



# Avinashilingam Institute for Home Science and Higher Education for Women

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)

Re-accredited with A++ Grade by NAAC, CGPA 3.65/4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

## Conceptual Framework of Curriculum – Model IV

PG Programmes with Practical – Clinical Psychology (Two year programme)

For students admitted from 2025-2026 & onwards

Part	Semester	Course/Components	Instruction Hrs/Week/ Course	No. of Courses	Credit/ Course	Total Credits
I	1-3	<b>Part I Core Courses</b> <ul style="list-style-type: none"><li>Theory</li></ul>	3-5	* 3-5 Courses per semester * 12-15 Courses totally	3-5	36-54
	1-3	<ul style="list-style-type: none"><li>Practical</li></ul>	4-6/ practicals	* 1-2 per semester * 3-6 (3 Semesters)	2-3	6-18
	3	<ul style="list-style-type: none"><li>Mini Project (may be individual /group) + Self Study Course / Mini Research</li></ul>	3	2/1	2+2/5	2+2/5
	Summer vacation of 1 <sup>st</sup> year	<ul style="list-style-type: none"><li>Internship / Training</li></ul>	1 month	1	2	2
	4	<ul style="list-style-type: none"><li>Clinical Internship</li></ul>	9hrs	1	2	2
	4	<ul style="list-style-type: none"><li>Research – Thesis/ project/patent</li></ul>	1 Semester	1	-	20
						<b>86 / 87</b>
II	2	<b>Interdisciplinary Course</b>	4 hours (with or without Practicals)	1	4	4
	3	<b>Multi-disciplinary Course</b> <ul style="list-style-type: none"><li>Theory</li></ul>	2	1	2	2
	2 <sup>nd</sup> or 3 <sup>rd</sup> semester (out of class hours)	Professional certification course	-	1	2	2
	1 & 2 Semester	CSS / Community Engagement and Social Responsibility / Adult Education	2	1	2	2
II	1 - 4	Sustainability Courses/ Professional Aptitude / Professional Development Courses (Wherever Applicable)	Wherever Applicable		Remarks	Non-credit Course
						<b>10</b>
<b>Total</b>						<b>96 / 97</b>

Minimum 96/97 +2 credits to earn the degree

MOOC Course (Any Semester before 4<sup>th</sup> Semester) - 2 to 4 Credits **Credit transfer may be claimed.**

\* Students who exit at the end of 1st year shall be awarded a **Postgraduate Diploma.**





**Avinashilingam Institute for Home Science and Higher Education for Women  
Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD  
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Coimbatore-641 043, Tamil Nadu, India**

**Department of Psychology  
M.Sc. Clinical Psychology**

**Programme Outcomes:**

1. Analyze the complex Biopsychosocial and Neurological aspects of Human Behaviour
2. Empirically assessing and interpreting Psychological functioning of an individual from Clinical Psychology Perspective
3. Identifying the symptoms, etiology and diagnosis for psychopathological disorders.
4. Analyzing and implement the various psychotherapeutic interventions in Clinical settings.
5. Identify the various Research Methods and effectively analyze the data by appropriate Statistical Packages.
6. Understanding the Clinical Psychology perspectives in Forensic, psycho oncology and Alternative Healing techniques.

**Programme Specific Outcomes:**

1. Developing specialized skills in mental status examination, case analysis and case presentations pertaining to specific psychopathology.
2. Ability to relate and connect concepts of professional ethics and values in clinical psychology and its application.
3. Conducting Psychometric assessment, diagnosis and interventions using appropriate psychotherapies

**Scheme of instruction and examinations**  
(For students admitted from 2025-26& onwards)

Part	Subject Code	Title of the Paper/ Component	Hrs. of Instructi on/Week		Scheme of Examination				
			T	P	Durati on of Exam	CIA	CE	Total	Credit
First Semester									
I	25MCPC01	Introduction to Clinical Psychology	3		3	40	60	100	3
I	25MCPC02	Introduction to Health Psychology	3		3	40	60	100	3
I	25MCPC03	Physiology of Behaviour	3		3	40	60	100	3
I	25MCPC04	Applied Cognitive Psychology	3		3	40	60	100	3
I	25MCPC05	Psychopathology – I	3		3	40	60	100	3
I	25MCPC06	Practicum and Assessment-I		6	3	40	60	100	3
II		C.S.S./ Adult Education / Community Engagement and Social Responsibility	2		-	-	-	-	
II	25MCPPA1	Professional Aptitude Course- Aptitude in Psychology for Competitive Examinations - I	5		-	100	-	100	Remarks
		Library	2		-	-	-	-	-
Second Semester									
I	25MCPC07	Personality Theories	3		3	40	60	100	3
I	25MCPC08	Psychotherapy-I	3		3	40	60	100	3
I	25MCPC09	Psychopathology – II	3		3	40	60	100	3
I	25MCPC10	Research Methods in Clinical Psychology	3		3	40	60	100	3
I	25MCPC11	Clinical Forensic Psychology	3		3	40	60	100	3
I	25MCPC12	Practicum and Assessment-II		6	3	40	60	100	3
II		Interdisciplinary Course	4		3	100	-	100	4
II		Professional Certification Course	-		-	-	-	-	2
II	25MXCSS1/ 25MXAED1/ 25MXCSR1	C.S.S./ Adult Education / Community Engagement and Social Responsibility	2		2	-	-	100	2
II	25MCPPA2	Professional Aptitude Course- Aptitude in Psychology for Competitive Examinations - II	3		-	100	-	100	Remarks

Internship during Summer Vacation for One Month									
Third Semester									
I	25MCPC13	Clinical Neuropsychology	4		3	40	60	100	4
I	25MCPC14	Psychotherapy-II	4		3	40	60	100	4
I	25MCPC15	Child and Adolescent Psychopathology	4		3	40	60	100	4
I	25MCPC16	Academic Writing and Research Skills	4		3	40	60	100	4
I	25MCPC17	CBT for Common Psychiatric Disorders	3		3	40	60	100	3
I	25MCPC18	Case Analysis and Presentation	3		3	40	60	100	3
I	25MCPC19A/ 25MCPC19B	Contemporary Healing Techniques: Alternative Indian Healing Practices/ Psycho Oncology and Hospice Care (Self-study)	2		3	100	-	100	2
I	25MCPC20	Mini Project	1		-	100	-	100	2
I	25MCPC21	Internship	-		-	-	-	100	2
II		Multidisciplinary Course	2		3	100	-	100	2
II	25MCPPA3	Professional Aptitude Course- Aptitude in Psychology for Competitive Examinations - III	3		-	100	-	100	Remarks
Fourth Semester									
I	25MCPC22	Clinical Internship		9	3	100	-	100	2
I	25MCPC23	Research Project		21	-	100	100	200	20
Total Credits									96

Other Course to be undergone by the Students:

**\*MOOC Course – 2 to 4 Credits – Credit transfer may be claimed.**

**Minimum 96+2 Credits to Earn the Degree**

**\*\* Students who exit at the end of 1<sup>st</sup> year shall be awarded a Postgraduate Diploma.**

## **Introduction to Clinical Psychology**

**Semester – I Hours of Instruction/Week: 3**  
**25MCPC01**

**Credit Points: 3**

### **Objectives:**

To enable students to

1. Understand the Philosophical Background of Clinical Psychology
2. Describe the key contributions of major figures in the history of clinical psychology
3. Understand how historical trends and events have influenced the development of Clinical Psychology as a scientific discipline
4. Comprehend the ethical considerations in Clinical Psychology

### **Unit 1: Historical and Philosophical Roots of Psychology**

**9 hours**

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.

### **Unit 2: Introduction to Clinical Psychology**

**9 hours**

History of Clinical Psychology – Scope – Role of Clinical Psychologist – Ethics and Laws – Current Trends and Future of Clinical Psychology

### **Unit 3: Evolution of Clinical Psychology**

**9 hours**

Origins of the Field, Early Pioneers - Tuke, Pinel, Tod, Dix - Witmer and the creation of Clinical Psychology Assessment, Diagnostic Issues, Origins of Psychotherapy, The influence of War on Clinical Psychology, Development of Professionalism in Clinical Psychology, Use of Scientific Research Methods - Empirical Tradition, Measurement of Individual Differences - Psychometric Tradition, Classification and Treatment of Behaviour Disorders - Clinical Tradition

### **Unit 4: Ethical Issues in Clinical Psychology**

**9 hours**

Ethical Decision Making – Defining Ethical Behaviour - Professional Commitment to Ethical Standards of Practice – Legal Facts and Ethics – Code of Conduct - Practice Guidelines for Clinical Psychology - APA Ethical Principles of Psychologist and Code of Conduct – Steps to Ethical Decision Making – Ethics in Clinical Assessments and Clinical Research – Contemporary Ethical Issues.

### **Unit 5: Current Trends and Future of Clinical Psychology**

**9 hours**

Changes in the Health Care System – Professional Training – Encompassing Multiculturalism - Technological Advancement in Clinical psychology - Prescription Privileges - Advances in Positive Psychology – Spirituality and Clinical psychology – Interdisciplinary Practice – Trends in

## Introduction to Health Psychology

**Semester – I**  
**25MCPC02**

**Hours of Instruction/Week: 3**  
**Credits Points: 3**

### **Course Objectives:**

To enable students to

1. To understand the importance of health and its connect with body
2. To describe the systems of body and role of stress
3. To understand health and psychological approaches to health
4. To understand health management practices
5. To describe the psychological approaches to pain management

### **Unit 1: Introduction to Health Psychology**

**9 hours**

The Field of Health Psychology: Definition of Health Psychology - Wellness - Homeostasis - Historical perspectives on Health and Healing - Bio-psycho-social and Bio-medical Model. Research in Health Psychology – Role of Health Psychologist. Factors Influencing Health: Mind and Body Relationship- Genetic - Environmental and Behavioral Factors - Health Habits - Prevention - Demographic Factors- Age - Values - Health Locus Control - Social Influence - Personal Goals -Perceived Symptoms. Research Methods in Health Psychology- The Role of Theory in Research – Experiments - Correlational Studies - Prospective and Retrospective Designs - The Role of Epidemiology in Health Psychology - Methodological Tools - Qualitative Research.

### **Unit2: Physical Systems of Body**

**9 hours**

Brief Introduction to - The Nervous System - The Endocrine System – The Digestive System – The Respiratory System – The Cardiovascular System – The Immune System. Stress and Coping - Stressors - Physiological and the Psychological Reactions to Stress - Theories of Stress - Coping with Stress - Problem Focused, and Emotional Focused - Stress Management Techniques - Progressive Muscle Relaxation - Massage therapy - Self-help and Professional help - Religious and Spiritual Orientations - Stress Inoculation Training - Biofeedback - Redefinition and Guided Imagery.

