UNIVERSITY OF CALICUT

M.Sc. Clinical Psychology

(From 2019 Admission Onwards)

Programme Out come

By the successful completion of this programmes the student will be able to

- Understand psychological disorders and explain etiology
- Conduct minor studies on human behaviour
- Conduct experiments in laboratory and field, on human behaviour
- Work in assistance with licensed clinical psychologists

Conduct case studies, write case reports and reach to a impression or diagnosis of mental illness

UNIVERSITY OF CALICUT

Scheme of MSc Clinical Psychology

(From 2019 Admission Onwards)

Semester- I

No/Code	Name of the Course	Duration	Credit
CPY1CO1	Psychodynamics and cognition	3	4
CPY1CO2	Personality and Personal Growth	3	4
CPY1CO3	Physiological Psychology	3	4
CPY1CO4	Advanced Social Psychology	3	4
CPY1CO5	Clinical Psychology – 1	3	4
CPY1CO6	Diagnostic Testing - Practicals	3	2
CPY1AO1	Community Extension work		4
Total			22 + 4

Semester- II

No/Code	Name of the Course	Duration	Credit
CPY2CO7	Neuropsychology	3	4
CPY2CO8	Research Methodology	3	4
CPY2CO9	Clinical Psychology-2	3	4
CPY2CO10	Psycho Therapeutics-1	3	4
CPY2CO11	Experimental Psychology- Practicals	3	2
CPY2AO2	Self-Development Techniques		4
Total			18+4

Semester- III

No/Code	Name of the Course	Duration	Credit
CPY3CO12	Counselling Psychology	3	4
CPY3CO13	Psycho Therapeutics-2	3	4
CPY4CO14	Psycho Pathology	3	4
CPY3CO15	Field Experiments	3	2
CPY3CO16	Clinical Practicum	3	2
CP3E-OI	Elective-I	3	4
	Total		20

(Note: A student must take one elective from the list of electives)

Electives-I

No/Code	Name of the Course	Duration	Credit
CPY3EO1	Holistic Psychology	3	4
CPY3EO2	Medical Psychology	3	4

Semester-IV

No/Code	Name of the Course	Duration	Credit
CPY3CO17	Current Trends in Psychology	3	4
CPY4E-OII	Elective-II	3	4
CPY4E-OIII	Elective-III	3	4
CPY4CO18	Dissertation & Viva-Voce	3	8
	Total		20

Note: A student must select two courses from the list of electives.

Electives-II

No/Code	Name of the Course	Duration	Credit
CPY4EO3	Clinical Neuropsychology	3	4
CPY4EO4	Industrial Clinical Psychology	3	4
CPY4EO5	Forensic Clinical Psychology	3	4
CPY4EO6	Rehabilitation Psychology	3	4
CPY4EO7	Community and Consulting Psychology	3	2

*There will end semester Internal as well external examination for all courses except audit courses

Psychodynamics and Cognition

Semester – I   **Course code CPY1CO1**   **Credit 4**

Learning outcomes:
1. To demonstrate understanding about cognitive psychology and its development
2. To gain knowledge regarding the various theoretical perspectives put forth in attention, perception and learning
3. Increased confidence in critiquing approaches
4. Exposure to classic and recent research work in the field of attention, perception and learning (Research articles will be given for review)

UNIT I: Attention and Perception
- What is cognitive psychology and its historical antecedents (Philosophical – Rationalism and Empiricism, Psychological, Cognitive revolution
- Theoretical approaches to perception: Bottom up approach (Direct perception, Template and Prototype theory, Feature theory – Pandemonium model, Recognition By Components theory); Top down approach (Navon, Effect of context, Configural-superiority effect); Integration (Computational theory)
- Attention: Selective, Sustained, Divided, and Alternating attention; Selection models of attention (Broadbent model, Triesman model), Capacity model (Kahneman's model), Multiple resource model (Wicken's model)

UNIT II: Learning
- Concept of learning: Reflex, Sequence of behaviour, Habituation
- Classical conditioning: Basic concepts (Acquisition, Extinction, Spontaneous recovery, Disinhibition, Rapid reacquisition, Conditioned inhibition, Generalization, Discrimination); Recent concepts (Blocking effect, Overshadowing, CS pre exposure effect, Higher order, Sensory pre conditioning, Contributions of McKintosh and Rescorla); Applications
- Operant conditioning: Basic concepts (Schedules of reinforcement, Positive and Negative reinforcement, Punishment, Shaping, Contingencies of reinforcement, Escape and avoidance learning, learned helplessness, Biofeedback); Different concepts of reinforcement (Need reduction, Premacks principle, response deprivation theory); Applications

UNIT III: Memory
- Store models: Atkinson-Shiffin model (Differential capacity of the stores – Iconic store, Magic number 7, Encoding differences of the stores – Acoustic versus Semantic, Retrival differences of the stores – Serial exhaustive versus Parallel self terminating, Flow of information and serial position curve)
- Levels of processing model and self referencing effect
- Nature of memory model (Episodic, Semantic and Procedural memory)
- Working Memory model (As a modification of the store model; Central executive, Phonological loop, Visuo-Spatial sketch pad and Episodic buffer)
- PDP or connectionist model
- Forgetting (Consolidation theory, Interference theory, Decay theory, Discrimination)

UNIT IV: Thinking and Intelligence

- Problem solving: Problem and its type (What is a problem, Well defined and ill defined problem); Approaches to problem solving (Systematic search versus heuristics, Types of heuristics – Means end analysis, Working forward, Working Backward, Generate and test), Problem solving behaviour (Reproductive – Analogy and transfer, Productive - Insight); Obstacles (Mental set or Entrenchment, Functional fixedness, Transfer)
- Decision making : Classical Theory and its critique – Satisficing, Elimination by aspect, naturalistic decision making; Biases and heuristics, Process of group thinking
- Reasoning: Deductive (Conditional – Types or Propositional calculus and Errors, Syllogistic – Linear, Conditional and Errors); Inductive reasoning – (casual inferences, categorical inferences and reasoning by analogy)

References

Eysenck, M. W. (2006). *Fundamentals of Cognition.* New York: Psychology Press.

Groome, D. (2004). An introduction to cognitive psychology: Processes and disorders. New York: Psychology Press.

Hergenhahn, B. R., & Olson, M. H. (2008). *An introduction to theories of learning.* N. Delhi: Pearson Education.

Kellogg, R. T. (2003), *Cognitive psychology,* (2nd ed.). N. Delhi: Sage.

Mazur, J. E. (2002). *Learning and behavior,* (5th ed.). New Jersey: Prentice Hall.

Sternberg, R. J. (2007), *Cognitive psychology.* N. Delhi: Thomson Wadsworth .

Chomsky, N. (1959). A review of BF Skinner's Verbal Behavior. *Language*, *35*(1), 26-58.

Berk, L. E. (2009). *Cognitive development.* (8th ed.). Boston: Pearson Publishing.

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Skinner, B.F. (1977), '*Why I am not a cognitive psychologist*', *Behaviorism, 5,* 1– 10.

Skinner, B. F. (1986). The evolution of verbal behavior. *Journal of the Experimental analysis of Behavior*, *45*(1), 115-122.

