

# UNIVERSITY OF CALICUT

## Revised Scheme & Syllabus of MSc Clinical Psychology Programme

(From 2022 Admission onwards)

### Semester- I

Course Code	Name of the Course	Core/Elective	Credit
CPY1C 01	Personality and Personal Growth	Core	4
CPY1C 02	Cognitive Psychology	Core	4
CPY1C 03	Psychopathology-1	Core	4
CPY1C 04	Clinical Psychology: Theory & Practice	Core	4
CPY1L 05	Practicals -1	Lab	4
CPY1A 01	Community Extension work	Audit	2
Total			20 + 2

### Semester- II

Course Code	Name of the Course	Core/Elective	Credit
CPY2C 06	Research Methodology	Core	4
CPY2C 07	Bio Psychology	Core	4
CPY2C 08	Psychopathology - II	Core	4
CPY2C 09	Counseling Psychology	Core	4
CPY2L 10	Practicals - II	Lab	4
CPY2A 02	Self-Development Techniques	Audit	2
Total			20+2

### Semester- III

Course Code	Name of the Course	Core/Elective	Credit
CPY3C 11	Psychotherapeutics-I	Core	4
CPY3C 12	Neuropsychology	Core	4
CPY3C 13	Field Experiments	Core	4
CPY3C 14	Clinical Practicum	Core	4
CPY3E 01	Elective-I	Elective	4
Total			20

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

## List of Electives - I

Course Code	Name of the Course	Core/Elective	Credit
CPY3E 01	Holistic Psychology	Elective	4
CPY3E 02	Health Psychology	Elective	4

## Semester-IV

Course Code	Name of the Course	Core/Elective	Credit
CPY4C 15	Psychotherapeutics - II	Core	4
CPY4P 16	Dissertation & Viva-Voce	Project	8
CPY4E II	Elective - II	Elective	4
CPY4E III	Elective - III	Elective	4
Total			20

(Note: A student must select two electives from the list of electives)

## List of Electives

Course Code	Name of the Course	Credit
CPY4E 01	Forensic Clinical Psychology	4
CPY4E 02	Clinical Neuropsychology	4
CPY4E 03	Industrial Clinical Psychology	4
CPY4E 04	Rehabilitation Psychology	4
CPY4E 05	Community and Consulting Psychology	4

\*There will end semester internal as well external examination for all courses/papers except audit courses.

# Personality and Personal Growth

Semester – I

Course code CPY 1C 01

Credit 4

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## Learning outcomes:

After completion of the course, students are able to:

1. Demonstrate knowledge and understanding of Personality theories to explain uniqueness in human behaviour and trend.
2. Appreciate theories that explain personality
3. 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; Viktor 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, Zenand 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
- Hall, C. S., & Lindsey, G. (1998). *Theories of Personality*. New York: John Wiley.
- Hogan, R., & Blicke, G. (2013). Socioanalytic theory. In N. D. Christiansen, & R. P. Tett (Eds.), *Handbook of personality at work* (pp. 53–70). New York: Routledge.
- Hogan, R. (1982). A socioanalytic theory of personality. In M. M. Page (Ed.), *Nebraska symposium on motivation* (pp. 55–89). Lincoln, NE: University of Nebraska Press.
- Magnusson, D., & Endler, N.S. (1977). *Personality at crossroads*. New Jersey, Hillsdale: Lawrence Erlbaum Associates.
- Pervin, A. (2006). *Handbook of Personality*. New York: John Wiley.

Varma, S. (2005). From the self to the Self: An exposition on personality based on the works of Sri Aurobindo. In K. R. Rao, & S. M. Bhatt (Eds.), *Towards a spiritual psychology*. New Delhi, India: Samvad.