### **Unit 3: Models and Theories of Health**

**9 hours**

The Health Belief Model - The Stages of Change Model - The Precaution Adoption Process Model (PAPM) - Theory of Planned Behavior (TPB) - Theory of Reasoned Action (TRA) - The Social Cognitive Learning Theory. Psychological Approaches to Health: Psychodynamic - Behavioral - Big Five Personality Traits - Type A, B, C, and D Personality Factors - Hostility - Impulsivity - Self-Efficacy - Attitude Change - Motivational Cues for Health.

### **Unit 4: Health Enhancing and Compromising Behaviors**

**9 hours**

Eating Behavior - Maintaining Healthy Weight - Exercise - Bio-psycho-social Perspective - Biological, Psychological and Sociocultural factors on inactivity- Dieting - Obesity - Anorexia nervosa and Bulimia nervosa - Body Mass Index - Energy Balance - Weight Management Programs. Healthy Relationships and Health-Compromising Behaviors - Sexuality - Smoking - Tobacco and Its Biological and Psychological Effect - Smokeless Tobacco - Tobacco Related Damage to Health - Effects of Parental Smoking on Children - Lung Cancer - Heart Disease and Bronchitis - Tobacco's Effects on Non-Smokers - Reasons for Smoking - Quitting Smoking and Related therapies. Alcohol: Alcoholism and Problem Drinking - The Phases of Alcoholism -

## References

1. Hergenhahn, B.R. & Henley, T. B. (2013). An Introduction to the History of Psychology, Seventh Edition, Cengage Learning, Australia.
2. Kramer, G. P., Bernstein, D. A. & Phares, V. (2014) Introduction to Clinical Psychology, Eighth Edition, Pearson, Boston.
3. Pomerantz, A. M. (2017). Clinical Psychology Science, Practice and Culture, Fourth Edition, Sage Publications, Los Angeles.
4. Linden, W. & Hewitt, P. L. (2018). Clinical Psychology, A Modern Health Profession, Second Edition, Routledge, New York.
5. APA Ethical Principles of Psychologist and Code of Conduct (2017). <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
6. Zur, O. (2007). Boundaries in Psychotherapy, Ethical and Clinical Explorations, American Psychological Association, Washington DC.

## Course Outcomes

1. Understand the Historical and Philosophical Roots of Clinical Psychology
2. Comprehend the Greek Philosophical and Roman Contributions to Clinical Psychology
3. Trace the professional evolution of Clinical Psychology as a separate entity and address the individual contributions of various researchers in creating the field as a distinct profession
4. Understand the Ethical Codes of Psychological conduct
5. Adapt and evolve the future trends of Clinical Psychology in Training, Practice and Research.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PSO 3
CO 1		M	M	M				M	
CO 2						M		H	M
CO 3	H					M			
CO 4				M			H		H
CO 5		H	M	H	H	H	H	H	H



Biological Psychological and Social effects of Alcohol Use and Abuse - Interventions for Alcoholism

#### Unit 5: Pain and Becoming Ill and Getting Medical Treatment 9 hours

Pain – Physical Symptoms – theories of pain – Biopsychosocial aspects of pain – Assessing Pain – Pain in Children - Psychosocial Interventions for People with Chronic Conditions- Using Health Services – types of health services- future of health services.

**Total Hours**

**45**

#### Reference Books:

1. Taylor, S. E. (2018). Health Psychology. University of California, 10<sup>th</sup> Ed. Tata McGraw Hill Education. Los Angeles.
2. Sarafino, E. P., Smith, T. W., King, D. B & DeLongis, A. (2015). Health Psychology: Biopsychosocial Interactions. Canadian Edition. Canada.
3. Brannon, L., Updegraff, J. A & Feist, J. (2017). Health psychology: An Introduction to Behaviour and Health. Ninth Ed. CENGAGE Learning. USA.
4. Friedman, H. S. (2011). The Oxford Handbook of Health Psychology. Oxford University Press, Inc., New York.
5. Ogden, J. (2004). Health Psychology: A Textbook, 3<sup>rd</sup> Ed. Open University Press. New York.

#### Course Outcomes

1. To understand the basic concepts relating to health psychology and apply knowledge in research
2. To understand the effects of stress and on systems of body
3. Understand the biological, behavioral, cognitive and social determinants of health and risk factors for health-compromising behaviors.
4. To evaluate the role of health behaviors on vulnerability and illness.
5. Demonstrate the role of health psychologist in assessing pain and future of health psychology.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
CO 1	M	H			M	H	M		
CO 2	H		H						
CO 3	H		H				M		
CO 4	H						H		
CO 5	M						H		

## Physiology of Behaviour

Semester – I  
25MCPC03

Hours of Instruction/Week: 3  
Credit Points: 3

**Course Objectives:** To enable students to

1. Help the students to have knowledge on the physiological basis of behaviour
2. Understand the structure and functioning of the nervous system
3. Distinguish the sensory processes in relation to the nervous system

### Unit 1: Introduction to Physiology of Behaviour

9 hours

Biological Roots of Physiological Psychology - Evolution of Large Brains - Structure and Functions of Cells of the Nervous System – Introduction - Cells of the Nervous System- Neurons - Internal Structure - Neural Communication - Supporting Cells - The Blood Brain Barriers - The Action Potential - Communication between Neurons - The Concepts of Chemical Transmission - Structure of Synapses - Release of Nervous System - Activation of Receptors - Post Synaptic Potentials - Termination of Post Synaptic Potentials - Effects of Post Synaptic Potentials - Auto Receptors.

### Unit 2: Neurotransmitters and Neuromodulators

9 hours

Introduction - Acetylcholine - Dopamine - Norepinephrine – Serotonin - Glutamate- GABA - Glycine – Peptides

### Unit 3: Structure of Nervous System

9 hours

Basic Features of Nervous System - Blood Supply - Meanings - The Ventricular System and Production of CSF - The Central Nervous System - The Peripheral Nervous System - The Autonomic Nervous System - Methods and Strategies of Studying Brain - Experimental Ablation - Stereotaxic Surgery - Stereotaxic Apparatus –Scanning Technologies.

### Unit 4: Sensory Processes of Brain

9 hours

Vision - The Stimulus - Anatomy of the Visual System - The Eyes - The Photoreceptors - Connections between Eye and Brain – Audition - The Stimulus - Anatomy of the Ear - Auditory Hair Cells and the Transduction of Auditory Information - The Auditory Pathway - The Vestibular System – Somatosenses - The Stimuli - Anatomy of the Taste Buds and Gustatory Cells – Olfactory System

### Unit 5: Sleep

9 hours

A Physiological and Behavioural Description of Sleep - Stages of Sleep - Mental Activity during Sleep Functions of Slow Wave and REM Sleep - Disorders of Sleep

**Total Hours 45**

**Reference Books:**

1. Carlson, N. R. (1999). Foundation of Physiological Psychology, WH Freeman and Company.
2. Kalat, J. W. (1995). Biological Psychology, 5<sup>th</sup> Edition, Brooks/Cole Publishing Company

**Course Outcomes:**

1. Delineate the structure and function of neurons.
2. Identify the importance of Neurotransmitters and Neuromodulators.
3. Outline the structure of nervous system and the types of brain imaging.
4. Summarize the various sensory process of brain.
5. Analyze and evaluate the mechanism of sleep and its disorders

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	M					M		
CO 2	H	H				H			
CO 3	H	H				H	M		
CO 4	H	H			M		H		
CO 5	H	M			H		H		

Semester – I

25MCPC04

Hours of Instruction/Week: 3

Credit Points: 3

**Course Objectives:**

To enable students to

1. Understand the normal mental processes and their relationship to Brain, Mind and Behaviour.
2. Recognize the higher mental processes and its relevance in daily living.
3. Relate the concepts of language and problem solving to neuropsychology.

**Unit 1: Cognition and Perception**

**9 hours**

Exploring Cognitive Psychology - Cognitive Psychology Definition - Cognitive Neuroscience - Exploring Cognitive Psychology - Perceptions - From Sensation to Representation - Laws of Organization – Gestalt Principles – Depth Perceptions – Motion Perception -Theoretical Approaches to Perception - Deficit in Perception

**Unit 2: Attention and Memory**

**9 hours**

**Attention.** The Nature of Attention and Consciousness -Attention – Selected and Divided Attention - Cognitive Neuroscience to Attention and Consciousness – **Memory** - Models and Research Methods - Memory Processes –Information Processing Model – Levels of Processing – Working Memory -Representation and Manipulation of Knowledge in Memory: Image and Propositions - Representation and Organisation of Knowledge in Memory Concepts, Categories, Networks and Schemas.

**Unit 3: Language**

**9 hours**

Properties of Language - Process of Language Comprehension - Language Acquisition - Language in Context; Neuropsychology of Language

**Unit 4: Problem Solving and Creativity**

**9 hours**

**Problem Solving.** The Problem Solving Cycle; Types of Problems - Expertise: Knowledge and Problem Solving; **Creativity** – Theories and Stages - Types of Creative Contributions

**Unit 5: Decision Making and Intelligence**

**9 hours**

Judgment and Decision making - Deductive Reasoning - Inductive Reasoning – An Alternative View of Reasoning Intelligence: Measures & Structures of Intelligence - Information Processing and Intelligence - Alternative Approaches to Intelligence - Improving Intelligence: Effective, Ineffective and Questionable Strategies. Development of Intelligence in Adults

**Total Hours 45**

**Reference Books:**

1. Sternberg, J. R. (2009). "Applied Cognitive Psychology: Perceiving, Learning and Remembering", Cengage Learning India, New Delhi.
2. Solso, R. I. (2005). "Cognitive Psychology", 6<sup>th</sup> Edition, Pearson Education, Delhi.
3. Hunt, R. & Elli, H. C. (2006). "Fundamentals of Cognitive Psychology", 7<sup>th</sup> Edition, Tata McGraw Hill, New Delhi.