Personality and Personal Growth

Semester – I   **Course code CPY1CO2**   **Credit 4**

Learning outcomes:
- Demonstrate knowledge and understanding of Personality theories to explain uniqueness in human behaviour and trend.
- Appreciate theories that explain personality
- Develop a scientific attitude and ability of reflection and logical reasoning in understanding behaviour/ personality

Unit I: Concepts and definitions

The concept of self, personality and identity (Allport, Rogers, Maslow, Skinner and Kohut), Perspectives & notions of personality (Kenneth H. Craik, Robert Hogan And Raymond N. Wolfe); Self, identity and personal growth in psychology (Anand C Paranjpe); Self as an object & as a process;

Unit II: Self from a Developmental Perspective

Introduction to the ideas of William James, M Lewis (Concepts of "I" & "me": Categorical Self); G.H Mead, Cooley (Symbolic Interactionism); Robert Kegan (A Constructivist: Developmental approach); Carl Rogers' Phenomenology; H. Murray, Erick Erickson and Kohlberg's' Moral development, Kurt Lewin (Dynamics of Personality)

Unit III: Significant Contributors to understand of Self

Freud; C Jung; Winnicott; H. Kohut; Eric Fromm; A. Maslow; Rollo May; Vicktor Frankel; Martin Seligman; B.F Skinner; Anna Freud; Karen Horney, Allport and Lacan

Unit IV: Personal Growth

Historical background of dialectics of self in Eastern Thoughts – Upanishad, Buddhism, Sufism & Integral Perspective

Historical background of dialectics of self in Western Thoughts – Hume, Kant, Husserl

Culture Self, Enlightenment & Self-realization in Indian Thoughts -Yoga, Bhagavat Gita, Zen and Sufism Holistic Psychology

References

Biswas, C. (2016). Transcendental self and its knowledge through classical Indian philosophy and modern western philosophy. Doctoral thesis Rabindra Bharati University Kolkata.

Fadiman, J., & Fragers, R. (2007). Personality and personal growth (6th ed.). New Delhi, India: Pearson Education India.

Gurewich. J. F.,Tort. M., Fairfield. S. (1999) Lacan and the New Wave in American Psychoanalysis: The Subject and the Self. New York: other Press

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For Additional Reading
Allport, G.W. (1962). Personality: A Psychological Interpretation. Constable & Co.
Allport, G.W. (1968). The Person in Psychology: Selected Essays. Beacon Press.
Biscoff, L. J. (1970). Interpreting Personality Theories. New York: Harper & Roe.
Cattell, R.B. (Ed.) (1970). Handbook of Modern Personality Theory. Aldine.
Dezhi, D. (1998) On the History, Theoretical Difficulties and Prospects of the Western Subjectivity Thought.
Dhar, P. L. (2011). No I, No problems: The quintessence of Buddhist psychology of awakening. Psychological Studies, 56(4), 398-403.
Epstein, M. (1998). Going to pieces without falling apart. New York: Broadway Books.
Eysenck, E. (1966). Dimensions of Personality. Routledge.
Kakar, S. (Ed.) (1979). Identity and adulthood. New Delhi, India: Oxford University Press.
McCrae, R. R., & Costa, Jr., P. T. (2005). Personality in Adulthood: A Five Factor Theory Perspective (2nd ed.). New York: Guilford Publications.
Nandy, A. (1983). The intimate enemy: Loss and recovery of self under colonialism. New Delhi, India: Oxford.
Paranjape, A. (2002). Self and identity in modern psychology and Indian thought. New Delhi: Springer.
Rogers, C. (1980). A way of being. Boston, MA: Houghton Mifflin
Rogers, C. R. 1. (1995). On becoming a person: a therapist's view of psychotherapy. Boston: Houghton Miffli

https://www.bu.edu/wcp/Papers/Anth/AnthDuan.htm

Physiological Psychology

Semester – I   **Course code CPY1CO3**   **Credit 4**

learning outcome:
1. Have sound theoretical knowledge about the physiological reason behind behaviour.
2. Predict the neurological reason behind mental illness
3. Explain physiological, and endocrine reasons behind stress reactions

UNIT I: Physiological Psychology of Nervous system

Organization and function of the nervous system- Central nervous system: Brain: cerebral hemisphere (cerebrum), basal ganglia, thalamus, hypothalamus - Brain stem: medulla, pons, midbrain, reticular formation, cerebellum- Spinal cord: structure and functions, ascending (sensory) tracts, descending (motor) tracts- Cerebrospinal fluid (CSF). Peripheral nervous system: Somatic nervous system- Autonomic nervous system.

UNIT I: Functional System

Limbic system :- Structure and Functions- Septum- Cingulate gyrus- Fornix- Amygdala- Hypocampal formation- Hypothalamus. Higher cortical functions- Functions of neocortex- Structure and functions of cerebral cortex: frontal lobe, temporal lobe, parietal lobe, occipital lobe.

UNIT II: Methods of Neuroanatomical Research

Staining- Scanning- Leisoning- Chemical/electrical stimulation.

UNIT III: Physiological basis of learning and memory

Physiological basis of learning:- Cortex and learning- Hippocampus and learning- The locus of learning- Electrophysiological indices of learning- Neural basis of learning. Physiological basis of memory:- The consolidation hypothesis- Storage mechanisms- RNA and protein theories.

UNIT IV: Physiological Basis of Emotion and Motivation, and Stress

Central, peripheral and intermediate mechanisms in emotion- Motivation and electric stimulation of brain(ESB)- Categories of stress- Stress and coping strategies- Stress and endocrine system.

UNIT V: Anatomical and Behavioural Asymmetry of the Hemisphere

Split brain models: Cerebral dominance- Levels in consciousness formation and stages of sleep.

References

Agrawal,R.(2001).Stress In Life And At Work . New Delhi: Sage Publications.

Chaudari,S.K.(2006).Concise Medical Physiology, New Central Book Agency Pvt Ltd.

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Pinel,J.P.(2006)|Biopsychology, Doorsley Kindersley(India) Pvt Ltd.

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Thomas,H.,Huxley,L.D.(1966).Lesions In Elementary Physiology,King's College Cambridge Pvt Ltd.

Wangner,H.(2004).Physiological Psychology Special Indian Edition. Gaeland Science/Bios Scientific Publishers.

Waxmen,S.G.(2000).Correlative Neuro Anatomy, New York: Tata McGraw Hill Company. |

Advanced Social Psychology

Semester – I **Course code CPY1CO4** **Credit 4**

Learning Outcomes:
- To understand different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions
- Conduct work on minor research projects, based on behaviour to contribute for a positive social change
- explain how basic social psychological findings can be used to bring about desired changes
- compare different explanations for a social psychological phenomenon
- understand the differences between testing theories and testing interventions
- describe the available evidence for selected practical problems

Unit 1. Self

Liking and loving-Self fulfilling prophecy- Self Esteem and self efficacy- constructing social reality Compliance- commitment and Scarcity - Power of the situation-Prosocial behaviour-altruism - situational influences and conformity- Roles and Rules- personal space, territory and crowding.

Unit 2. Social problems

Child Sexual Abuse- Child physical abuse- Child neglect- child maltreatment- Prevention.
Women -Gender and Offending- Theories of victimization- female offenders- Women professionals in the criminal Justice system- offender services Intimate partner violence-Violence in family- domestic violence Rape and sexual assault-POSH at work place-Internal complaints' committee- Human trafficking. Poverty-poverty and national development-planning for poverty reduction in India- socialization of girls- marginalization
Race- class- Gender- Practice of Racism- Institutional Racism – Whiteness- Islamophobia-prerevolutionary background and roots of scientific racism

Unit 3. Environmental

Global warming- air pollution-Water contamination- Deforestation. Decreasing biodiversity-wet land loss-Natural disasters. Behaviour as a cause of environmental change- psychological ecology and Ecological Psychology- Noise, weather and climate- pollution and disaster management

Unit 4. National and global level

Political Psychology and risks of leadership- Political climate, mood and crisis
Psychology of Conflicts and Peace- Obedience to authority- Peace Psychology
 cooperation, negotiation and policy making.

References
Miller- Perrin, C. L., Perrin, R.D. & Renzetti, C.M. (2018). Violence and Maltreatment in Intimate Relationships. New Delhi: Sage Publishers.
Richards, G. (2017). Race, Racism and Psychology. New Yprk: Routledge.
Ascher, W.& Ascher, B.H.(2010).Revitalizing Political Psychology. NewYork: Psychology Press.
Garner, S. (2017). Racism- an Introduction. New Delhi: Sage Publications.

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 Renzetti, C.M.,Elderson,J.L. And Bergen, R.K. (2017). Violence against women. New Delhi: Sage Publications.
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Additional Reading

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Augoustinos, M.., Waker, I. And Donaghue, N. (2005). Social Cognition. New delhi:Sage Publication.
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Schneider, F.W., Gruman, J.A. And Coutts, L.M. Eds. (2005). Applied Social Psychology. NewDelhi: Sage Publication.
Smith, J.R . & Haslam,S.A .(2012). Social Psychology – Revisiting the Classical Studies.New Delhi: Sage Publication.
Steg ,L. Keizer,K., Buunk, A. P.& Rothengather, T.(2017).Aplied Social Psychology – Understanding and Managing Social Problems.Cambridge University Press.