### **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 Mifflin.

# Cognitive Psychology

Semester – I

Course code CPY 1C 02

Credit 4

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## Learning outcomes

After completion of the course, students are able to:

1. Demonstrate the cognitive psychology and its development
2. Explain theoretical knowledge regarding the various theoretical perspectives.
3. Analyse and in criticize the approaches

## UNIT I: Attention and Perception

What is cognitive psychology and its historical antecedents

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 & Memory

Concept of learning: Classical conditioning: Basic concepts; Recent concepts (Blocking effect, Overshadowing, CS pre exposure effect, Higher order, Sensory pre conditioning, Contributions of McKintosh and Rescorla); Applications. Operant conditioning: Basic concepts; Different concepts of reinforcement (Need reduction, Premacks principle, response deprivation theory); Applications Concept of memory, Store models: Atkinson-Shiffin model Levels of processing model and self-referencing effect, Nature of memory model, Working Memory model PDP or connectionist model. Forgetting (Consolidation theory, Interference theory, Decay theory, Discrimination)

## UNIT III: Motor cognition & Mental stimulation

Nature of motor cognition: Perception, action cycle, nature of motor processing in brain, role of shared representations, mental stimulation and motor system, motor priming and mental stimulation of action. Imitation: Development of imitation, cognitive components of imitation, simulation theories of action understanding,

## UNIT IV: Thinking and Intelligence

Problem solving: Problem and its type; Approaches to problem solving, 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., & Brysbaret, M. (2018). *Fundamental of cognitive psychology* (3<sup>rd</sup> Ed) . New York; Routledge.
- Smith, E. E., & Kosslyn, S. M. (2015). *Cognitive psychology: Mind and Brain*. New Delhi, Pearson India Education services, Ltd.
- 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*, (2<sup>nd</sup> ed.). N. Delhi: Sage.
- Mazur, J. E. (2002). *Learning and behavior*, (5<sup>th</sup> ed.). New Jersey: Prentice Hall.
- Sternberg, R. J. (2007), *Cognitive psychology*. N. Delhi: Thomson Wadsworth.
- Berk, L. E. (2009). *Cognitive development*. (8<sup>th</sup> ed.). Boston: Pearson Publishing.
- Neath, I., & Suprenant, A. M. (2003). *Human memory*, (2<sup>nd</sup> d.). Australia: Thomson Wadsworth.

# Psychopathology – I

Semester – I

Course code CPY 1C 03

Credit 4

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Learning outcomes:

After completion of the course the students are able to:

1. Define various mental disorders
2. Describe the diagnostic criteria and clinical features of various mental disorders
3. Examine the biological and psychological causes of various mental disorders
4. Demonstrate the ability to use DSM-5 to identify mental disorders
5. Demonstrate skills in case history taking and mental status examination

## **Unit I: Normality-Mental Health, Classification, Assessment of Mental Disorders**

Normality and Mental Health - Models of Mental health - Definition of mental disorder

Classification systems - DSM 5, ICD-10

Case history taking - 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

## **Unit II: Developmental Disabilities**

Intellectual disability - Diagnostic criteria, Developmental characteristic features and Degrees or Severity of Intellectual Disability

Etiology - Down Syndrome, Fragile X Syndrome, Phenylketonuria, Acquired developmental factors

Autism Spectrum Disorder - Core symptoms and diagnostic features, Rett syndrome, Asperger's - characteristic features

Attention Deficit Hyperactivity disorder - Diagnostic criteria and etiology

Specific learning disorder - diagnostic criteria and characteristics

Communication disorders - Expressive language deficits, Mixed receptive and expressive deficits,

Stuttering- clinical features and etiology

## **Unit III: Stress Related and Other Adjustment Disorders, Dissociative Disorders**

Post-traumatic stress disorder and Acute Stress disorder - diagnostic criteria

Risk factors in PTSD

Adjustment disorders - diagnostic criteria and clinical features, Etiology

Dissociative Amnesia, Fugue, Dissociative Identity Disorder - Clinical features and Etiology

## **Unit IV: Anxiety Disorders**

Separation Anxiety Disorder, Selective mutism - characteristic features and etiology

Specific phobia, Social phobia - clinical features and etiology

Panic disorder & Agoraphobia - diagnostic criteria, Etiology - biological, psychosocial factors

Obsessive-compulsive disorder, Generalized anxiety disorder - Characteristics and etiology.