**Course Outcomes:**

1. Recall the theoretical approaches of cognitive neurosciences.
2. Recognize the various concepts of attention and memory.
3. Describe the process, acquisition and neuropsychology of language and development.
4. Analyze the aspects of problem solving and decision making.
5. Assess the structures, approaches of intelligence and strategies to improve intelligence

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1		H	H						M
CO 2		H					M		
CO 3	H		H	H					
CO 4	H		H	M					
CO 5	H		H	M					

## **Psychopathology - I**

**Semester – I**

**25MCPC05**

**Hours of Instruction/Week: 3**

**Credit Points: 3**

### **Course Objectives:**

To enable students to

1. Develop knowledge and skills required for Diagnosis of Psychological Conditions
2. Enhance Skills required for Psychopathological Formulations
3. Introduce them to different Perspectives and Models of Etiology

### **Unit 1: Introduction to Psychiatry**

**9 hours**

Diagnosis and Classification in Psychiatry: Definition, Normal Mental Health, Classification in Psychiatry, Multi -Axial Classification, Psychiatric History and Examination: Identification Data, Chief Complaints, History of Present Illness, Past Psychiatric and Medical History, Treatment History, Family History, Personal and Social History, Alcohol and Substance History, Physical Examination, Mental Status Examination.

### **Unit 2: Neurodegenerative Disorder**

**9 hours**

The Brain: An Interactional Perspective, Vulnerability to Brain Disorders, Assessing Brain Damage: Delirium, Dementia, Alzheimer's Disease, Pick's Disease, Huntington's Disease, Parkinson Disease. Etiology of Brain Damage Disorders. Brain Trauma: Injuries, Tumours and Infections. Amnesic Disorders. Criteria of DSM-5 and 5-TR. Cognitive Impairment Disorders: Cerebrovascular Disorder, Vascular Dementia, Korsakoff's Syndrome, Epilepsy

### **Unit 3: Substance Related Disorders**

**9 hours**

Alcohol Abuse and Dependence - Criteria of DSM - 5 and 5-TR Etiology, Prevalence Comorbidity and Demographics. Acute Intoxification. Withdrawal State. Drug Abuse and Dependence - Other Drugs

### **Unit 4: Schizophrenia and Other Psychotic Disorders**

**9 hours**

Schizophrenia - Criteria of DSM - 5 and 5-TR. Etiology Schizophrenic Spectrum Disorders - Paranoid Disorganized, Catatonic, Undifferentiated, Residual Type, Other Psychotic Disorders. Clinical Picture in Schizophrenia: Delusion, Hallucination, Disorganized Speech, Disorganized and Catatonic Behaviour, Negative Symptoms.

### **Unit 5: Personality and Mood Disorders**

**9 hours**

Criteria of DSM-5 and 5-TR. Clinical Features of Personality, Difficulties doing Research on Personality Disorder, Categories of Personality Disorders, Etiology, Treatments and Outcomes. Obsessive Compulsive Disorder- Prevalence, Gender and Age of Onset and Comorbidity - Mood Disorders, Etiology, Prevalence, Gender and Age of Onset and Comorbidity Treatments and Outcomes. Other Mood Disorders, Unspecified Mood Disorders.

**Total Hours 45**

**Reference Books:**

1. Ahuja, N. (2002). "A Short Text Book of Psychiatry (5<sup>th</sup> Edition)", New Delhi, Jaypee Brothers.
2. Sadock, B. J. & Sadock, V. A. (1995). "Comprehensive Textbook of Psychiatry, 6<sup>th</sup> Edition", Vol. 1 & 2, William & Wilkins: London
3. WHO (2004). "The ICD-10 classification of mental and behavioural disorders : clinical descriptions and diagnostic guidelines" (Vol. 1,, Geneva, World Health Organization

**Course Outcomes:**

1. Interpret diagnose and classify Psychiatry and know about collection of case history.
2. Classify the about the different types of Cognitive Disorders.
3. Categorize the various stages of Substance Abuse Disorders.
4. Analyze and differentiate Schizophrenia and other Psychotic Disorder.
5. Evaluate Personality and Mood Disorders.

CO / PO	PO 1	PO 2	PO 3	PO4	PO 5	PO6	PSO1	PSO2	PSO 3
CO 1							M		
CO 2		H					M		
CO 3	H						M		
CO 4	H	H					M		
CO 5		H		H				M	

## Practicum and Assessment-I

**Semester – I**

**25MCPC06**

**Hours of Instruction/Week: 6**

**Credit Points: 3**

**Course Objectives:** To enable students to

1. Appraise the subjects in a phenomenological background
2. Apply skills in diagnosis
3. Practice the conduction of psychological experiments

**Any two experiments from each unit**

**Unit 1: Intelligence**

**30 hours**

Bhatia's Battery of Performance Test, WISC, BKT, MISIC

**Unit 2: Personality**

**15 hours**

16 Personality Factor Questionnaire, NEO- FFI, IPDE

**Unit 3: Clinical Assessment**

**15 hours**

EPQ, MMPI, PANSS, Young Mania, SCID

**Unit 4: Cognitive Abilities**

**15 hours**

Standard Progressive Matrices, BGT, Neuropsychological Impairment Scale

**Unit 5: Mental Disposition**

**15 hours**

STAI, BDI, BPRS

**Total Hours 90**

### Reference Books:

1. Myers, A. & Hamen, C. (2012). Experimental Psychology, 7<sup>th</sup> Edition, Cengage Learning.
2. Sharma, R. & Sharma, R. (2006). Experimental Psychology, 3<sup>rd</sup> Edition, Atlantic Publishers.
3. Martin, D. W. (2008). Doing Psychology Experiment, 7<sup>th</sup> Edition, Thomson Learning Academic Resource Center.

### Course Outcomes:

1. Demonstrate various scales of intelligence and its domain
2. Analyze and distinguish the types and traits of personality
3. Apply cognitive abilities
4. Examine the importance of social relations and its distinctions.
5. Analyze and categorize mental dispositions using scales

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1		H							H
CO 2		H	M						H
CO 3		H							H
CO 4	M	H						H	
CO 5	H	H							



## **Professional Aptitude Course**

### **Aptitude in Psychology for Competitive Examinations - I**

**Semester – I**

**Hours of Instruction/Week: 5**

**25MCPPA1**

**Noncredit course**

**Course Objectives:** To enable students

1. To enhance professional skills in teaching and develop teaching aptitude
2. To learn basic concepts of research and its applications
3. To upgrade basic knowledge in psychology for advancement in learning

#### **Unit-I: Teaching Aptitude**

**15 hours**

Teaching: Concept, Objectives, Levels of teaching- Factors affecting teaching- Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution. Methods of teaching in Institutions of higher learning: Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.).

Teaching Support System: Traditional, Modern and ICT based. Evaluation Systems: Elements and Types of evaluation, Evaluation in Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.

#### **Unit-II: Research Methods**

**15 hours**

Meaning- Research problems - Variables – Hypothesis - Sampling. Paradigms of research - Qualitative and Quantitative methods - Statistics in Psychology - Measures of Central Tendency and Dispersion. Normal Probability Curve. Parametric and Non-parametric tests.

Application of ICT in research. Research ethics

#### **Unit-III: Correlational Analysis**

**15 hours**

Types – Regression – Types - Experimental Designs- ANOVA- Repeated Measures Design - MANOVA - ANCOVA - Single-subject designs.

#### **Unit-IV: Social Psychology**

**15 hours**

Nature, scope - Theoretical perspectives - Field theory, Cognitive Dissonance, Sociobiology - Social Cognition - Social perception - prosocial behavior - Group and Social influence - Social Facilitation - Social loafing - Social influence - Aggression. Group dynamics, leadership style and effectiveness. Theories of intergroup relations.

#### **Unit-V: Personality, Motivation, emotion, stress and coping**

**15 hours**

**Theories of Personality** - Other theories - Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development. **Motivational concepts & Theories** - Approaches to the study of motivation. **Emotions**- Theories of emotions - Emotion regulation **Conflicts** - Sources and types **Stress and Coping**: Concept, Models, Type A, B, C, D behaviors, Stress management strategies.

**Total Hours 75**

**Course Outcomes:**

1. Understand the emergence of ICT enabled learning platforms.
2. Learn the basics of research methods and its applications
3. Analyze data in research through multi-variate techniques.
4. Understand the individual processes in social interactions
5. Learn stress coping mechanisms

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
CO 1					M				M
CO 2		M			H		M		H
CO 3		M			H		M		H
CO 4		M				M	M		M
CO 5	M	M	M				M		

Julian Rotter: Locus of Control; Assessment of Locus of Control; Age, Gender, Socioeconomic Behavioural and Physical Health Differences; Developing Locus of Control in Childhood; Reflections on Locus of Control. Martin E. P. Seligman and Learned Helplessness - Learned Helplessness in Elderly Persons; Learned Helplessness and Emotional Health; Optimism and Pessimism; Depression; The Attribution Model; The Development of Learned Helplessness in Childhood; Reflections on Learned Helplessness – HEXACO.

**Total Hours 45****Reference Books:**

1. Schultz, D.P. & Schultz, S.E. (2005). "Theories of Personality", 8<sup>th</sup> Edition, Wadsworth Publications, Australia.
2. Frager, R. & Fadiman, J. (1984). "Personality and Personal Growth", 2<sup>nd</sup> Edition, Harper Collins Publishers, USA.
3. Hjelle, L.A. & Ziegler, D.J. (1992). "Personality Theories", McGraw Hill International Edition.

**Course Outcomes:**

1. Delineate and discuss the major concepts and evaluations of Psychodynamic Theories
2. Define and analyze Trait theories, approaches, dimensions and assessment
3. Describe and evaluate the major concepts, evaluations and dimensions of behavioural theories
4. Delineate and explain the major concepts, evaluations and dimension of Psychodynamic Theories
5. Analyze the Advances in Personality Theory

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	M	M							
CO 2	M	M					H		
CO 3	M	M							
CO 4		H					M		
CO 5	H	M							

Semester – II  
25MCPC07

Hours of Instruction/Week: 3  
Credit Points: 3

**Course Objectives:**

To enable students to

1. Explain the major theories of personality
2. Enhance personal growth and development
3. Facilitate self actualization

**Unit 1: Psychodynamic Theories**

**9 hours**

Sigmund Freud and Psychoanalysis - Major Concepts; Dynamics; Limitations of Psychoanalysis - Carl Gustav Jung and Analytical Psychology - Major Concepts - Dynamics; Evaluation - Alfred Adler and Individual Psychology - Major Concepts; Dynamics; Evaluation. Erik Erikson and the Life Cycle - Major Concepts; Eight Stages of Human Development; Dynamics; Evaluation

**Unit 2: Trait Theories**

**9 hours**

Gordon Allport and Trait Approach - Nature of Personality; Personality Traits; Motivation; Personality Development in Childhood; Healthy Adult Personality; Assessment; Reflections on Allport's Theory. Raymond Cattell and the Trait Approach - Personality Traits; Influences of Heredity and Environment; Stages of Personality Development; Assessment; Reflections on Cattell's theory. Eysenck and Behavioural Genetics - Dimensions of Personality; Primary Role Heredity

**Unit 3: Behavioural Theories**

**9 hours**

Skinner and Radical Behaviourism - Major Concepts; Dynamics; Evaluation - Albert Bandura and Social Learning Approach - Modelling; The process of Observational learning; Self Reinforcement and Self Efficacy; Developmental Stages of Modeling and Self Efficacy; **Behaviour Modification**; Reflections on Bandura's Theory.