Clinical Psychology-1

Semester – I   **Course code CPY1CO5**   **Credit 4**

UNIT I: **Introduction**

A field of clinical psychology- Historical overview of Clinical Psychology- Clinical Psychology and other areas of psychology- Clinical psychology and other mental health professions-Current issues in Clinical Psychology

UNIT II: **Stress Related and Other Adjustment Disorders**

Acute stress reaction- Introduction, clinical features and symptoms, etiology, treatment, course and prognosis. Post traumatic stress disorder- Introduction, clinical features and symptoms, etiology, treatment, course and prognosis. Recovered memories and false memories. Adjustment disorders-: Introduction, clinical features and symptoms, treatment, course and prognosis. Bereavement: Physical and mental health consequences of bereavement, assessment and management.

UNIT Iii: **Anxiety Disorders**

Introduction. Major disorders- Panic disorders, Agoraphobia, Social phobia, Specific phobia, Obsessive-compulsive disorder, Generalized anxiety disorder, Separation anxiety disorder. Clinical features of anxiety disorders. Psychodynamic aspects of anxiety disorders. Cognitive — Behavioral therapy for anxiety disorders.

UNIT IV: **Personality Disorders**

Introduction, Classification- Etiology-Paranoid Personality disorder- Schizoid Personality disorder- Schizotypal Personality disorder- Antisocial Personality disorder- Borderline Personality disorder- Histrionic Personality disorder- Narcissistic Personality disorder- Avoidant Personality disorder- Dependent Personality disorder- Obsessive- Compulsive Personality disorder- Personality Disorder Not Otherwise Specified- Personality Change due to a General MedicalCondition- Psychobiological Mode of Treatment

UNIT V: **Substance-Related Disorders**

Introduction and Overview- Alcohol-related disorders- Amphetamine (or Amphetamine-like)-related disorders- Caffeine-related disorders- Cannabis-related disorders- cocaine-related disorders- Hallucinogen-related disorders- Inhalant- related disorders- Nicotine-related disorders- Opioid-related disorders- Phencyclidine (or phencyclidine-like) -related disorders-Sedative, Hypnotic or Anxiolytic-related disorders- Anabolic-Androgenic Steroid abuse- Other Substance-related Disorders

References

Carson,R.C., Butcher, J.N., & Mineka,S. (2000) (11th edn). Abnormal Psychology and Modern Life. Pearson Publishers.

Gelder, Michael; Andreasen, Nancy; Lopez-Ibor, Juan; Geddes, J ohn (2009)(2" edn.) New Oxford Textbook of Psychiatry. Oxford University Press.

Sadock, B.J.& Sadock, V.A.(2007) Comprehensive Textbook of Psychiatry, London: Williams and Wilkins.

Practical 1- Diagnostic Testing

Semester – I   **Course code CPY1CO6**   **Credit 2**

Learning outcomes:
select particular scientific tool for
1. psychodiagnosis, administer, interpret and prepare scientific report.
2. get familiarised with personality assessment tools and demonstrate its usage in clinical setting
3. use effective psychological tool for assessment and evaluation of mental capacities.

1. Bender-Gestalt Test (BGT)

2. PGI- Memory Scale

3. Locus of Control

4. Eysenck Personality Questionnaire (EPQ)

5. 16 Personality Factors (16PF)

6. Indian Adaptation of Bells's Adjustment Inventory

7. Test of Creativity

8. Attitude scales

9. Thematic Apperception Test

10. Rorschach Ink Blot Test

11. IAS Rating scale

12. Emotional Maturity Scale

13. Cognitive Distortions

14. Picture Frustration

15. Stroop Color Word Test

16. Maladjustment Scale

17. Coping Scale

18. Depression Scale

19. Social Maturity Scale

20. Draw-a-Man Test

Community Extension work

Semester – I   **Course code CPY1AO1**   **Credit 4**

Learning outcomes:
1. understand the need of extension of psychological services.
2. get sensitized to the social needs for psychological extension services and demonstrate skill in community services as per the need of the hour
3. have extension skills and referral skills

This is an audited course and the credit of this course is 4, though it won't be considered for calculating SGPA or CGPA. For MSc Clinical Psychology the suggested course is Community Extension Work. Here the students have to conduct a brief survey to understand the need of Psychological services in their neighboring community. Accordingly they can design a reach out programme. the plan, design and implementation can be done with the guidance of faculty members, to make sure of ethical standards. The work may be done in holidays and report can be submitted as well as briefly presented in the department. A facilitative discussion can be promoted. End semester exam will be conducted, as viva voce (15 minutes duration) in the department level and the marks can be sent to the university, along with the internal marks of other theory courses. There will not be any external examination for this course.

Neuropsychology

Semester – II　　　　　　**Course code CPY2CO7**　　　　　　**Credit 4**

Learning outcomes:

1. understand the neurological basis of behaviour and disorders.
2. neurological etiology and make predictions on the basis.
3. explain behaviour on the basis of cerebral asymmetry.

UNIT I. Introduction

Historical background of Neuropsychology - Areas of Neuropsychology - Research Studies of the 19th Century - Techniques of Neuropsychological testing.

UNIT II. Anatomical and Functional Organisations

The frontal lobe: Specific functions of frontal lobe, prefrontal/cortex, Broca's area, Orbital centre, lateralization in the frontal lobe Intelligence and frontal lobe.

The temporal lobe: Specific functions of temporal lobe; audition, vision, language, attention, memory and personality.

The parietal lobe: specific functions of parietal lobe, somatosensory perceptions, tactile perception and body sense, language and spatial orientation, short-term memory and parietal lobe.

The occipital lobe: Anatomical divisions, basic visual functions and visuo -perceptual functions.

UNIT III: The Limbic System

Hypothalamus: Lateral and ventromedial nucleus-Hunger, thirst, pleasure and reward, and aversion.

Amygdala: Medial and later all nuclei-Attention, Fear, Rage, Aggression, Emotional language and the Amygdala, the limbic system and testosterone, sexual orientation and heterosexual device, the homosexual limbic system.

Hippocampus: Arousal, Attention and Inhibition, Learning and Memory.

UNIT IV: Hemispheric Asymmetry

Individual variation in anatomical asymmetry-Sex differences and Environmental effects.

Concept of cerebral dominance: Visual, visuospatial, tactile and auditory perception,language and memory.

Agencies of the Corpus Callosum.

Functional asymmetry in Normal subjects.

References

Walsh, K.(1994). *Neuropsychology* (Lt), London: Churchill Livingstone, Edinburgh.

Schneider, M.& Tarshes, B. (1986). *Introduction to Physiological Psychology*, New York: Random House.

Kolb & Whishaw. *Neuropsychology (4th ed)*, New York: Freeman & Company.

Joseph, R. (1996). *Neuropsychology, Neuropsychiatry and Clinical Neuroscience*. Williams and Wilkins, London.

Mazziotta, J. C. (2000). *Brain Mapping*: The Systems. Frackowak: Academic Press.

Research Methodology

Semester – II　　　　　　　**Course code CPY2CO8**　　　　　　　**Credit 4**

Learning outcomes:

1. to get familiarised with scientific research methods in Psychology.
2. get motivated to do minor studies in Psychology using scientific methods
3. read studies and articles in Psychology to analyse methods, critically evaluate on the basis of the validity, reliability and objectivity.

UNIT 1: Research

Basic concepts-meaning and characteristics of scientific research-factors affecting, steps or stages in research.

Types of Research-Experimental and Non experimental, Laboratory experiments and field experiments, True experiments and quasi experiments, Expost Facto research, Survey research and Types of experiments- Ethical problems in Research.