## **References**

Carson, R.C., Butcher, J.N., & Mineka, S. (2014). *Abnormal psychology and modern life*. 16th edition.

*Diagnostic and Statistical Manual-5* (2013). American Psychiatric Association.

Geddes, J.R., Andreasen, N.C. & Goodwin, G. M. (2020) *New Oxford Textbook of Psychiatry, III Edition*. University Press.

Kaplan, I. H & Sadock, J. B., (2015) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry, 11th Edition*. London: Lippincott Williams & Wilkins.

- Korchin, J. S. (2004 ). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing Co.
- Sarason, L. G., & Sarason, B. R., (2002) *Abnormal Psychology: the problem of maladaptive Behaviors*. Singapore: Pearson Education.
- Wenar, C., & Kerig, P. (2000). *Developmental Psychopathology: From Infancy through Adolescence* (4th ed.), Singapore: The McGraw-Hill Co. Inc.



# Clinical Psychology: Theory & Practice

Semester – I

Course code CPY 1C 04

Credit 4

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## Learning outcomes

After completion of the course the students are able to:

1. Explain the theoretical and practical advancements in Clinical Psychology
2. Recognize the role of clinical psychologists in various settings
3. Identify the general ethical principles required in clinical practice

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

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: Current trends in Clinical Psychology**

New approaches in psychopathology: Transdiagnostic perspective, Developmental pathway, Culture and psychopathology

Developments in Clinical Assessment and Interventions: DSM 5 Cross-cutting symptom measures, Evidence-based assessment, Evidence-based psychotherapy, Innovative technologies in treatment delivery

Positive Psychology in Clinical Practice: Assumptions, Conceptual organization, Assessment, Evidence-based positive interventions

### **Unit III: Clinical Psychologist in various settings**

Psychiatric settings: Assessment, Diagnosis and Psychosocial interventions. Working in a team.

Community settings: Need assessment, Resilience building in the community, Prevention Programs – Social Engineering for Change, Interventions for stigma reduction

Health/Hospital settings: Counseling, Consulting, Bio-psycho-social model of Health, Stress and Illness- Managing stress, Promoting healthy behaviours, Decreasing negative health behaviours

Educational settings: Clinical Psychologist as a Consultant – Teaming, Collaborating, Response-to-intervention Model

### **Unit IV: Ethical and legal considerations**

General ethical principles (APA): Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's Rights and Dignity

Ethical standards: Resolving Ethical Issues, Competence, Human Relations, Privacy and Confidentiality, Advertising and Other Public Statements, Record Keeping and Fees, Education and Training, Research and Publication, Assessment, Therapy

Laws and guidelines: Mental healthcare act 2017; Rights of Persons with Disabilities Act, 2016; RCI Regulations and Act 2000

### **References**

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

Barlow, D. H. (Ed.). (2011). *Oxford library of psychology. The Oxford handbook of clinical psychology*. Oxford University Press.

Bhola, P., & Raguram, A. (Eds.) (2016). *Ethical Issues in Counselling and Psychotherapy Practice Walking the line*. New Delhi: Springer

Clarke, D.E. & Kuhl, D.A. (2014). DSM 5 Cross-cutting symptom measures: A step towards the future of psychiatric care. *World Psychiatry*, 13(3), pp. 314-316.

Duckworth, A. L., Steen, T. A., & Seligman, M.E.P. (2005) *Annual Review of Clinical Psychology*. 1:629–51

Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*, (4th ed.), India: Dorling Kindersley Pvt. Ltd.