**Unit 4: Humanistic Theories**

**9 hours**

Fredrick S. Perls and Gestalt Therapy - Gestalt Psychology; Major Concepts; Dynamics; Evaluation Carl Rogers and Person Centered Perspective - Major Concepts; Dynamics; Evaluation - Abraham Maslow and Self Actualization Psychology - Major Concepts; Dynamics; Evaluation.

## Psychotherapy-I

Semester – II  
25MCPC08

Hours of Instruction/Week: 3  
Credit Points: 3

**Course Objectives:** To enable students to

1. Develop a comprehensive view of the profession of counselling
2. Prepare the students qualify for professional counselling
3. Demonstrate knowledge in designing psychological interventions

### Unit 1: Basic Issues in Counselling Practice

9 hours

Introduction and Overview - The Counsellor: Person and Professional, Ethical Issues in Counselling – Therapist-Client Relationship – Therapist Role – Client Experience – Therapeutic Techniques.

### Unit 2: Psychodynamic therapies

9 hours

Psychoanalytic Therapy - Introduction, The Therapeutic Process and Applications - Jung's Theory - Contemporary Trends - Object Relation Theories - Self Psychology and Relational Psycho analysis - Alderian Therapy

### Unit 3: Existential and Humanistic Therapies

9 hours

Existential and Person Centered Therapy - Gestalt Therapy and Transactional Analysis

### Unit 4: Behaviour Therapies

9 hours

Behaviour Therapy - Cognitive Behaviour Therapy - Albert Ellis Rational Emotive Behaviour Therapy - Aaron Becks Behaviour Therapy - Donald Meichenbaum's Cognitive Behaviour Modifications

### Unit 5: Other Approaches of Psychotherapy

9 hours

Reality Therapy and Feminist Therapy - Post Modern Approaches - Introduction to Social Constructionism - Solution Focused Brief Therapy, Narrative Therapy- Family System Therapy - Introduction, Development of Family Systems Therapy and Personal Development of the Family Therapist - A Multilayered Process of Family Therapy

**Total Hours 45**

**Reference Books:**

1. Corey, G. (2013). The Theory and Practice of Counselling and Psychotherapy, 9<sup>th</sup> Edition, Cengage Learning Publications.
2. Welfel, E. R. & Patterson, L. E. (2007). "The Counselling Process - A Multitheoretical Integrative Approach", Sixth Edition, Thomson Books/Cole.
3. Gelso, C. & Fretz, B. (2001). "Counselling Psychology", Second Edition, Harcourt College Publishers.

**Course Outcomes:**

1. Describe counselling and its implication
2. Illustrate the psychodynamic theories involved in counselling
3. Analyze the significance of Existential and Humanistic Approaches in Counselling
4. Appraise various behavioural therapies
5. Discuss about the contemporary approaches of Psychotherapy

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H								
CO 2	H			M					
CO 3	H			H					
CO 4	H			M					
CO 5	H		H						

**Semester – II**

**Hours of Instruction/Week: 3**

**25MCPC09**

**Credit Points: 3**

**Course Objectives:**

To enable students to

1. Delineate the causes and consequences of different psychological conditions.
2. Discriminate between different conditions based on symptomatology.
3. Evaluate the severity of the psychological condition based on DSM-V

**Unit 1: Stress and Anxiety Disorder**

**9 hours**

What is Stress? Criteria for DSM-5, 5-TR and ICD-10. Effects of Severe Stress. Stress and Coping Skills, Biological and Psychological Effects of Stress, Effects of Long-Term Stress. Post Traumatic Stress Disorder: Reactions to Catastrophic Events. Prevalence of PTSD. Case Studies. Etiology, Prevalence, Prevention and Treatment of Stress Disorders, Challenges in Treating Stress Disorders. Panic Anxiety and Other Disorders, Etiology, Prevalence, Gender and Age of Onset and Comorbidity. Generalized Anxiety Disorder, Prevalence, Gender and Age of Onset and Comorbidity.

**Unit 2: Disorders of Bodily Preoccupation**

**9 hours**

Somatoform Disorders - Pain Disorder, Somatization Disorder, Conversion Disorder, Hypochondriasis, Body Dysmorphic Disorder, Factitious Disorder and Malingering. Criteria for DSM-5, 5-TR and ICD-10. Etiology, Prevalence. Risks and Causal Factors. Treatment and Outcomes.

**Unit 3: Eating Disorders and Obesity**

**9 hours**

Anorexia Nervosa and Bulimia Nervosa. Criteria for DSM-5, 5-TR and ICD - 10. Medical Complications. Other Forms. Etiology, Prevalence. Risks and Causal Factors. Treatment and Outcomes

**Unit 4: Sexual Variant Disorders**

**9 hours**

Views of Sexual Behaviour. Sexual Dysfunction. Criteria of DSM -5 and 5-TR. Dysfunctions of Sexual Desire, Sexual Arousal, Orgasmic Disorders, Dysfunctions involving Sexual Pain. Sexual and Gender Variants. Paraphilias. Sexual Victimization. Sexual Abuse. Child Sexual Abuse. Pedophilia. Incest. Rape. Etiology, Prevalence. Risks and Causal Factors. Treatment and Outcomes.

**Unit 5: Assessments in Psychiatry**

**9 hours**

Clinical Assessment: Basic Elements in Assessment, Assessment of the Physical Organism, Psychosocial Assessment, The Integration of Assessment Data, Classifying Abnormal Behaviour, The Interview, Intelligence Tests, Neuropsychological Tests, Personality Assessment, Behavioural Assessment, Cognitive Assessment, Relational Assessment, Bodily Assessment. Case Studies of Assessments

**Total Hours 45**

**Reference Books:**

1. Ahuja, N. (2002). "A Short Text Book of Psychiatry (5<sup>th</sup> Edition)", New Delhi, Jaypee Brothers.
2. Sadock, B. J. & Sadock, V. E. (2003). "Synopsis of Psychiatry: Behavioural Sciences/Clinical Psychiatry (9<sup>th</sup> Edition)", Philadelphia: Lippincott Williams & Wilkins.
3. Sadock, B. J. & Sadock, V. E. (1995). "Comprehensive Textbook of Psychiatry, 6<sup>th</sup> Edition", Vol. 1 & 2, William & Wilkins: London
4. WHO (2004). "The ICD-10 classification of mental and behavioural disorders : clinical descriptions and diagnostic guidelines" (Vol. 1), Geneva, World Health Organization

**Course Outcomes:**

1. Discuss stress disorders and anxiety disorders: its effects with the prevention and treatment.
2. Analyze the conditions of Somatoform and dissociative disorder on the bases of ICD 10 and DSM 5, DSM- 5-TR.
3. Appraise eating disorders and its treatment.
4. Describe the disorders related to sexual dysfunction.
5. Categorize the components and classification of assessments.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H		H	M					
CO 2	M		H	M				H	
CO 3	H		H	M			H		
CO 4	M		H						
CO 5	M	H	H					H	



**Reference Books:**

1. Kerlinger, F. N. (2012). Foundations of Behavioral Research, Surjeet Publications, New Delhi.
2. Kothari. C. R. (2004). Research Methodology – Methods and Techniques, 2<sup>nd</sup> Revised Ed. New Age International Publishers, New Delhi.

**Course Outcomes:**

1. Explain the methods and function of research
2. Classify sampling, hypotheses testing and statistical inference
3. Solve Variance and its components
4. Classify various Research Designs
5. Apply the types of research and psychometric properties

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1					H				H
CO 2					H				H
CO 3					H				H
CO 4					H				H
CO 5					H				H

## Research Methods in Clinical Psychology

**Semester – II**  
**25MCPC10**

**Hours of Instruction/Week: 3**  
**Credit Points: 3**

### **Course Objectives:**

To enable students to

1. Employ scientific, systematic and empirical method of research
2. Examine the appropriate method of answering a research question
3. Critically evaluate and justify the findings of the research

### **Unit 1: Science, Problems and Hypotheses, Variables**

**9 hours**

Science – Methods, Functions, Aim, Theory; Problems and Hypotheses – Generality and Specificity, Importance, Virtues. Concepts and Constructs; Variables - Types

### **Unit 2: Sampling and Randomness, Testing Hypotheses**

**9 hours**

Sampling, Random Sampling and Representativeness - Randomness – Randomization - Random Assignment - Sample Size - Kinds of Samples - Differences between Means, Absolute and Relative Differences - Correlation Coefficients - Hypothesis Testing: Substantives and Null Hypotheses - Nature of a Standard Error - A Monte Carlo Demonstration - Statistical Inference

### **Unit 3: Analysis of Variance, Factorial ANOVA, Correlated Groups, Nonparametric ANOVA**

**9 hours**

Variance Breakdown - The t – Ratio Approach - Analysis of Variance Approach - Calculation of One Way ANOVA - Correlation and the ANOVA - Components of Variance - Factorial ANOVA – Two Research Examples - Nature, Interaction - Factorial ANOVA With Three or More Variables – Advantages - Correlated Groups – Extracting Variances by Subtraction. Nonparametric ANOVA – Properties

### **Unit 4: Design of Research**

**9 hours**

Research Design – Purpose, Principle - Inadequate Designs and Design Criteria – Experimental and Ex-post Facto Approaches – Conceptual- Foundation of Research Design -Simple Randomized Subjects Design, Factorial Designs. Correlated Groups – Two Group Designs, Multigroup, Factorial, ANCOVA, Procedural Description

### **Unit 5: Types of Research, Measurement**

**9 hours**

Ex-Post Facto Research – Laboratory, Field and Field Studies. Survey Research - Reliability and Validity- Psychometric Test Construction – Introduction – Steps – Types of Tests and tools – Factor Analysis - Introduction to Structural Equation Modelling

**Total Hours 45**

## **Clinical Forensic Psychology**

**Semester – II**  
**25MCPC11**

**Hours of Instruction/Week: 3**  
**Credit Points: 3**

### **Course Objectives**

To enable students to

1. To identify and describe major subareas of forensic psychology
2. To illustrate roles and tasks performed by forensic psychologists
3. To understand the various opportunities and training needed to become forensic psychologists
4. To enhance strategies and psychological writing skills

### **Unit 1: Introduction**

**9 hours**

Forensic Psychology: Definition; Historical Perspectives and Development of Forensic Science – Forensic School Psychology - Professional Opportunities in Forensic Psychology – Fields of Forensic Psychology - Police Psychology: A Developing Profession – Forensic Assessment in Police and Public Safety Psychology –Practicing Ethical Forensic Psychology – Training in Forensic Psychology.