UNIT 2: Problem, Hypothesis and Variables

Meaning and characteristics of a problem, sources of stating a problem, considerations in selecting the problem, formulation of the problem and types of problems - Meaning and characteristics of a good hypothesis, Types of hypothesis, Errors in Hypothesis testing and formulation of Hypothesis - Meaning and types of variables, Consideration in the selection of variables, Control of extraneous variables-Techniques.

UNIT 3: Review of Literature and Data Collection

Review of literature-Purpose, source and preparation of Index Card.

Data collection-Observation, Interview, Questionnaires and Psychological tests and scales.

UNIT 4: Designs, Analysis and Report Writing

Meaning, purpose and criteria of research design; basic principles in Experimental design-Types and their analysis techniques; Single subject and small N design-Pre, True and Quasi experimental designs and Expost Facto design.

Analysis of data: qualitative and quantitative analysis of the data purpose, conditions and interpretation of major parametric and non parametric statistical techniques.

General purpose of writing a report, structure and format of a report (API), Style of writing, Typing, Evaluating a report and Preparing a research proposal.

Computer Applications, Personal computers, Computer language, Data base, Computer simulations, laboratory experiments using computers.

UNIT 5:Qualitative Research – Principes and Methods – Grounded theory – Thematic Analysis – Narrative approach.

References

Breakwell, G. M.et al. (2002.) *Research Methods in Psychology* London: Sage publications.

Broota, K. .D. (2001) *Experimental Designs in Behavioral Research*. New Delhi: Wiley Estern Ltd.

Goodwin, C. J. (2003). *Research in Psychology: Methods and Designs*. New York: John Wiley and Sons, Inc.

Kerlinger, F.N. (2007) *Foundations of Behavioural Research*.

Clinical Psychology 2

Semester – II   **Course code CPY2CO9**   **Credit 4**

Learning outcomes
   1. Explain the concepts, etiology, diagnostic tools and classifications of psychopathology.
   2. Explain clinical picture of psychological disorders.

Unit I : Cognitive and affective Disorders

(A) Schizophrenia Spectrum and other Psychotic disorders: Clinical   Features: Signs and Symptoms, Types, Differential diagnosis Epidemiology - Etiology: Genetic Factors- Structural Abormalities- Biochemical - Factors, - Classical Psychoanalytic model and other Psychodynamic theories - Family Dynamics and Interaction models - Stress-Diathesis model - Interpersonal Functioning: Interpersonal Stress, Interpersonal Adjustment, Role of Cognition in Interpersonal Dysfunction.

(B) Mood Disorders: Clinical Features of Bipolar disorders – Depressive disorders – Schizotypal Disorders – Delusional disorders-Schizoaffective disorders :   Signs and Symptoms, Types, differential diagnosis – Epidemiology - Etiology: Genetics – Neurobiology - Psychodynamic Theories - Theories of Depression: Life Events Model - Lewinson's Behavioral and Integrative Models - Coyne's - Interpersonal Model - Information Processing Models - Beck's Cognitive Theory - Learned Helplessness.

Unit II : Other disorders

   A)Eating disorder - Clinical Description - Types: Anorexia nervosa and bulimia
   nervosa – Pica -Etiology - Treatment
   B) Gender Dysphoria – Gender dysphoria in children
   C) Tic Disorders
           Clinical picture - Types: Chronic motor, Vocal
   D) Speech Disorders
           Clinical features – Types – Etiology – Treatment
   E) Dissociative Disorders – Somatic symptoms and related disorders,

Unit III: Developmental Disabilities

   A):Intellectual Disability
   Definition - Level of Mental Retardation – Epidemiology – Etiology - Prevention
   B) Leaning Disorders
   Definition - Types: Reading, Writing and Mathematics disorders
   C) Motor disorder & Communication Disorders
   Definition types – Epidemiology - Etiology
   D) Pervasive Developmental disorders
   Definition - Types: Autism, Asperger's, Rett's – Epidemiology - Etiology
   E) Attention Deficit Hyperactivity disorder
   Clinical features – Epidemiology – Etiology

Unit IV : Diagnosis and classification

Normal Mental Health - Definition of Psychiatric Disorder-Psychiatric History and Examination. Interview Technique: Identification data – Informants - Chief Complaints - History of Present Illness - Past Psychiatric and Medical History - Treatment History - Family History - Present History - Premorbid Personality

Mental Status Examination: General Appearance and Behaviour - Speech-Rate, Volume, Tone, Flow - Mood And Affect – Quality, Reactivity, Persistence - Thought-Stream and Form of thought - Content of Thought - Perception: - Hallucinations - Illusions and Misinterpretations - Depersonalization/Derealization - Cognition: Orientation – Attention – Concentration – Memory – Intelligence - Abstract Thinking – Insight – Judgment-Classification according to: ICD 10 – Changes from DSM IV to DSM V – Multiaxial Classification – DSM V

References

Kaplan, I. H & Sadock, J. B., (2007) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry* London: Lippincott Williams & Wilkins

Sarason, L. G., & Sarason, B. R., (2002) *Abnormal Psychology: the problem of maladaptive Behaviors.* Singapore: Pearson Education

Sims, A (2003) *Symptoms in the Mind: An Introduction to Descriptive Psychopathology.* New York: Saunders.

Psychotherapeutics-1

Semester – II   **Course code CPY2CO10**   **Credit 4**

Learning outcomes
1. To explain the scientific basis of psychotherapeutics
2. To demonstarte skill in psychodiagnosis and explain etiological relation to therapies

UNIT I Introduction to psychotherapy

Definition- Essential process in psychotherapy- Types of psychotherapy- Phases in psychotherapy. Goals of psychotherapy. Basic ingredients of psychotherapy.

UNIT II Psychoanalysis

Basic concepts- Mechanism of psychotherapy- Opening phase- Development of transference- Working through- Resolution of transference. Brief Dynamic Therapy

UNIT III Behavior therapy

Basic concepts- Process- Establishing a working relationship- Functional analysis- How to select a target behavior- Stages of therapy- Modification process.

UNIT IV Third Force Therapies

Cognitive, Humanistic, Existential therapies: Cognitive view of psychopathology- Clinical assessment- Process of Cognitive therapy

Rational Emotive Behavior Therapy- Cognitive Behavior Therapy- Stress Inoculation

Client-centered therapy- Logotherapy

New wave therapies – Mindfulness based Therapies, Acceptance and Commitment Therapy.

UNIT V Specific Therapies

Therapy for interpersonal relationships: Family therapy- Group therapy- Grief therapy- Psychodrama.

References

Gambrill, E. (1975) *Behavior Modification Handbook of assessment, intervention and evaluation*. San Francisco: Jossey Ban publishing

Kaplan H. et al. (ed) (1980) *Comprehensive Textbook of Psychiatry. London*: Williams and Wilkins.

Korchin, S.J. (1986). *Modern Clinical Psychology*. Delhi: CBS Publishers & Distributors.

Meichenbaum, D. (1977) *Cognitive-Behavior Modification*

Whaley, D. L. (1971). *Elementary principles of behavior*. New Jersey: Prentice Hall. Inc.

Wolpe, J. (1973) *The Practice of Behavior Therapy*. New York: Pergaman Press.

Experimental Psychology - Practicals

Semester – II **Course code CPY2CO11** **Credit 2**

Learning outcomes

1. to do intelligence test, as per the need of the hour and prepare report
2. administer neuropsychological tests and prepare report
3. can work under the licensed clinical psychologists, to conduct clinical assessments

1. Colored Progressive matrices
2. Standard Progressive matrices
3. Advanced Progressive Matrices
4. WAPIS
5. Mathew's Test of Mental Abilities
6. Group Embeded Figure Trest
7. Draw a Man Test
8. Weschler's Intelligence Scale for Children IV (Indian Version)
9. Vineland Adaptive Behavior Scales
10. NIMHANS Battery for Neuropsychology (For children)
11. Dyslexia Screening Test
12. Wiconsin Card Sorting Test
13. Wescheler Memory Scale
14. EVAT-Benzen's Visusual Attention Test
15. LNNB- Luria Nembraska Neuro Psychological Battery
16. Childhood Behavior Checklist.
17. NIMHANS Index for Learning Disability.
18. Indian Scale for Assessment of Autism.
19. Rey-Osterrich Neuropsychological Test.
20. Conner's Rating Scale for ADHD.