- Korchin, J. S. (2004). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing.
- Pomerants, A. M. (2008). *Clinical Psychology: Science, practice and culture*, New Delhi: Sage Publications.
- Rehabilitation Council of India (2000). RCI Amendment Act 2000. Retrived from [http://www.rehabcouncil.nic.in/writereaddata/RCI\\_Amendments\\_ACT.pdf](http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf)
- Reynolds, W. M., Miller, G. E., & Weiner, I. B. (2003). *Handbook of psychology: Volume 7 Educational psychology*. John Wiley & Sons.
- Sarafino, P.E. (xxx) (3<sup>rd</sup> Ed) *Health Psychology: Bio- psychosocial interactions*, Taylor, E. (xxxx). *Health Psychology*. 2ndEdn, Mc graw Hill.
- Wolman, B. B. (1965). *Handbook of clinical psychology*, N.Y: McGraw Hill INC.

# Practicals I: Psychological Testing

Semester – I

Course code CPY 1L 05

Credit 4

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## Learning outcomes:

After completion of the course, students are able to:

1. Demonstrate the various Psychological tests and explain its uniqueness.
  2. Appreciate the values and importance of Psychological Tests.
  3. Develop a scientific attitude and ability of reflection and logical reasoning in understanding behavior.
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1. Psycho-diagnosis, 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.
  4.
    1. Vineland Adaptive Behavior Scales
    2. Wescheler Memory Scale
    3. Eysenck Personality Questionnaire (EPQ)
    4. IAS Rating scale
    5. Emotional Maturity Scale
    6. 16 Personality Factors (16PF) / MMPI / OMNI /
    7. Beck Depression Inventory/ Beck Hopelessness scale
    8. PGI- Memory Scale
    9. Adjustment Inventory
    10. Childhood Behavior Checklist.
    11. Colored Progressive matrices
    12. Test of Creativity
    13. Picture Frustration
    14. Stroop Color Word Test
    15. Coping Scale/
    16. Strong Interest Inventory
    17. DAT/ Aptitude test batteries
    18. Mathew's Test of Mental Abilities
    19. Dyslexia Screening Test
    20. Social Maturity Scale/ STAI/ DASS
    21. Self-Esteem / Emotional Intelligence /

- Students are to complete any 15 from the above list.

# Community Extension work

**Semester – I**

**Course code CPY 1A 01**

**Credit 2**

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## **Learning outcomes:**

After completion of the course, students are able to:

1. Explain the need of extension of psychological services.
2. Sensitized to the social needs for psychological extension services
3. Demonstrate skill in community services as per the need of the hour
4. Perform the 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.

# Research Methodology

Semester – II

Course code CPY 2C 06

Credit 4

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## Learning outcomes:

After completion of the course, students are able to:

1. Explain the scientific research methods in Psychology.
2. Execute minor studies in Psychology using scientific methods
3. Differentiate studies and articles in Psychology to analyse methods, critically evaluate on the basis of the validity, reliability and objectivity.

## UNIT I: Research

Basic concepts-meaning and characteristics of scientific research-factors affecting, steps or stages in research. Types of Research- Qualitative Research – Principles and Methods – Grounded theory – Thematic Analysis – Narrative approach – Quantitative research - Experimental and Non experimental, Laboratory experiments and field experiments, True experiments and quasi experiments, Expost Facto research, Survey research - Ethical problems in Research.

## UNIT II: 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 III: 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 IV: 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 APA Style of writing, Typing, Evaluating a report and Preparing a research proposal. Personal computers – Statistical Software's: SPSS - R -NVivo - Data base, Laboratory experiments using computers.

## References

- American Psychological Association. (2019). *The publication manual of the American Psychological Association*. Seventh Edition. Washington, D. C. American Psychological Association
- Breakwell, G. M. et al. (2002.) *Research Methods in Psychology* London: Sage publications.
- Broota, K. D. (2001) *Experimental Designs in Behavioural Research*. New Delhi: Wiley Eastern Ltd.
- Giri, A., & Biswas, D. (2019). *Research Methodology for Social Sciences*: New Delhi: Sage Texts.
- 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*.
- Landau, S., & Everitt, B. S. (2004). *A handbook of Statistical Analysis using SPSS*. London: Chapman & Hall/Crc.