### **Unit 2: Psychology of Investigations**

**9 hours**

Investigative Psychology: Profiling – Crime Scene Profiling – Geographical Profiling and Crime Mapping – Suspect Profiling – Psychological Profiling – Problems with Profiling – Crime Scene Profiling Limitations - Psychological Profiling Limitations – Police Investigation and Interrogation – Forensic Hypnosis.

### **Unit 3: Practical Psychology for Forensic Investigations and Prosecutions**

**9 hours**

Interviewing Victims of Crime Including Children and People with Intellectual Disabilities – Investigating Criminal Cases of Delayed Reports of Sexual Abuse – Improving the Interviewing of Suspected Offenders – Preventing Withdrawal of Complaints and Psychological Support for Victims – Communicating Risk to the Court.

### **Unit 4: Special Applications**

**9 hours**

Evaluating Eyewitness Testimony of Adults: Extend of the Problem – Informational and Decisional Considerations in Relation to Eyewitnesses Memory – Evaluating Eyewitness Testimony; Evaluating Eyewitness Testimony of Children: Children's Age – Parental Communication – Participant versus Bystander Child Witnesses – Psychological Distress – Children's Suggestibility, False Reports and False Memory - Disclosure of Abuse – Jurors Reactions to Child Eyewitnesses - Techniques for investigation – Finger Printing – Brain Finger Printing – polygraph – Nacro analysis.

## Unit 5: Experts Opinions and Intervening with Offenders

9 hours

Strategies for Preventing False Confessions and their Consequences – Forensic Reports – Testifying in Court – Practicing Psychology in Correctional Settings – Treating Criminal Offenders – Assessing and Testing Sex Offenders – Positive Behavioural Supports for Managing Violence Risk in Forensic Setting.

**Total Hours 45**

### Reference Books:

1. Kebbell, M. & Davies, G. (2006). Practical Psychology for Forensic Investigations and Prosecutions, 1<sup>st</sup> Edition, John Wiley & Sons Ltd.
2. Weiner, B. I. & Otto, K. R. (2013). The Handbook of Forensic Psychology, 4<sup>th</sup> Edition, John Wiley & Sons, Inc.
3. Bartol, R. C. & Bartol, M. A. (2016). Current Perspectives in Forensic Psychology and Criminal Behaviour, 4<sup>th</sup> Edition, SAGE Publication, Inc.
4. Griffith, H. E. E., Norko, A. M., Buchanan, A., Baranoski, V. M. & Zonana, V. H. (2016). Bearing Witness to Change; Forensic Psychiatry and Psychology Practice, CRC Press, Taylor & Francis Group.
5. Bartol, R. C. & Bartol, M. A. (2019). Introduction to Forensic Psychology: Research and Application, 5<sup>th</sup> Edition, SAGE Publication Ltd.

### Course Outcomes:

1. Demonstrate knowledge of historical and theoretical foundations of forensic sciences
2. Formulate an understanding of offender profiling and psychological aspects of legal proceedings
3. Analyze victim investigations and psychological support
4. Evaluate the psychological evidence regarding memory and methods involved in techniques
5. Apply the skills learnt from criminal and civil applications

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1				M			H		
CO 2	H		H	M					
CO 3	H	M	M			H		M	
CO 4	M	H							
CO 5			M	M		H			

## Practicum and Assessment – II

**Semester – II**  
**25MCPC12**

**Hours of Instruction/Week: 6**  
**Credit Points: 3**

**Course Objectives:** To enable students to

1. Appraise the subject in a phenomenological background
2. Apply skills in diagnosis
3. Practice the conduction of physiological experiments

Any 2 Experiments from each unit

**Unit 1: Psychological Assessment for Children 30 hours**

Comprehensive Test of Non Verbal Intelligence, Eating Disorder Inventory, Revised Children's Manifest Anxiety Scale

**Unit 2: Psychological Assessment for Children with Special Needs 15 hours**

CAARS/ADHDT, Vineland Social Maturity Scale, Conduct Disorder Scale, VABS

**Unit 3: Psychological Assessment for Parents, Children, Teachers and Caregivers 15 hours**

Parenting Stress Index, PGI Well Being Measure, Parenting Scale, IPAT Depression Scale, Hamilton Rating Scale for Depression

**Unit 4: Psychological Assessment for Cognitive Abilities 15 hours**

Cognitive Style Inventory, Y BOCS, Y – B, Tic and Tourette, RPFT

**Unit 5: Mental Dispositions 15 hours**

PGI Memory Scale/Child Version, Stroop Neuropsychological Screening Test, RIBT, TAT/CAT, SCT, Wechsler Memory Scale, WISCONSIN Card Sorting Test

**Total Hours 90**

**Reference Books:**

1. Myers, A. & Hamen, C. (2012). Experimental Psychology, 7<sup>th</sup> Edition, Cengage Learning.
2. Sharma, R. & Sharma, R. (2006). Experimental Psychology, 3<sup>rd</sup> Edition, Atlantic Publishers.
3. Martin, D. W. (2008). Doing Psychology Experiment, 7<sup>th</sup> Edition, Thomson Learning Academic Resource Center.

**Course Outcomes:**

1. Apply the psychological assessment for children
2. Practice the various psychological assessments for children with special needs
3. Appraise the psychological assessment for parents, teachers and caregivers
4. Analyze the assessments for cognitive abilities
5. Evaluate the assessments of memory and Brain Dysfunction

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
CO 1	H	H							H
CO 2	M	H							H
CO 3	M	H							H
CO 4	M	H							H
CO 5	H	H							H

**Professional Aptitude Course**  
**Aptitude in Psychology for Competitive Examinations - II**

**Semester – II**  
**25MCPPA2**

**Hours of Instruction/Week: 3**  
**Noncredit course**

**Course Objectives:** To enable students to

1. To understand the emerging issues regarding health and gender
2. To examine stages of psychological development
3. To analyze the perspectives of thinking and creativity
4. To improve communication ability, Mathematical Reasoning and Aptitude

**Unit-I: Emerging issues** **9 hours**

Issues of Gender, Poverty, Disability, and Migration-Child Abuse and Domestic violence. Wellbeing and self-growth: Types of wellbeing. Health: Health promoting and health compromising behaviors, Lifestyle and Chronic diseases-Psychoneuroimmunology Cyber bullying- Cyber pornography- Consumption, implications

**Unit-II: Human Development and Interventions** **9 hours**

Developmental processes- Nature- Principles, Stages of Development- Successful aging- . Theories of development

Psychopathology: Concept, Mental Status Examination, Classification- Causes. Psychotherapies: Psychoanalysis, Person-centered, Gestalt, Existential, Acceptance Commitment Therapy, Behavior therapy, REBT, CBT, MBCT, Play therapy, Positive psychotherapy, Transactional Analysis, Dialectic behavior therapy, Art therapy, Performing Art Therapy, Family therapy.

**Unit-III: Thinking, Intelligence and Creativity** **9 hours**

Theoretical perspectives on thought processes- Concept formation- Types of Reasoning- Problem solving- Decision-making: Types and models – Metacognition. Intelligence- theories of Intelligence. Creativity- theories-relationship between Intelligence and Creativity

**Unit-IV: Comprehension and Communication** **9 hours**

Understanding - comprehension of text. Communication: Meaning, types and characteristics of communication. Effective communication: Verbal and Non-verbal, Inter-Cultural and group communications, Classroom communication. Barrierstoeffectivecommunication. Mass-Mediaand Society.

**Unit-V: Mathematical Reasoning, Aptitude and Data Interpretation** **9 hours**

Types of reasoning. Number series, Letter series, Codes and Relationships. Mathematical Aptitude (Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages etc.). Sources, acquisition and classification of Data. Quantitative and Qualitative Data. Graphical representation (Bar-chart, Histograms, Pie-chart, Table-chart and Line-chart) and mapping of Data. Data Interpretation. Data and Governance.

**Total Hours 45 hours**

**Course Outcomes:**

1. Understand the social issues and challenges
2. Understand human development across life span
3. Explore the cognitive processes, structures and approaches of intelligence and strategies
4. Improve communication skills
5. Upgrade mathematical reasoning abilities

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
CO 1	M		M			M		M	
CO 2	H	H	H				M	M	H
CO 3	M	M	H	M			M		M
CO 4				M				M	M
CO 5				M				M	M



## **Clinical Neuropsychology**

**Semester – III**  
**25MCPC13**

**Hours of Instruction/Week: 4**  
**Credit Points: 4**

### **Objectives**

1. To understand the History and Concepts of Neuropsychology and its assessment
2. To analyze the Structural Elements of Neuropsychology
3. To diagnose Neurodevelopmental and adult disorders of neuropsychology
4. To elucidate the Cerebrovascular Disorders
5. To identify the Management and Coping Strategies of Neuropsychological Disorders

### **Unit 1: History of Neuropsychology 15 hours**

History, Origin - Development of Neuropsychological Assessment - Qualitative and Quantitative Perspectives of neuropsychological assessment - Basic Anatomy, Elements of Neurology, Methods of study of Research in Neuropsychology -Anatomical Methods, Chemical Methods, Stereotaxic Surgery, Micro-Electrode Studies, Oscilloscope, Polygraph, Scanning Methods and Ethical Issues in Research - Recent Trends in Neuropsychological Assessment.

### **Unit 2: Structural Elements of Neuropsychology 12 hours**

Major Structures and Functions, Spinal Cord, Brain: Forebrain, Midbrain, Hindbrain, Cerebral Cortex, Temporal, Parietal and Occipital Lobes; Prefrontal Cortex - Central Nervous System - Peripheral Nervous System - Neural Transmission and its Perspectives Lobe Syndromes

### **Unit 3: Neuropsychological Disorders 12 hours**

Neuro Developmental Disorders- Autism, ADHD, Intellectual Disability, Down's Syndrome, Rhett's Syndrome, Fragile X, Cerebral Palsy, Meningitis and Related Disorders. Adult Neuropsychological Disorders - Schizophrenia, Substance Abuse Disorders, Major Affective Disorders and Anxiety disorders, PTSD.