Self Development Techniques

Semester – II   **Course code CPY2AO2**   **Credit 4**

Learning outcomes

1. to administer relaxation and meditation procedures for self and others, which will work for calming down and manage stress

   Introduction Regarding the scope and application of Eastern and Western Psychological Techniques and their practical application. (Holistics Health Psychological Aspects.)

1. Techniques of Meditation.
      Transcendental Meditation
      Yogic Meditation

2. Relaxation
      Yoga nidra
      Yoga (Patajali)
      Deep breathing relaxation exercise.
      Jacobsons progressive Relaxation
      Hypnosis induced Relaxation.

3. Bio-feed back training
      Using Brain waves – EEG
      E M G
      G S R

4. Self awareness through
      Social Skill Development
      Stress management Techniques.
      Counseling skills.
5. Mindfulness based techniques
   Body scanning
   Mindfulness sitting Meditation
   Mindful activiteis

Counselling Psychology

Semester – III   **Course code CPY3CO12**   **Credit 4**

Learning outcomes

1. do counselling services for students,parents, teachers, organisational persinnel and specific groups.
2. narrate sound theoretical backing of counselling with critical thinking.

UNIT 1. Introduction to Counselling:
Definition- Distinction Between Counselling and Psychotherapy -Goals of counseling - Historical and Professional Foundations of Counselling - Counselling process and methods – Characteristics of a helping relationship- Characteristics of an Effective Counselling relationships.

UNIT 2. **Counselling Procedures/Skills**.
Initial procedures, the initial counseling Interview, and counselling skills. Counselling Procedures/Skill-II: Advanced Empathy, self-disclosure and Interpretation; Action strategies: Role playing, Behavioural techniques, Decision-making Methodologies and problem – solving strategies.

UNIT 3. Counselling Process and Theories:
Building counseling relationships – Working in a counseling relationships – Termination of counseling relationships – Behavioral – Cognitive – Client Centered – existential and eclectic approaches.

UNIT 4. Counselling in Diverse Populations and Specialties
Counselling Aged Populations – Gender based counseling – Counselling and spirituality. Career counseling – Marriage, couple and family counseling- Professional School counseling – Abuse, Disability and community Counselling. Principles and procedures of Group counseling.

UNIT 5. Training and Research in Counselling Psychology
Role of relaxation in counseling- Guided Somato psychic Relaxation (GSPR) - Jacobson's Progressive Muscular Relaxation.- Yoga relaxation - EEG, EMG, Bio-feedback relaxation - Transcendental Meditation: **Research and Evaluation**: Testing, assessment and diagnosis Professional Issues in counseling- Evaluation of counseling-purpose, Difficulties and criteria - Ethical and Legal Aspects of counselling

References

Capuzzi, D., & Gross, D. R. (2008). Counseling and Psychotherapy. Theories and Interventions. New Delhi: Person.

George, L.R., & Cristiani, T. (1981) Theory, Methods of processes of counseling and Psycho therapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.

Gladding, S. T. (2009). Counseling, A Comprehensive Profession (6th Ed). Pearson: New Delhi.

Kottler, J. A. & Brown, R. W. (2000). In introduction to therapeutic counseling (4th Ed) California Brroks/Cole Publishing Company.

McLeod, J. (2003). An Introduction to Counselling (3rd Ed). New York: Open University Press.

Patterson, E. L., & Welfel, E. R. (1999). The Counselling Process (5th Ed) California: Brooks/Cole Publishing Company.

Sreedhar, K. P. (1996). Guided Somato-Psychic Relaxation: Trivandrum: LIFE.

Psychotherapeutics -2

Semester – III	Course code CPY3CO13	Credit 4

Learning outcomes
1. To utilise advanced theoretical backing of psychotherapeutic
2. Explain etiology, understand diagnosis and work under licensed clinical psychologists

Unit I Behavior Modification-I

Classical, Operant and Vicarious Conditioning.
Behavior modification techniques: Desensitization and Extinction procedures- In-vivo and in-vitro- Graded Exposure - Flooding and Implosion- Response Prevention.

Unit II Behavior Modification-II

Operant Procedures: Token economy- Contingency Management- Social Skills Training: Assertiveness training- Modeling- Aversion Therapy: Chemical Aversion and Verbal Aversion

Unit III Relaxation, Meditation and Biofeedback

Relaxation Techniques: Jacobson's Progressive Muscle Relaxation- Breathing exercise- Meditation- Biofeedback techniques

Unit IV Therapies in Practice

Crisis intervention therapy- Marital therapy- Interpersonal therapy (IPT)- Dialectical Behavior Therapy- Basic principles
Ethical issues in psychotherapy

References

Carson, C. R, Butcher, J.N., & Mineka, S. (2014). *Abnormal Psychology and Modern Life*. London: Harper Collins College Publishers

Garfiedd & Bergin, A.E. (1986). *Handbook of psychotherapy and Behavior*. John Willey and Wilkins.

Kaplan, H. et al. (2007). *Comprehensive Textbook of Psychiatry*. London: Williams and Wilkins.

Korchin, S. J. (   ). *Modern Clinical Psychology*. Delhi: CBS Publishers and Distributors.

Rimm, D. C. & Masters, J. C. (1979). *Behavior Therapy*.

Psychopathology

Semester – III	Course code CPY3CO14	Credit 4

Unit II: Introduction

Disorders of perception- Sensory distortion, Changes in intensities, Changes in quality, Changes in spatial form- Sensory deceptions- Illusions, Hallucinations, Causes of hallucinations, Hallucinations of individual senses, Spatial kinds of hallucination, The features of organic hallucinations. Hallucinatory syndromes- Disorders of the experience of time.

Unit II: Disorders of Thought and speech

Disorders of the stream of thought- Disorders of tempo- Disorders of the continuity of thinking- Disorders of the possession of thought- Obsessions and compulsions, Thought alienation. Disorders of the content of thinking- Primary Delusions, Secondary delusions and systematization, The content of delusions, The reality of Delusions. Disorders of the form of thinking. Speech disorders- speech disorders which are mainly functional, Aphasia.

Unit III: Disorders of memory and emotion

The Amnesias- Psychogenic amnesia, Organic amnesias. Distortion of memories- disorders of recall, disorders if recognition. The classification of emotional disorders- Abnormal emotional predispositions, Abnormal emotional reactions, abnormal expressions of motion, Morbid disorders of emotion, Morbid disorders of the expression of emotion.

Unit IV: Disorders of the experience of the self and consciousness

Disturbance of awareness of self activity- Disturbances of the continuity of self Disturbance of the boundaries of the self. Disorders of consciousness- Dream-like changes of consciousness- Lowering of consciousness- Restriction of consciousness.

Unit V: Motor disorders

The alienation of motor acts- The classification of motor disorders- Disorders of adaptive movements, non-adaptive movements, Motor speech disturbances in mental disorders, Disorders of posture, abnormal complex patterns of behavior.

References

Hamilton, M. (1994). *Fish's Clinical Psychopathology,* Bombay: Varghese Publishing House.

Hamilton, M. (1994). *Fish's Outline of Psychiatry for students and Practitioners*, Bombay: Varghese Publishing House.

Sadock, B.J., & Sadock, V.A. (2007). *Comprehensive Textbook of Psychiatry*, London: Williams and Wilkins.