# Bio Psychology

Semester – II

Course code CPY 2C 07

Credit 4

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Learning outcomes:

After completion of the course, students are able to:

1. Demonstrate the various functions and activities of human organism
2. Infer how the cognitive process are influenced by the biological system
3. Differentiate the biological aspects of emotions, motivation and higher order behavior
4. Make judgment about the theoretical background of biological basis of human behaviour.

## **UNIT I: Organization and function of the nervous system**

Structure and functions of cells of the nervous system- Neurons and action potential, Communication at synapse, 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 II: Functional System**

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

## **UNIT III: Biological basis of Cognitive processing**

Learning, memory, amnesia and brain functioning, Storing information in the nervous system, Lateralization of functions, Evolution and physiology of language, Conscious and unconscious process and attention, Human communication.

## **UNIT IV: Biological basis of Regulatory mechanisms**

Central, peripheral and intermediate mechanisms in emotion- Attack and escape behaviours, Motivation and electric stimulation of brain (ESB)- Categories of stress- Stress and coping strategies- Stress and endocrine system. Sexual behaviour, Temperature control, thirst and hunger, Sleep and biological rhythms.

## **References**

- Carlson, N.R. (2018). *Foundation of Behavioral Neurosciences*. India: Pearson India education services Pvt Ltd.
- Higgs, S., Cooper, A., Lee, J., & Harris, M. (2015). *Biological Psychology*. New Delhi: Sage Publications India Pvt Ltd
- Kalat, J. W. (2013). *Biological Psychology* (11<sup>th</sup> ed). New Delhi: Cengage Learning India Private Limited
- Kolb, B., & Whishaw, I .Q. (2011). *An introduction to brain and behaviour*. USA, Worth Publishers
- Pinel, J. P. (2006). *Biopsychology*, Doorsley Kindersley(India) Pvt Ltd.

## **Additional reading**

- Chaudari, S. K. (2006). *Concise Medical Physiology*, New Central Book Agency Pvt Ltd.
- Gayton, A. C., & Hall, J. E. (1996). *Textbook of Medical Physiology*, Bangalore: Prims Books Pvt Ltd.Elxivier India Pvt.
- Levinthal C. F. (1990). *Introduction To Physiological Psychology*(3rd Ed.), New Jersey: Prentice Hall, Engle Cliffs.
- Sembulingam, K. (1999). *Essential of Medical Physiology*(4th Ed.), New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
- Wangner, H. (2004). *Physiological Psychology* Special Indian Edition. Gaeland Science/Bios Scientific Publishers.

# Psychopathology - II

Semester – II

Course code CPY 2C 08

Credit 4

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Learning outcomes:

After completion of the course, students are able to:

1. Describe the diagnostic criteria and clinical features of major mental disorders
2. Examine the biological and psychological causes of major mental disorders
3. Demonstrate the ability to use DSM-5 to identify major mental disorders

## Unit I: Schizophrenia and Other Psychotic disorders

Schizophrenia - Diagnostic criteria, Clinical features and Etiology - biological, psychosocial and psychoanalytic theories. Subtypes of Schizophrenia.

Other psychotic disorders - Schizoaffective disorder - clinical features.

Delusional Disorder - Diagnostic criteria, Clinical features and Etiology. Types of Delusional Disorders

## Unit II: Mood Disorders

Major depressive disorder - Clinical Features, Specifiers and 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. - Bipolar Affective disorder - clinical features of Mania, Bipolar I, Bipolar II, Rapid cycling. - Dysthymia and Cyclothymia - clinical features

## Unit III: Personality Disorders

Personality disorders - definition and general etiology - Biological and Psychoanalytic factors.