### **Unit 4: Cerebrovascular Disorders 11 hours**

Traumatic Brain Injury, Infections, Epileptic Seizure Disorder, Dementia, Delirium, Alzheimer's Disease, Parkinson's Disorder, Metabolic Disorders, Autoimmune Disorders, Pain Disorders, Amnesia and its types, Multiple Sclerosis, Neurological Impairment

### **Unit 5: Intervention and Management 10 hours**

Medical Interventions, Therapeutic Interventions, Life Style Modifications, Coping with the Disorder, Management of Impairment, Overall Health Models, Rehabilitation of Neuropsychological Disorders

**Total Hours 60**

## References

1. Morgan, J. E. & Ricker, J. H. (2018). Textbook of Clinical Neuropsychology, Routledge, New York.
2. Parsons, M. W., & Hammeke, T. A. (2014). Clinical Neuropsychology: A Handbook for Assessments, American Psychological Association
3. Walsh K. (2008). Neuropsychology, New Delhi: B.I. Churchill Livingstone Pvt. Ltd

## Course Outcomes

1. Comprehend the History and Concepts of Neuropsychology and its Assessment.
2. Evaluate the Structural Correlates of Neuropsychology
3. Understand the Neuro Developmental and Adult Disorders of Neuropsychology
4. Evaluate the Cerebrovascular Disorders and its Implications
5. Implement the Management and Coping Strategies of Neuropsychological Disorders

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	H							
CO 2	H		H						
CO 3	H		H				H		H
CO 4	H		H				H		H
CO 5		M	H	H					H

**Semester - III**  
**25MCPC14**

**Hours of Instruction/Week: 4**  
**Credit Points: 4**

**Objectives:**

To enable students to

1. To understand the Techniques of Psychotherapy
2. To explicate the non linear thinking methods of Psychotherapy
3. Illustrating the various techniques of Psychotherapies
4. To outline the contemporary psychotherapies
5. To understand the basics of other psychotherapies

**Unit 1: Introduction**

**12 hours**

Techniques of Counselling and Psychotherapy, the Three Dimensions of Learning to be a Master Therapist, Developmental Process, Five Errors of Communication, The Analytic Self.

**Unit 2: Advanced Non Linear Thinking**

**12 hours**

Advanced Non Linear Thinking, Double Binds, The Socratic Method, First and Second Order Change, Deliberate Practice, Expertise and Creativity.

**Unit 3: Therapeutic Techniques**

**10 hours**

Basic Therapy, Metaphor Therapy, Creative Therapy, Projective Therapy, Classic Therapy.

**Unit 4: Fourth Wave in Psychotherapy**

**14 Hours**

New age Psychotherapies – Mindfulness Based Cognitive Therapy - Metacognitive Therapy – Acceptance and Commitment Therapy – Dialectic Behaviour Therapy – Emotion Freedom Techniques. Psychotherapy for specific conditions – PTSD, Grief- Eye Movement Desensitization and Reprocessing

**Unit 5: Other Psychotherapies**

**12 Hours**

An overview - Emotion focused therapy - Couple therapy - Hypnosis - Play Therapy - Group Therapy - Sex therapy.

**Total Hours 60**

## References

1. Mozdierz, G.J., Peluso, P. R. & Lisiecki, J. (2014). Advanced Principles of Counseling and Psychotherapy - Learning, Integrating, and Consolidating the Non Linear Thinking of Master Practitioners, Routledge Publishers, New York.
2. Conte, C. (2009). Advanced Techniques for Counseling and Psychotherapy", Springer Publishing Company, New York.
3. Carpinelo. S. (2004). Grief Counselling Resource Guide: A Field Manual, New York State Office of Mental Health.
4. Craig, G. (2011). The EFT Manual, Sixth Manual, Energy Psychology Press.

## Course Outcomes:

1. Understand the techniques of counselling
2. Explore techniques of psychotherapy
3. Analyze the case studies
4. Understand the basics of other psychotherapies
5. Understand the contemporary psychotherapies

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1							M	M	H
CO 2				H			H	H	H
CO 3		H	H	H			H	H	M
CO 4				H					H
CO 5		H		H		M	H	H	H

## **Child and Adolescent Psychopathology**

**Semester - III**  
**25MCPC15**

**Hours of Instruction/Week: 4**  
**Credit Points: 4**

### **Objectives:**

To enable students to

1. To understand the key concepts in Child Psychopathology
2. To delineate the diagnostic issues and Prognosis
3. To explain the DSM perspectives on PTSD
4. To understand etiology of Childhood Disorders

### **Unit 1: Introduction to Child Psychopathology**

**12hours**

Significance of Child Psychopathology, Epidemiological Considerations, Key Concepts in Child Psychopathology, Defining Child Psychopathology, Approaches to the Classification and Diagnosis of Child Psychopathology, Issues in Classification, The Developmental Psychopathology Perspective, General Theories of Child Psychopathology

### **Unit 2: Conduct and Oppositional Defiant Disorders**

**12 hours**

Description of Disorders, Common Comorbidities, Definitional and Diagnostic Issues, Developmental Course and Prognosis, Epidemiology, Risk and Protective Factors, An Overarching Theoretical Framework for Possible Developmental Pathways, Current Issues and Future Directions.

### **Unit 3: Childhood PTSD**

**12 hours**

DSM Perspectives on PTSD, The Stress Response System, Developmental Course and Prognosis, Other Results of Exposure to Trauma, Risk and Protective Factors.

### **Unit 4: Neuro Developmental Disorders - Intellectual Disabilities**

**12 hours**

Definitional and Diagnostic Issues, Situational and Conceptual Factors, Developmental Course and Prognosis, Theories, Etiology, Dual Diagnosis - Presence of Both ID and Mental Health Disorders, Current Issues and Future Directions in Practice and Research: Some Examples.

### **Unit 5: Infants and Children at Risk for Disorder - Child Maltreatment**

**12hours**

Historical Context, Types of Child Maltreatment, Developmental Course and Psychopathology – Autism Spectrum Disorders – Childhood Behavioural Disorders, Disorders in Adulthood, Theoretical Framework Linking Child Psychopathology and Maltreatment, Etiology, Overview of Adult and Child Characteristics.

**Total Hours 60**

## References

1. Mash, E. J. & Barkley, R. A. (2014). Child Psychopathology, Third Edition (The Guilford Press, New York, London), ISBN 978-1-4625-1668-1

2. [https://pdf.zlibcdn.com/dtoken/19d19a8d464169175ff108001ce12d24/Child\\_Psychopathology,\\_Third\\_Edition\\_by\\_Eric\\_J.\\_Ma\\_2753559\\_\(z-lib.org\).pdf](https://pdf.zlibcdn.com/dtoken/19d19a8d464169175ff108001ce12d24/Child_Psychopathology,_Third_Edition_by_Eric_J._Ma_2753559_(z-lib.org).pdf)

## Course Outcomes:

1. Understand the significance of child psychopathology
2. Analyze DSM criteria for various disorders
3. Diagnose a disorder
4. Analyze Neurodevelopmental disorders - Intellectual disabilities
5. Study the etiology and understand prognosis aspects

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1	H	H	H				M		H
CO 2		M	H				H		H
CO 3		H	H				H		H
CO 4	H	H	H				H		H
CO 5	H	M	H	M			H		H

## Academic Writing and Research Skills

**Semester – III**  
**25MCPC16**

**Hours of Instruction/Week: 4**  
**Credit Points: 4**

### **Objectives:**

To enable students to

1. Introduce the domain of academic writing to the students
2. To identify and practice the elements, style and language of academic writing
3. To practice and engage in various forms of academic writing
4. To develop an ability to write in scientific style

### **Unit 1: Introduction to Academic Writing**

**12 hours**

Understanding Academic Writing – Types of Articles and Papers – The Research Idea - Evaluating Sources for Academic Work - Accessing Google Scholar - Broadening and Narrowing the Search - Search Engines for Academic Materials at the Library – Online Sources - Finding Relevant Sources – Paraphrasing – Quotations - Plagiarism – SOP Writing

### **Unit 2: Writing a Research Proposal for Dissertation and Grant**

**12 hours**

Type of Proposals – Planning for the Proposal – Steps in Proposal Writing – Choosing a Topic – Drafting a Proposal – Reviewing the Proposal – Revising and Editing the Proposal – Identifying Grant Providers – Types of Funders – Budget – Partnerships – Presentations

### **Unit 3: Styles of Academic Writing**

**12 hours**

Guidelines and Rules in Academic Writing – Introduction to Style and Formatting Guidelines from the American Psychological Association (APA), Specific Guidelines Pertaining to In-text Citations - Structures of Academic Courses – References – Formatting – Ensuring Accuracy of Scientific Findings – Ethical Compliance.

### **Unit 4: Forms of Academic Writing**

**12 hours**

Abstract Writing - Summarization; Review of Literature; Scientific Poster Presentations; Reflective, Analytic and Descriptive Reports; Book Review; Film Review; Tables and Graphs in Academic Courses; Experiential Learning as Assessment Strategies: Individual/Group Presentations on Forms and Issues in Academic Writing; Classroom Assignments in Generating Abstracts, Posters and Reviews.

### **Unit 5: Qualitative and Quantitative Report Writing**

**12 hours**

Reporting Standards for Qualitative and Quantitative Research – Need for Journal Article Reporting Standards (JARS) – Qualitative Story Telling: Methodological Integrity – Describing the Enquiry, Results and Discussion, Reporting a Qualitative Meta Analysis: Key Features - Mixed Method – Quantitative Research – Steps – JARS Quant – Importance of Methodology – Research Design – Statistical Analysis – Interpreting Results – Discussions – Future Trends.

**Total Hours 60**

## References

1. Bailey, S. (2011). Academic Writing: A Handbook for International Students, 3<sup>rd</sup> Edition, New York: Routledge.
2. Publication Manual of the American Psychological Association (7<sup>th</sup> Ed.), (2020), Washington, DC: American Psychological Association
3. Levitt, H. M. (2018). Reporting Qualitative Research in Psychology: How to Meet APA Journal Article Reporting Standards. American Psychological Association, Washington DC
4. Cooper, H. (2020.) Reporting Quantitative Research in Psychology: How to Meet APA Journal Article Reporting Standards. American Psychological Association, Washington DC
5. Lida, P., Ruegg, R., De Boer, M., Araki, N. & Agnello, M. F. (2020). The Concise Handbook APA, 7<sup>th</sup> Edition, Information Age Publishing, USA.
6. Murra, R. & Moor, S. (2006). The Handbook of Academic Writing: a Fresh Approach, McGraw Hill Publishing Co., England.
7. Gajda, R. & Tulinkangas, R. (2005). Getting the Grant. How Educators Can Write Winning Proposals and Manage Successful Projects. Association for Supervision and Curriculum Development, USA.

