomson/Brooks/Cole.
4. Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th .ed.). New York: McGraw-Hill.
5. Leukel, F. (1985). Introduction to physiological psychology (3rd .ed.). New Delhi: CPSPublishers.
6. Pinel, J.P.J. (2000). Biopsychology (4th .ed.). Boston: Allyn & Bacon.

21CP3024	Forensic Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable students to

1. Train themselves with theoretical and professional aspects forensic fields of psychology.
2. Familiarize students with the behavior of criminals, its causes and remedies.
3. Develop appropriate analytical techniques for psychological professionals

Course Outcome:

Students will be able to

1. Apply the theoretical aspects of psychology in criminal and forensic field.
2. Analyse their role in the field of forensic and criminal matters
3. Apply the psychological aspect of convicts
4. Acquaint with various applications in criminal and forensic psychology
5. Comment on appropriate analytical techniques to be used as and when required
6. Work on the remedial and reforms for convicts

UNIT – I: INTRODUCTION AND OVERVIEW OF FORENSIC PSYCHOLOGY (9 HOURS)

Nature, definition, scope, and history of Forensic Psychology, Professional training and education in forensic psychology, Forensic psychology in India, Ethical & legal issues in forensic practice

UNIT – II: THE VICTIM (9 HOURS)

Victimization, Impact of crimes on victims, Factors affecting for victimization, coping with victimization

UNIT – III: PSYCHOLOGY AND COURT ROOM (9 HOURS)

Types of Court and role of psychologists – criminal, juvenile, civil & family court, Understanding court process and punishment, Effect of attorney, Judges, Jurors & Defenders, the Psychologists as an expert witness.

UNIT – IV: INVESTIGATIVE PSYCHOLOGY (9 HOURS)

Crime scene and investigation, Investigative interviewing: Interviewing vulnerable witnesses, Interviewingsuspects, Facet – meta theory, Neurobiological forensic testing and investigation.

UNIT –V: ASSESSMENT & EVALUATION IN FORENSIC PSYCHOLOGY (9 HOURS)

Forensic methods in detection of crime –forensic methods of distortion in eye & ear witnesses, Competence to stand trial and use of psychological tests, Forensic aspects of memory & recall in children, adolescents and adults, Polygraph, plethysmograph testing, Forensic assessment & treatment of sexual offenders & their victims.

Reference Books:

1. Bachhav, Aun M. (2012). Criminal Psychology. ChandralokPrakashan, Kanpur -208021
2. Bharati, A. (2012). Studies on Criminological Psychology. G.S. Rawat for Ceber Tech Publications. New Delhi- 110 002
3. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata McGraw-Hill.
4. Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Suryanarayana, N.V.S, HimabinduGoteti, Neelima V. (2011). Cyber Psychology. Sonali Publications, New Delhi- 110 002
6. Thou Teisi (2011). Forensic Psychology. ABD Publishers, Jaipur-302018
7. Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz publications

21CP3025	Health Psychology	L	T	P	C
		3	0	0	3

Course Objectives:

Enable students to

1. Elaborate on various aspect of health psychology
2. Explore the relationship between mental health and physical health
3. Acquaint various hazardous practices followed

Course Outcome:

Students will be able to

1. Implement the Bio-psycho-socio model of health psychology
2. Analyse the implication of mental health on physical health
3. Work on the psychological aspects of hazardous behvaour patterns
4. Apply the relveant prevention model in accordance with the risk factors
5. Modify the unhealthy behviour to healthy ones
6. Employ stress management activities

UNIT – I: HEALTH PSYCHOLOGY (9 HOURS)

Definition, history, mind-body relation, bio-psycho-social model in health psychology, research

UNIT – II: THE SYSTEMS OF BODY (9 HOURS)

Nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, renal system, reproductive system, immune system

UNIT – III: HEALTH COMPROMISING BEHAVIOR (9 HOURS)

Alcoholism, smoking, indisciplined and rash driving, indiscriminate use of mobile phone

Health enhancing behavior: proper diet, exercise, regular medical checkup for senior citizens, weight control

UNIT – IV: HEALTH BEHAVIOUR AND PRIMARY PREVENTION (9 HOURS)

What is health behaviour? Barriers to effective health promotion Factors influencing the practice of health behaviour

Modification of health behavior, Changing health behaviours by changing health beliefs,

Changing health behaviours through social engineering

UNIT – V: STRESS MANAGEMENT (9 HOURS)

Basic techniques of stress management - identifying the stressors, self monitoring, recognizing negative self talk, handling negative emotions, relaxation, meditation

Spiritual methods: avoiding negative thinking, fear, use of will, faith and prayer, establishing peace

Books Recommended

1. Taylor, S.E. (1991). *Health Psychology*. N.Y. McGraw Hill
2. Pitts, M., Phillis, K. (2003). *The psychology of Health; An introduction*. E-library: Taylor & Fransis
3. Khubalkar, R.(2008). *Know Your Stress Manage Your Stress*. New Delhi: NeelKamal Publication Pvt. Ltd.
4. Drifte, C. (2008). *Encouraging Positive Behavior in the Early Years*. Sage Pub. @ www.sagepublications.com

5. Hamilton-West, K. (2010). *Psychobiological Processes in Health and Illness*. . Sage Pub. @
www.sagepublications.com
6. Marks, D. F.(2010). *Health Psychology: Theory, Research and Practice (3rd Ed.)*. . Sage Pub. @
www.sagepublications.com
7. Mitra, B.K. (2011). *Personality Development & Soft Skills*. U.K.: Oxford
8. Compilation from writings of mothers and Sri Arbindoo (2006). *Towards Perfect Health*. Pondichery:
Sri Arbindoo Ashram Publication Department
9. Compilation from works of mothers and Sri Arbindoo (2004). *Integral Healing*. Pondichery: Sri
Arbindoo Ashram Publication Department