Subtypes of personality disorders - Diagnostic criteria of PDs under Clusters A, B and C.

Cluster A - Paranoid Personality disorder- Schizoid Personality disorder- Schizotypal Personality disorder - Cluster B - Antisocial Personality disorder- Borderline Personality disorder- Histrionic Personality disorder- Narcissistic Personality disorder - Cluster C - Avoidant Personality disorder- Dependent Personality disorder- Obsessive- Compulsive Personality disorder

## Unit IV: Substance dependence and related Disorders

Definitions of Abuse, Tolerance, Withdrawal, Addiction, Dependence and Codependence

Alcohol Use disorder - diagnostic features. Clinical features of - Alcohol intoxication and withdrawal. Alcohol amnestic disorder, Delirium tremens. - Etiology of alcoholism - biological, psychodynamic, behavioural and sociocultural factors. Effects of alcohol - Harmful effects of some common substances - Caffeine, Cannabis and Opioids. Hallucinogens - effects of LSD, PCP. Harmful effects of Benzodiazepines, Barbiturates and Cocaine

## References

- Carson, R.C., Butcher, J.N., & Mineka, S. (2014). *Abnormal psychology and modern life*. 16th edition. *Diagnostic and Statistical Manual-5* (2013). American Psychiatric Association.
- Geddes, J.R., Andreasen, N.C. & Goodwin, G. M. (2020) *New Oxford Textbook of Psychiatry, III Edition*. University Press.
- Kaplan, I. H & Sadock, J. B., (2015) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry, 11th Edition*. London: Lippincott Williams & Wilkins.
- Korchin, J. S. (2004 ). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing Co.
- Sarason, L. G., & Sarason, B. R., (2002) *Abnormal Psychology: the problem of maladaptive Behaviors*. Singapore: Pearson Education.
- Wenar, C., & Kerig, P. (2000). *Developmental Psychopathology: From Infancy through Adolescence* (4th ed.), Singapore: The McGraw-Hill Co. Inc.

# Counselling Psychology

Semester – II

Course code CPY 2C 09

Credit 4

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## Learning outcomes

After completion of the course, students are able to:

1. Demonstrate counselling for students, parents, teachers, organizational personnel and specific groups.
2. Narrate sound theoretical backing of counseling with critical thinking.
3. Explain the approaches to various psychological counseling
4. Plan a psychological counseling

## **UNIT I: Introduction to Counseling:**

Definition- Distinction Between Counseling and Psychotherapy -Goals of counseling - Historical and Professional Foundations of Counseling - Counseling process and methods – Characteristics of a helping relationship- Characteristics of an Effective Counseling relationships- Counseling Procedures/Skills: Initial procedures, the initial counseling Interview, and counseling skills. Counseling Procedures/Skill-II: Advanced Empathy, self-disclosure and Interpretation; Action strategies: Role playing, Behavioural techniques, Decision-making Methodologies and problem – solving strategies.

## **UNIT II: 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 III: 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 IV: 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 Psychotherapy*. New Jersey: Prentice Hall Inc. Englewood and Cliffs.
- Gladding, S. T. (2013). *Counseling, A Comprehensive Profession* (7<sup>th</sup> Ed). Pearson: New Delhi.
- Kottler, J. A., & Brown, R. W. (2000). *In introduction to therapeutic counseling* (4<sup>th</sup> Ed). California Brooks/Cole Publishing Company.
- McLeod, J. (2003). *An Introduction to Counselling* (3<sup>rd</sup> Ed). New York: Open University Press.
- Patterson, E. L., & Welfel, E. R. (1999). *The Counselling Process* (5<sup>th</sup> Ed). California: Brooks/Cole Publishing Company.
- Sreedhar, K. P. (1996). *Guided Somato-Psychic Relaxation*: Trivandrum: LIFE.