## Course Outcomes

1. Understanding the concepts related to different types of Academic Writing
2. Writing a Research Proposal for dissertation or to get Grant
3. Understanding the guidelines and rules in Academic Writing given by APA
4. The various forms of Academic Writing explained
5. Deliberating the reporting standards in Qualitative and Quantitative Report Writing

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1									
CO 2									
CO 3			H		H		H	H	
CO 4		H			M		H	H	
CO 5					H				



## CBT for Common Psychiatric Disorders

Semester – III  
25MCPC17

Hours of Instruction/Week: 3  
Credit Points: 3

**Objectives:** To enable students to

1. Understand history and theories of CBT
2. Delineate case studies and plan intervention
3. Develop individualistic techniques and apply them with accuracy

### **Unit 1: CBT – An Overview**

**9 hours**

History and Timeline of Advancements - Exploring the Basics - Beck's Cognitive Triad – Recognizing Problematic Thinking Patterns – Cognitive Distortions – Theories of Cognitive Therapy

### **Unit 2: CBT for Depression and Anxiety**

**9 hours**

Content of Therapy- Symptoms in Different Population - Relapse - Pharmacological Support and CBT - Brief Interventions Predictions of Better Response in Client - Culturally Appropriate CBT for the Anxiety Disorders – Role of the Family - Case Analysis

### **Unit 3: CBT for Eating Disorders and Schizophrenia**

**9 hours**

Eating Disorders - Content of Therapy- Group CBT - Treating Refractory Eating Disorders - Role of the Family - Case Studies Schizophrenia – Early Intervention - CBT Vs Non Specific Psychosocial Intervention - Generalization to Clinical Settings and Stepped Care - Case Studies

### **Unit 4: CBT for Substance Related Disorders and Bipolar Disorder**

**9 hours**

Substance Related Disorders - Understanding Symptoms and Effects Across Life Span - Comparison with Other Psychological Therapies - Bipolar Disorder - Self Help and CBT – Outcome Predictors – Concurrent Disorders and CBT - Case Studies

### **Unit 5: Other Psychological Disorders - CBT and Working with Clients**

**9 hours**

CBT for Mood Disorders - Stress Disorders - Developmental Disorders Orienting the Client to CBT - Goal and Agenda Setting – Homework - Framing and Working with Worksheets - Identification of Maladaptive Thoughts and Beliefs - Behavioural Action - Problem Solving – Relaxation - Closure to Treatment.

**Total Hours 45**

## References

1. Gregoris, S. & Stefan, G.H. (2013). CBT for Anxiety Disorders, John Wiley & Sons Ltd., UK
2. Julian, S. & Matthew, Q. (2007). Cognitive Behaviour Therapy. Centre for Applied Research in Mental Health and Addictions (CARMHA), Library and Archives, Canada.
3. Cully, J. A. & Teten, A. L. (2008). A Therapist's Guide to Brief Cognitive Behavioral Therapy, Department of Veterans Affairs, South Central MIRECC, Houston.

## Course Outcomes:

1. Understand the basics of CBT
2. Explore various techniques under CBT approach
3. Analyze principles of CBT and apply it to plan interventions
4. Compare CBT with other interventions and understand its efficacy
5. Equip with skills required to work with CBT

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1			H	H			H	M	H
CO 2		M	M	H		M	H		H
CO 3		M	H	H			H		H
CO 4		M	H	H			H		H
CO 5				H			H	M	H

## Case Analysis and Presentation

**Semester – III**  
**25MCPC18**

**Hours of Instruction/Week: 3**  
**Credit Points: 3**

### **Objectives:**

To enable students to

1. Develop knowledge in Diagnostic Methods
2. Understand case study as a research method
3. Apply the analysis and presentation skills
4. Implement ethics in clinical settings

### **Unit 1: Introduction to Case Studies**

**9 hours**

Understanding Case Study Approach- Childhood Disorders - Mood Disorders -Anxiety Disorders-Personality and Dissociative Disorders-Other Adult Disorders

### **Unit 2: Diagnosis and Case Analysis**

**9hours**

Diagnostic Statistical Manual V- International Classification of Diseases and Related Health Problems (ICD) 11-Prognosis, Treatment Plan and Outcomes

### **Unit 3: Case Presentation**

**9 hours**

Essential Skills – Rapport – Empathy-History Taking-Mental Status Examination- Developing Delivery Skills- Managing Presentation Anxiety- Case Discussion with Relevant Case Work Team

### **Unit 4: Documentation and Record Maintenance**

**9 hours**

Case History-Case Mapping-Referral and Follow-up Schedules- Intervention Planning- Case Report Writing and Maintenance

### **Unit 5: Ethics in Case Analysis and Presentation**

**9 hours**

Maintenance, Dissemination and Disposal of Confidential Records of Professional and Scientific Work Discussing the Limits of Confidentiality -Recording -Minimizing Intrusions on Privacy Disclosures- Consultations - Use of Confidential Information for Didactic or Other Purposes

**Total Hours 45**

## References

1. William O'Donohue & Scott O Lilienfeld. (2013 ). Case Studies in Clinical Psychological Science: Bridging the Gap from Science to Practice. Oxford University Press. New York.
2. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (5<sup>th</sup> Ed.).
3. World Health Organization (WHO) (1993). The ICD - 10 Classification of Mental and Behavioural Disorders.
4. American Psychological Association (2017). Ethical Principles of Psychologists and Code of Conduct.

## Course Outcomes:

1. Understand the uses of case study method
2. Recognize the structural background of case analysis
3. Analyzing the clinical cases
4. Summarize the documenting procedures
5. Apply skills and ethics

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1		H	H	H			H	H	H
CO 2		H	M	H			H	H	M
CO 3		H		H			H		H
CO 4				H					H
CO 5							H	H	H

**Contemporary Healing Techniques: Alternative Indian Healing Practices  
(Self – study course)**

**Semester – III**  
**25MCPC19A**

**Hours of Instruction/Week: 2**  
**Credit Points: 2**

**Objectives:**

To enable students to

1. To understand and Mental Health and Healing Practices as a harmonizing theoretical frameworks for overall management of wide spectrum of mental health problems
2. To acquire knowledge on philosophical and logical foundations of Healing Practices
3. To evaluate the best ways in which Asian Healing Practices has integrated with Western Medicine
4. Understand the mental health issues from Indian context and perspective

**Unit 1: Introduction to Complementary and Alternative Medicine**

**6 hours**

Science and Scientific Reasoning in Healing; Origin and Relevance of CAM - Concepts, Causes, Classification, Diagnosis and Treatment of Health & Illness in Ayurveda - Contemporary Naturopathic Medicine

**Unit 2: Nature of Illness**

**6 hours**

Causes and Symptoms of Illness, Effects and Alternative Healing Methods: Origin, Benefits and Description for Alternative Treatments. Philosophical Foundations - Problematizing the Notion of Mental Illness - Various Conceptions of Mental Illness. Three Energetics, Manual Healing - Body Work, and Yoga. Issues and Challenges in Integrative Medicine.

**Unit 3: History of Ancient Indian Psychology**

**6 hours**

The Social and Philosophical Context, A Journey back to the Roots: Psychology in India - Psychological Ideas in the Vedas and their Relevance, On the Vedic Symbolism in the Light of Sri Aurobindo. Indian Psychological thought in the Age of Globalization.

**Unit 4: Psychology of Emotions: Some Cultural Perspective**

**6 hours**

Cultural Variations in the Components of Emotions - Emotions in the Indian Thought - Typology of Emotions - The Concepts of Bhāva and Rasa. Mind Body Therapies and Stress. Stress Reduction and Relaxation Therapies. Dynamic Energetic Healing - REIKI – Self Healing Reiki - Symbols, Attunements and Techniques -Success and Peace

South Asian (Indian) Traditional Healing: Siddha, Unani, Ayurveda, Shamanic, and Sahaja Therapy. Pranic Healing –Acupuncture and Acupressure, Reiki - Mental Health and Healing Practices - Art and Movement Based Therapies - Body Mind Relationship according to Tantras. Meditation - AYUSH: Ayurveda, Yoga, Unani, Siddhaand Homeopathy

**Total Hours 30****References**

1. Ramakrishna Rao, K. & Paranjpe, A. C. (2016). Psychology in the Indian Tradition, Springer New Delhi.
2. Micozzi, M. S. (2015). Fundamentals of Complementary and Alternative Medicine, Fifth Edition, Saunder's Elsevier Inc.
3. Longe, J. L. (2005). The Gale Encyclopedia of Alternative Medicine, Second Edition, Thomson Gale
4. Cornelissen, R. M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology - Theories and Concepts, Volume 1, Pearson Education, South Asia
5. Brockman, H. (2006). Dynamic Energetic Healing: Integrating Core Shamanic Practices with Energy Psychology Applications and Process Work Principles, Columbia Press.
6. Emerson, B. (2001). Self Healing Reiki Freeing the Symbols, Attunements and Techniques. Frog Ltd.
7. Rand, W. L. (1998). Reiki for a New Millennium, Vision Publications.
8. Sui, C. K. (1987). Miracles through Pranic Healing. Institute for Inner Studies. Publishing Foundation India Pvt. Ltd. Bangalore.
9. Delatte, P. (2013). Five Point Touch Therapy: Acupressure for the Emotional Body. Healing Arts Press, Rochester, Vermont, Toronto, Canada.
10. Rubin, J. A. (2010). Introduction to Art Therapy. Routledge. Taylor& Francis.
11. Chaiklin, S & Wengrower, H. (2009). The Art and Science of Dance/Movement Therapy. Life Is Dance. Routledge Taylor & Francis. New York, London.