Field Experiments

Semester – III   **Course code CPY3CO15**   **Credit 2**

Learning outcomes:
1. can conduct scientific interviews, systematic observations, and administer biofeedback
2. conduct minor studies in Psychology using qualitative methods.
3. scientifically analyse the content of a matter, written or vocal
4. can prepare valid and reliable psychological scales
5. take clinical, organisational and educational cases and conduct case studies

During the third semester, students have to conduct field experiments in clinical psychology namely, systematic observation, Interview, Content Analysis, Care studies and Text construction. Though this provides practical application of their understanding in scientific methodology, it includes specific objectives like conducting observation among clients background collecting and analyzing data from a wide range of sample, systematically planning their research methodology, developing skills needed to be an interviews or trainer of interviewers, Analyzing a descriptive data, conducting various kinds of case studies and case analysis and developing and standardization of tests, questionnaires and inventories. All the above field works have to be done by the students individually except test construction under the guidance of respective faculty members.

a) Systematic Observation

In this the students have to conduct a minor study in which systematic observation should be adopted as the method of data collection. The samples are of the behavioural variables have to be observed by the student and the data be discussed. The Method of observation, and its practical application among the sample have to be studied to develop a skill in scientific observation.

b) Interview

A psychologist should possess skill in interviewing. In this field experiment, the student have to conduct a minor level study in which interview should be adopted as the method of data collection. Any of the relevant behavioral variables have to be studied through this method. Different kinds of interview, its practical applications etc. should be known to the student along with their skill development in interviewing and to be a trainer of interviewing.

c) Content Analysis

In this students should develop a skill in analyzing content of data collected. For this the students have to practical sessions of analyzing contents of written, printed, vocal, or picturized data. A minor level study can be planned with this purpose and analysis can be conducted. This can be with a purpose of identifying a particular psychological factor/variable or with a general analysis aim.

d) Case studies

Different kinds of cases: Five clinical cases in different disorders can be studied by the student, with a thorough analysis of the background precipitating factors, on set treatments undergone, consequences and efficiency, follow up and rehabilitation procedures. The cases can

be collected from the consultancy services available in the department, nearby mental health care institutions, organizations, etc.

e) Test Construction:

This is a group work. The student group have to develop a test in Psychology and standardize will the help of a supervising teacher. The selection of the variable can be according to the areas of interest of the teacher and the students.

All the field experiments have to be presented in the class and it has to be submitted ass a written record to the Head of the Department, in double copy, before 3rd semester written examination. One copy will be returned to the student after valuation, where as the other copy will be retained in the department library, as the academic work conducted there. [Students can publish the study with the guide, if necessary, when the course is over]

d) **Bio-feedback**

Conduct and report the experiment with application in clinical psychology.

Clinical Practicum

Semester – III	**Course code CPY3CO16**	**Credit 2**

Learning out comes:

Work under the guidance of licensed clinical psychologists in mental health centres and hospitals.

Students are expected to visit any organization that apply Psychology in practice in any of one month (60 days time with minimum 30 day's full time attendance) during the 2 moths summer vacation. There the student has to study under the supervision of a guide there to understand and develop skill in the application of psychological principles in the organization. It can be anywhere in or out side India, where the student has to bring a written report about the functioning of the organization, objectives, vision/mission and the experience during internship to develop their understanding and skills in the tenure. The internship can be done through day visits, postings or residential mode, as per the strategy of the organization. The supervisor from the organization has to see the report prepared and attest, but no valuation of performance is being done, whereas the report will be assessed by the external expert during the viva-voce, in connection with the practical examination of the journal work, field experimental methods (Practical III). It is advisable to be a supervising guide from the organization with master's degree, M. Phil/PD in Psychology, or related fields.

Holistic Psychology

Semester – III	**Course code CPY3EO1**	**Credit 4**

Learning outcomes:

      1. Can utilize eastern and western theories to explain etiology of mental health issues.

      2. Understand the basis of Psychotherapy and explain the cultural and historic contributions to that.

Unit I

Introduction to an Indian and Western approach in Holistic Clinical Psychology:

The notions of: a. Indian (Eastern) approach; b. Western approach; c. East-West approach; d. Holistic Psychology; e. Clinical Psychology.

Rationale and purpose of a combined East-West approach in Clinical

Psychology. Some factors contributing towards a combined East-West approach.

UNIT II

Introduction to Western approach in Psychotherapy. The aim of Western Psychotherapies. The notions of Holistic Clinical Psychology from: a. Humanistic: b. Existential: c. phenomenological perspectives. The limitations of Western Psychotherapies.

UNIT III

Classification of Yoga in general. Classification of Patanjali Yoga or Ashtanga Yoga or Raja Yoga. The meaning of Patanjali Yoga according of Patanjali and Vyasa. The aim of Patanjali Yoga as defined by Patanjali and Vyasa. The eight steps in Patanjali Yoga. The therapeutic value of Patanjali Yoga. Yoga Psychology. Yoga theory of personality. Yoga theory of Psychopathology. Yoga stages and levels of consciousness in theory and practice. Limitations of Yoga.

UNIT IV

Psychotherapy in India; the feature of Psychotherapy in India; Indian (Eastern) cultural values and the therapeutic approach in India or Clinical psychology as applied to Indian people within Indian cultural values; the techniques and process of theory in an East-West approach as complementary; its implications in Holistic Clinical Psychology.

UNIT V

Alternate eastern therapeutic approaches in Holistic Clinical Psychology: a. Yoga breathing for relaxation and therapeutic purpose; b. Yoga Meditations for deeper insight for therapeutic purpose through levels of consciousness change; e. Reike; d. Pranic healing; e. Zen; f. Sufi; etc.

References

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Ajaya, S. (1977). Foundations of Eastern and Western Psychology. Glenview: Himalayan International Institute.

Ajaya, S. (1983). Psychology East and West: A Unifying Paradigm. Honesdale, PA: Himalayan International Institute.

Bugental, J.F.T. (1978) Psychotherapy and Process. Fudamentals of an Existential Humanistic Approach. Massachussetts: Addison Wersly.

May,R. (1969). Existential Psychology. New York: Random House.

Ornstein, R.E. (1977). The Psychology of Consciousness. New York: Harcourt Brace Jovanvich.

Pazhayattil, Harshajan. (1985). Western Psychotherapy in relation to the Classical Pathanjala Yoga; An East West combined approach. Ann Arbor, Michigan; University Micro- film International publishing Co.

Sivananda. (1996). Yoga: Mind and body. Sivananda Yoga Vedanta Center. Madison. New York: Dorling Kindersley.

Tart, C.T. (1975). States of Conciousness. New York: Harper & Row.

Yalom, T.D. (1987). Existential Psychotherapy. New York: Basic Books.

Other Suggested Readings

Arya, P.U. (1981). Super consciousness Meditation. Honesdale, PA: Himalayan International Institute.

Aurobindo Ghose. (1948). The Synthesis of Yoga: Pt. 1.Pondichery: Auroindo Ashram.

Boss, (1979). Existential Foundations of Medicine and Psychology. New York: Aronson.

Dasgupta, G.N. (1920). The study of Patanjali. Calcutta: University of Calcutta Press.

Frankle, V.F. (1969). The Will to Meaning: Foundations and application of Logotherapy. New York: American Library.

Giorgi, A. (1970). The Third Force: The Psychology of Abraham Maslow. New York: Grossman.

Mohanty, A.K. (2002). Perspectives on Indigenous Psychology. Delhi: Delhi University Concept Publishing Co.

Iyengar, R.K.S. (1986/2002). Light on Yoga. New York: Harper Collins Pub.

Kamer, S. (1991). Indian Notes on Psychoanalysis. In R.A. Shweder (Ed.).

Thinking Through Culture: Expeditions in Culture Psychology. Cambridge, Mass: Harvard University Press.

Maslow, A.H. (1968). Towards a Psychology of Being. New York: Van Nostrand Reinbold,

MacMiller & Hallcedis. (1995). What is Clinical Psychology, London: Oxford Medical Publications.

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Patanjali. (1924). Yoga Sutra. Allahabad: Panini Office.

Phares, F.J. (1988). Clinical Psychology: Concepts, Methods and Profession, Chicago: Dorsey Press. .

Rao Narayan, S. (1981). Counselling Psychology. New Delhi:Tata McGraw Hill Publishing Co.Ltd.

Vivekannda, S. (1970). Raja Yoga. New York: Ramakrishna Vivekananda Center.

Watts, A. (1975). Psychotherapy, East and West. New York: Vintage.

Wilber, K. (1981). No Boundary: Eastern and Western Approaches to Personal Growth. London: Shambala.

Woods, J.H.. (1966). Yoga System of Patanjali. Delhi: Motilal Banarsidass.