**Course Outcomes**

1. To understand and incorporate Indian Concept of Complementary and Alternative Medicine in Mental Health and Healing Practices as a harmonizing theoretical frameworks
2. Alternative treatment - Biological and/or religious perspectives, socio-cultural beliefs and practices etc. for overall management of wide spectrum of mental health problems
3. Define the concepts and explain the philosophical and logical foundations of Indian Healing Practices
4. To understand the Psychology of emotions, philosophical and logical foundations of Indian dynamic Energetic Healing Practices
5. To enlighten on the Traditional Healers and Healing Methods in India

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PSO 3
CO 1	M			M			M	M	M
CO 2	H	M	H	H			H	H	H
CO 3		M				H			
CO 4									
CO 5			M						

**Psycho Oncology and Hospice Care  
(Self – study course)**

**Semester – III  
25MCPC19B**

**Hours of Instruction/Week: 2  
Credit Points: 2**

**Objectives**

To enable students to

1. To understand the theoretical perspectives of psychooncology
2. To identify and familiarize with practical issues and concepts
3. To encourage students to use the psycho-diagnostic tools whenever applicable
4. To acquaint the trainee on different interventions of psychosocial

**Unit 1: Introduction**

**6 hours**

Cancer: Diagnosis and Management – Emergence of Psychooncology – Psychosomatic and Cancer: Psychodynamic Approach – Systematic Approach – Biopsychosocial Perspectives – Psychobiological Model of Cancer – Behavioural and Psychological Factors in Cancer Risk – Psychological Issues related to Site of Cancer – Life Change Approach to Psychooncology – Ethical Issues in Oncology - Psychosocial Implications in Cancer Patients

**Unit 2: Child with Cancer**

**6 hours**

Cancer in Children: Comprehensive and Family Centered Psychosocial Care in Pediatric Oncology – Quality of Life in Children with Cancer – Psychiatric Impact of Childhood – Complementary and Alternative Medicine – Creative Psychosocial Interventions – Palliative Cancer for Children with Advanced Cancer – Death and Bereavement.

**Unit 3: Sexuality and Gender: Psychosocial Implications in Cancer Patients**

**6 hours**

Introduction – Sexuality, gender and cancer, common aspects and cultural variables - Sexuality and prostate cancer - Sexuality and gynecological tumours and breast cancer - Sexuality and gastrointestinal and bladder cancer: stoma patients - Cancer, infertility and socio-cultural aspects - Health disparities in infertility and cancer: a global perspective - Causes of infertility in cancer patients – Future.

**Unit 4: Psychosocial Interventions**

**6 hours**

Procedures for Psychosocial Distress – Brief Crisis Counselling – Psychoeducational Interventions – Group Therapies: Support Group – Tele Counselling – Mediation - Spiritual and Religious Coping with Cancer – Family Therapy: Improving and Factors Influencing Quality of Life - Rehabilitation - Staff Support and Training in Psychooncology - Establishing a Psychooncology Unit in a Cancer Center

Doctor and Patient Relationship – Training and Experience of Oncologist – Role of Psychiatrist or Psychologist – Partnership with Patient - Nursing Care – Hospice and Home Care – Canadian Virtual Hospice – Training of Psychologists and Psychiatrists in Palliative Care - Treatment: Radiotherapy – Chemotherapy – Background of Traditional Medicine – Complementary Therapies – Grief and Bereavement.

**Total Hours 30****References**

1. Guex, P. (1994). An Introduction to Psycho-Oncology, Revised 1<sup>st</sup> Edition, Routledge, London & Newyork
2. Cristina, A. M. & James, R. P. (2008). Cognition and Cancer, Cambridge University Press
3. Kreitler, S., Ben-Arush, M. W. & Martin, A. (2012). Pediatric Psycho-Oncology: Psychosocial Aspects and Clinical Interventions, 2<sup>nd</sup> Edition, Wiley-Blackwell; A John Wiley & Sons Ltd
4. Grassi, L. & Riba, M. (2012). Clinical Psycho-Oncology: An International Perspective, 1<sup>st</sup> Edition, Wiley-Blackwell; A John Wiley & Sons Ltd.
5. Jimmie C. H., William S. B., Phyllis B. J., Matthew J. L. & McCorkle, R. (2015). Psycho-Oncology, 3<sup>rd</sup> Edition, Oxford University Press

**Course Learning Outcome**

1. Delineate the range of psychosocial issues that occur in oncology
2. Develop skills in the areas of communication, psychosocial assessments and management
3. Explore cancer development and treatment to the provision of psychosocial support
4. Apply diagnostic methods and screen individuals
5. Recognize with diagnostic challenges and modalities commonly used in palliative care and Psychooncology

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PSO 3
CO 1	M		M			H			
CO 2							H	H	H
CO 3	H		H			H	H	H	H
CO 4		H	H	H		H	M	H	H
CO 5				M		H	M	H	H



## Mini Project

**Semester – III**  
**25MCPC20**

**Hours of Instruction/Week: 1**  
**Credit Points: 2**

### Course Objectives:

To enable students to

1. Apply Research Methodology to practice
2. Emphasize on action research
3. Spread scientific knowledge through presentations and publication

### Course Outcomes:

1. Apply the concepts of research and its methodologies identify appropriate research topics
2. Practice select and define appropriate research problem and parameters
3. Compose a project proposal
4. Organize and conduct research
5. Write a project report with good APA style for scholarly writing

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1		M			H				M
CO 2		M			H			M	M
CO 3					H		M		
CO 4		M			H		M		
CO 5		M			H			M	

## Internship

**Semester – III**  
**25MCPC21**

**Hours of Instruction/Week:-**  
**Credit Points: 2**

### Objectives:

To enable students to

1. Integrate knowledge and training in dealing with people
2. Examine the knowledge and executing it in reality
3. Relate theory and practice

### Course Outcomes:

1. Apply counselling process, techniques, and significant therapies in the relevant domains
2. Formulate enhanced counselling programmes
3. Write a internship report

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3
CO 1		M	M	H			H	H	H
CO 2		H		H			H	H	H
CO 3					H		H	H	H

**Professional Aptitude Course**  
**Aptitude in Psychology for Competitive Examinations - III**

**Semester – III**  
**25MCPPA3**

**Hours of Instruction/Week: 3**  
**Noncredit Course**

**Course Objectives:** To enable students to

1. To understand the emergence of subject matter of psychology
2. To understand the biology of human behavior develop reasoning skills and abstract thinking
3. To examine the cognitive processes behind behavior.
4. To learn the basics of psychometric tools.
5. To appraise human and environment interaction and its outcome.

**Unit-I: Emergence of Psychology**

**9 hours**

- Psychological thought in some major Eastern Systems: Bhagavad Gita, Buddhism, Sufism and Integral Yoga. Academic psychology in India: Western: Greek heritage, medieval period and modern period. Structuralism, Functionalism, Psychoanalytical, Gestalt, Behaviorism, Humanistic-Existential, Transpersonal, Cognitive revolution, Multiculturalism. Four founding paths of academic psychology - Wundt, Freud, James, Dilthey. Issues: Essential aspects of knowledge paradigms: Ontology, epistemology, and methodology. Paradigms of Western Psychology: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry. Paradigmatic Controversies.

**Unit-II: Biological basis of behavior**

**9 hours**

Sensory systems: General and specific sensations, receptors and processes: Neurons: Structure, functions, types, neural impulse, synaptic transmission. Neurotransmitters. The Central and Peripheral Nervous Systems – Structure and functions. Neuroplasticity: Methods of Physiological Psychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods. Muscular and Glandular system: Types and functions Biological basis of Motivation: Hunger, Thirst, Sleep and Sex. Biological basis of emotion: The Limbic system, Hormonal regulation of behavior. Genetics and behavior: Chromosomal anomalies; Nature-Nurture controversy [Twin studies and adoption studies].

**Unit-III: Attention, Perception, Learning, Memory and Forgetting**

**9 hours**

Attention- Forms- Models of attention; Perception- Perceptual Organization- Gestalt- Perception of Form, Depth and Movement- Signal detection theory-Subliminal perception -perceptual styles, Pattern recognition, Ecological perspective on perception. Learning Process - Fundamental theories- Thorndike, Guthrie, Hull- Classical Conditioning- Instrumental learning - Reinforcement: Basic variables and schedules; Behaviour modification and its applications- Latent learning, observational learning. Verbal learning and Discrimination learning Memory and Forgetting- Memory processes: Encoding, Storage, Retrieval. Stages of memory: Sensory memory, Short-term memory-Long-term Memory- Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting

**Unit-IV: Psychological testing****9 hours**

Types of tests: Test construction: Item writing, item analysis: Test standardization: Reliability, validity and Norms: Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories: Attitude scales – Semantic differential, Likert scale.

**Unit-V: People, Development and Environment****9 hours**

Human and environment interaction - Anthropogenic activities and their impacts on environment. Environmental issues – Impact of pollutants on human health - Climate change and its Socio-Economic and Political dimensions - Mitigation strategies - Environmental Protection Act (1986), National Action Plan on Climate Change, International agreements/efforts - Montreal Protocol, Rio Summit, Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.

**Total Hours 45 hours****Course Outcomes:**

1. Understand the basics behind the development of the subject matter of psychology
2. Learn the physiological basis of behaviour and its importance.
3. Identify the cognitive processes behind everyday activities.
4. Develop a psychological tool, testing and its validation
5. Learn the various protocols behind environmental protection

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
CO 1	M	M					M	H	M
CO 2	H	M	H	M			H	M	H
CO 3	H	M	H				H	M	H
CO 4	H	H	H				H	M	M
CO 5									

## Clinical Internship

Semester – IV  
25MCPC22

Hours of Instruction/Week: 9  
Credit Points: 2

### Objectives:

To enable students to

1. Develop attitudinal, cognitive and technical skills in handling patients compassionately
2. Demonstrate the ability to achieve advanced levels of practice in clinical assessment, diagnosis and treatment
3. Help provide counselling in an ethical, legal and professional manner

### Course Outcomes:

1. Apply counselling process, techniques, and significant therapies in the relevant domains
2. Formulate enhanced counselling programmes
3. Write a internship report

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PSO 3
CO 1		M	M	H			H	H	H
CO 2		H		H			H	H	H
CO 3					H		H	H	H

## **Research Project**

**Semester – IV**  
**25MCPC23**

**Hours of Instruction/Week: 21**  
**Credit Points: 20**

### **Objectives:**

To enable students to

1. Determine the purpose of the study with assumed outcomes
2. Initiate relevant intervention to meet the challenges on research
3. Validate the result outcomes with societal needs

### **Course Outcomes:**

1. Describe the research process and the principle activities, skills and ethics associated with the research process
2. Practice select and define appropriate research problem and parameters
3. Compose a project proposal
4. Organize and conduct research using various interventions
5. Write a project report with good APA style for scholarly writing.