Yesudian, G. and Haich, F. (1956). Yoga: Uniting east and west, New York: Harper & Row.

Medical Psychology

Semester – III	Course code CPY3EO2	Credit 4

Learning outcomes:
1. be a consultant in health related behaviour and work under a medical practitioner or in a hospital
2. conduct awareness programmes in health behaviour, related with hospital
3. work in a hospital for the welfare of patients
4. can be a trainer or consultrant for medical professional for the skill development in patient welfare behaviour.
5. work with the team in hospital designing.

UNIT I. Hospital Setting
1. Emotional Adjustment During Hospitalization.
2. Role of Psychologist in Hospitals.
3. Patient Practitioner Relationship.
4. Health and Behaviour.

UNIT II. Stress, Psychosocial factors and Illness
a) Stress and Health.
b) Psycho physiological disorders.
c) Cardiovascular Desires caner.
d) Stress and cancer.

UNIT III. Coping with high mortality Illness
a) Behavioural Causes.
b) Coping, High mortality Illness.
c) Terminal Illness & Quality of Life.
d) Accidents Victims

UNIT IV. Mental Health Promotion Programmes
a) Promoting Health in Organization.
b) Community wide wellness Programmers.
c) Meditation and Relaxation Techniqus.
d) Stress Management Techniques.

References

Sarafins, E. P. (1998) *Health Psychology* New York: John Willey & Sons.

Taylor, S. E. (2000) *Health Psychology*. New York: Mc Grew Hill one.

Broome, A., & Lhwelyn, S. (2010) *Health Psychology- Process and Application* . New York: Chapman & Hall.

Singh, R.(2005). *Health Psychology*. New Delhi: Global vision Publishing Home.

Mantin, G., & Pean, J. (2003). *Behaviour Modification*. New Delhi Prentice Hall India.

Current Trends in Psychology

Semester – IV   **Course code CPY4CO17**   **Credit 4**

Learning outcomes:

1. understand the psychological basis of complex socio cultural behaviour.
2. develop strategies for psycho social intervention.

UNIT .1 Environmental Psychology and tourism

Climate and behaviour- Impact of natural catastrophes- tourism Pollution and mental health Society and mental health, Legal focus on abuse and victimization-intervention.

UNIT. II Population Psychology

Family size, Population and behaviour, Feminism, Female infenticide, Ecology and Ethology.

UNIT.III: Political Behaviour

Nature, Scope, Development of political behaviour and personality, Impact of war, riots, terrorism etc.

UNIT. IV: Cognitive Engineering and Information Technology

Cognitive Psychology and its Principles, Artificial Intelligence-Goals of Artificial Intelligence, Fundamentals of Informational technology , Computer based information System, Its application in psychology.

- Use of personal computers and computers assisted decision making, Psychological consequences.

References

Bell, et .al(1996) Environmental Psychology. USA: Harcoust Brace, College Publishers.

Haberlandt, K.(1997) Cognitive Psychology. USA: Allyn and Bacon Publishers.

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Clinical Neuropsychology

Semester – IV	Course code CPY4EO3	Credit 4

Learning outcomes:
1. can do higher studies in neuroscience
2. can work under the guidance of licensed neuro psychologists, to support assessment and practice.

UNIT.1. Introduction

The Brian Hypothesis - The Neuron Hypothesis- Modern Development

Methods and Concepts – The Black Box approach; Ablation; Stimulation; Neurochemical Manipulations; Electro-psycho-logical studies; and Introspection and Conceptual analysis.

UNIT.2. Brain Damage and Functional Impairment

Aphasia – Classification, Examination, Varieties of Aphasias and their location; Disturbance of single language modality.

Alexia-Classification, Syndromes of alexia, assessment, treatment and prognosis.

Agraphia - Classification, Assessment, Relationship of Linguistic and Motor a graphics to other neuropsychological disorders.

Acalculia – Varieties of acalculia, localization of acalculias, hemisphereic specialization for calculation; Developmental Dyscalculis – clinical assessment and recent formulation of calculation disorder.

Body Scheme Disturbances- a. Finger Agnosia – Developmental aspects, Behavioural correlates, Anatomical correlates, Finger agnosia and reading disability. b. Right – Left Disorientation – Developmental aspects, Basis of right – left orientation, impairment in patient with brain disease.

Apraxia – Definition, Examining and testing varieties of apraxia, Neuropathology, Treatment and Recovery.

Visuo Perceptual, Visuo spatial and Visuo constructive disorders – Visual analysis and synthesis

Agnosia - Nature of recognition, Visual agnosia, Auditory Agnosia, Somato sensory agnosia.

Neglect and related disorders – Definition, Testing for neglect and related disorders.

Emotional disorders associates with neurological disease – Hemispheric Dysfunction, limbic system, Dysfunction, basal ganglia disorders.

Amnesia Disorders - General symptoms of permanent amnesia, Amnesia following bilateral lesion, Antereograde amnesia.

UNIT.3. Disconnection syndromes

The Behavioural effects of disconnection

Hemispheric disconnection systems.

Lesion effects reinterpreted as disconnection syndromes.

Experimental verification of disconnection effects.

UNITS.4. Neurological Examination and Assessment

Objectives and approaches of Neurological assessment.

Neuropsychological examination – Computer based assessment, radiological imaging and electrical investigations.

Assessment of intelligence and cognitive abilities, deficits in visual function, sensory motor impairment, visuo perceptual impairment, impaired language written, memory etc.

References

Walsh, K. (1994). *Neuropsychology, 3ʳᵈ Edn*. Churchill Livingston. Edinburgh, London.

Heilman, K. M., & Valensation, E, (1985). *Clinical Neuropsychology*, New York: Oxford University Press.

Kolb, B., & Whishaw, I. Q. (1996). *Fundamentals of Human Neuro-Psychology*. New York: W.H. Freeman and Co.

Schneider and Torshes (1986). *Introduction to Physiological Psychology*.

Industrial Clinical Psychology

Semester – IV	Course code CPY4EO4	Credit 4

Learning outcomes:
   1. can practise in Industrial context to support organizational effectiveness, to deal with mental health issues of employees.
   2. work in HR department of organizations and deal with adjustment issues of employees.
   3. work in employee welfare department.

Unit I: Introduction
   a) Industrial clinical psychology-Model, Control, Causes, Treatment and correction action.
   b) Mental Health in the workplace: Toward an integration of organisational and Clinical Theory.
   c) Mental Health and Disabilities, the Employer and the law.

UNIT II: Stress and Work
   a) Models of work stress.
   b) Effects of job stress on Mental and Physical Health.
   c) The Unbalanced Life: Work and family conflict.
   d) Safety and Health.
   e) Maintaining a healthy work environment.
   f) Occupational Hazards and risks.
   g) Accident process.
   h) Intervention in Occupational Stress.

UNIT III: Effect of Psychopathology on Work

   a) Depression in the work place.
   b) Bipolar disorders.
   c) Generalized Anxiety disorder.
   d) Social anxiety disorder, specific phobias and panic order.
   e) PTSD in the workplace.
   f) Setrizophrensis.
   g) Anti social personality disorder.
   h) Borderline personality disorder.
   i) Eating disorders.
   j) Traumatic Brian Injury in the workplace.
   k) Insomnia.

UNIT IV: Disruptive Behaviour at Work

   a) Alcohol and Drug.
   b) Social Dysfunction.
   c) Anger, Hostility and Violence.
   d) Harassment and discrimination.
   e) Absenteeism.

f) Passive-Aggressive Behaviour.

UNIT V Special Groups in Organisational Counselling

a) Chronic absentees.
b) Accident proneness.
c) Employee with family problems.
d) Employees with alcoholism and drug addiction.
e) Maladjusted employees.
f) Counseling the indisciplined.
g) Setting up of counselling cell in organization.

UNIT VI: Relaxation Techniques In I/C Setting

a) Theoretical background.
b) General aspects of relaxation Training.
c) Physical methods of relaxation-progressive relaxation, progressive relaxation training, A tense- release script, passive Muscular relaxation, Applied relaxation, Behavioural relaxation training, The Mitchell method, The Alexander methods, differential relaxation, strechings, physical exercise, Breathing.
d) Mental approaches to relaxation – self-awareness, Imagery, Goal-directed visualization, Autogenic training, Mediation, The relaxation response.
e) Miscellaneous topics-'On-the-spot' techniques, Assessment and research.

References

Furnham, A. (2005). The Psychology of behaviour at work. The individual in the organisation. New York: Psychology press.

Rose Mary A. Payne (1995). Relaxation Techniques. A practical Handbook for the Health care professional. Edinburgh. Churchill Livingston.

Neil Anderson, et al (2002). Handbook of Industrial, Work and Organization Psychology (Vol. 1 & Vol. 2). London: Sage Publication.

Jay C. Thomas, J. C., & Hersen, M. (2002). Handbook of Mental Health in the workplace. London Sage Publications.

Miner, J.B. (1992). Industrial Organisational Psychology, New York: McGraw Hill Inc.

Forensic Clinical Psychology

Semester – IV	Course code CPY4EO5	Credit 4

Learning outcomes:

1. work under th guidance of licensed forensic psychologist, to support assessment and practise.
2. apply clinical psychology principles in forensic investigations and research
3. work in children's homes, correctional institutions like prison.

UNIT I: Introduction-Violent Offenders-Sexual Offenders-Crime and Psychopathology. Is crime a disorder.
Social Problem solving and offending –evidence, evaluation and evolution.

UNIT II: Assessment and classification -   Women offender-sex offenders-violent offender-offender with developmental disabilities and personality disorders.

UNIT III: Treatment Offenders- women-violent sexual-aggressive – group – fire setters – drug – Developmental disabilities.

UNIT IV: Offending Behaviour programmes – Aggressive replacement training; Motivating Offenders to change, Aggression control training; Relaxation techniques, and Offender Rehabilitation.

References

Adrian Raine (1993) *The Psychology of Crime: Criminal Behaviour as a clinical Disorder*, New York: Harcourt Brome. E Empr.

MC Murrand and McGuire (2005) *Social Problem Solving and Offending*. UK: John Wiley & Sons Ltd.

Goldstein et al (2004) *Need Perspectives on Aggression Replacement Training*. U.K. John Wiley & Sons Ltd.

Theresa et al (2007) *Aggressive Offenders Cognition-Theory, Research and Practice*.

Arnold P. Goldstein (2002). *The psychology of group aggression*. UK: John Wiley & Sons Ltd.

William et al (2006) *Sexual Offender Treatment: Controversial Issues*. UK: John Wiley & Sons Ltd.

Tony Ward et al (2006) *Theories of Sexual Offending*. UK: John Wiley & Sons Ltd..

Kelly Blanchette and Shelly Lynn Brown (2006) *The Assessment and Treatment Of Women Offender*. UK: John Wiley & Sons Ltd.

William .R. et al (2004) *Offenders with Developmental Disabilities*. UK: John Wiley & Sons Ltd.

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Rehabilitation Psychology

Semester – IV	Course code CPY4EO6	Credit 4

Learning outcomes:

1. Able to understand the concepts in rehabilitation psychology
2. To understand the role of rehabilitation psychologist in the field of disability rehabilitation
3. To understand the concept of impairment, disability and handicap
4. To understand the characteristics of various disabilities
5. To learn about different government schemes, policies and legislations for persons with disabilities.
6. To learn about various models of rehabilitation
7. To understand the basic principles of psychotherapy and its application in the field of disability.
8. To become aware of recent research/ trends in rehabilitation psychology.

Unit1: Rehabilitation psychology an overview

Concept of Rehabilitation Psychology

Definition - Historical perspective - Scope and methods - Functions

Psychological Approach to Rehabilitation

Assessment – Diagnosis – Treatment - Certification

Work settings of rehabilitation psychologists

Understanding psychological needs of caregivers and working with families of persons with disabilities. Designing training programmes for rehabilitation psychologists - Training need analysis, implementation of training programmes

Research in rehabilitation

Introduction to Research Methodology - Hypothesis, Sampling and Research Design - Statistical Techniques of Data Analysis

Recent trends in research in rehabilitation psychology

Unit 2: Concept of Disability and Rehabilitation

Concept of disability rehabilitation, Evolution of rehabilitation , Paradigm shift in rehabilitation

Definition of disability and concept of impairment, disability and handicap

Nature and Need of Various Disabilities-

Paediatric rehabilitation psychology - (Mental Retardation, Low Vision and Blindness, Hearing and Speech Disability, Orthopedic Neuromuscular Disability, Cerebral Palsy and Multiple Disabilities, Autism Spectrum Disorder Learning Disability, ADHD/ADD) - Psychological aspects of cardiac rehabilitation - Rehabilitation psychology for mental disorders - Rehabilitation psychology for personality disorders - Psychological factors in sport injury rehabilitation - Neuropsychological Rehabilitation –

Government schemes and policies

Legislations, Government Policies & Schemes for Persons with Disabilities - Mental Health Act - Persons with Disabilities Act, National Trust Act - Rehabilitation Council of India Act - UNCRPD

Unit 3 : Different models of rehabilitation

Biology Model - Medical-Model of Rehabilitation - Psychological Model - Socio-cultural Model - Role of Parents and Family in Disability Rehabilitation

Community Based Rehabilitation - Definition and Principles of Community Based Rehabilitation - Community Awareness and Participation - Community Based Rehabilitation - Independent Living

Institutional Model

Unit 4: Psychological rehabilitation and intervention

Psychological Intervention - Definition and basic principles of psychological intervention - Concept and Definition of Psychotherapy - Individual Therapy and Group Therapy

Types of Interventions - Psycho analytic therapy - Client-centred therapy - Behaviour therapy - Cognitive Behaviour therapy - Rational – Emotive therapy - Supportive therapy - Augmentative therapy - Relaxation techniques

Psychological Counselling - Concept, Definition and process of Counselling - Characteristics of a good Counsellor - Counselling Skills - Types of Counselling

Ethical issues in Rehabilitation Counselling

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Community and Consulting Psychology

Semester – IV	Course code CPY4EO7	Credit 4

Learning outcomes:

1. work for the welfare of diversity in the community and do psychological interventions in community basis.

2. do psychological services for equality and equity in the community.

3. sensitized toward discrimination on the basis of minority, caste, gender, power and living locality and motivated and skilled to work against discrimination

Module 1: Introduction to consulting and community psychology

History of consulting psychology; Key concepts; Levels of consultation (Individual level, group level, organizational level, Leadership and consultation, Role of culture in consultation, Models of consultation. Community psychology – introduction; historical background of community psychology; Theories in community psychology; Core values; empowerment, social constructionism, and liberation in community psychology.

Levels of analysis; psychological level; organizational level; community level; ecological views on community psychology.

Module 2 Community psychology social change

Prevention and promotion in community settings; Key concepts; effectiveness of prevention and promotion programs; Development and evaluation of prevention and promotion programs in community settings.

Promoting community and social change – community empowerment; practices and settings of empowerment; community change programs and interventions; model/s of community change programs; essential elements of effective community change programs.

Emerging trends in community psychology; challenges and consensus.

Module 3 Community psychology in context

Community psychology and special populations - ethnic minorities; urban poor; lesbian, gay and bisexual issues; immigrants; people with HIV/AIDS; persons with disabilities.

Community psychology and special issues – environmental issues; unemployment; substance abuse prevention; violence prevention; peace and development.

Human diversity and community psychology; Health and community psychology; Community mental health; Ethical standards in consulting and community psychology.

Module 4: Research in consulting and community psychology

Aims of research in consulting and community psychology; values and assumptions in research.

Levels of community and community research; Methods of research in consulting and community psychology (qualitative and quantitative methods); Community research areas.

(Assignment – The student has to submit a write-up on an area of his/her choosing from consulting and community psychology. The write-up should be no less than 2500 words and no more than 3000 words)

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Dissertation and Viva-Voce

Semester – IV	Course code CPY4CO18	Credit 8

Learning outcome

1. Write research proposals and reports
2. To conduct minor studies in Psychology and do action research
3. Conduct critical analysis of studies i Psychology.