# Practicals II: Psychological Testing

Semester – II

Course code CPY 2L 10

Credit 4

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## Learning outcomes

1. Demonstrate the various Psychological tests and explain its uniqueness.
2. Appreciate the values and importance of Psychological Tests.
3. Develop a scientific attitude and ability of reflection and logical reasoning in understanding behavior.

1. Standard Progressive matrices / Advanced Progressive Matrices
2. WAPIS
3. Group Embedded Figure Test
4. Draw a Man Test
5. Weschler's Intelligence Scale for Children IV (Indian Version)
6. NIMHANS Battery for Neuropsychology (For children) / NAB
7. Bender-Gestalt Test (BGT)
8. LNNB- Luria Nembraska Neuro Psychological Battery
9. NIMHANS Index for Learning Disability.
10. Rey-Osterrich Neuropsychological Test.
11. Conner's Rating Scale for ADHD.
12. Thematic Apperception Test / CAT
13. Rorschach Ink Blot Test / Somatic inkblot test
14. Cognitive Distortions
15. Stanford Binet Intelligence scale
16. MISIC/ BKT
17. Developmental screening tests
18. Learning disability Diagnostic tests
19. PGI battery of brain dysfunction.
20. Executive function assessments.

- Students are to complete any 15 from the above list.

# Self-Development Techniques

**Semester – II**

**Course code CPY 2A 02**

**Credit 2**

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Learning outcomes

After completion of the course the students are able to:

1. Demonstrate the methods of doing relaxation in a counseling context.
2. Classify the various methods of relaxation techniques.
3. Execute 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, EMG, GSR
4. Self-awareness through Social Skill Development – Stress management Techniques – Counselling skills
5. Mindfulness based techniques: Mindful sitting – Mindful Meditation – Mindful Activities

# Psychotherapeutics - I

Semester – III

Course code CPY 3C 11

Credit 4

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Learning outcomes

1. To explain the scientific basis of various psychotherapeutic approaches
2. To demonstrate skill in psycho diagnosis 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.

Ethical issues in psychotherapy.

## **UNIT II: Psychoanalysis**

Basic concepts- Mechanism of psychotherapy- Opening phase- Development of transference- Working through- Resolution of transference

Brief Dynamic Therapy

## **UNIT III: Third Force Therapies**

Humanistic, Existential therapies: Basic principles

Client-centered therapy-Logo therapy- Gestalt therapy

## **UNIT IV: Specific Therapies**

Family therapy- Marital therapy- Group therapy- Crisis intervention therapy- Interpersonal therapy(IPT)- Dialectical behavioral therapy-Basic principles.

## **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.

# Neuropsychology

Semester – III

Course code CPY 3C 12

Credit 4

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Learning outcomes:

After completion of the course the students are able to:

1. Demonstrate the neurological basis of behaviour and disorders.
2. Summarize the 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 19<sup>th</sup> 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, somato sensory 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 ventro medial nucleus-Hunger, thirst, pleasure and reward, and aversion.

Amygdala: Medial and lateral 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 of normal subjects.

## References

- Joseph, R. (1996). *Neuropsychology, Neuropsychiatry and Clinical Neuroscience*. Williams and Wilkins, London.
- Kolb, B., & Whishaw, I. Q. (1999). *Fundamentals of Neuropsychology (4<sup>th</sup> ed)*, New York: Freeman & Company.
- Mazziotta, J. C. (2000). *Brain Mapping: The Systems*. Frackowak: Academic Press.
- Schneider, M., & Tarshes, B. (1986). *Introduction to Physiological Psychology*, New York: Random House.
- Walsh, K. (1994). *Neuropsychology (Lt)*, London: Churchill Livingstone, Edinburgh.

# Field Experiments

Semester – III

Course code CPY 3C 13

Credit 4

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Learning outcomes:

After completion of the course the students are able to:

1. Conduct scientific interviews, systematic observations, and administer biofeedback.
2. Differentiate the different method of data collection and its merits/demerits
3. Execute minor studies in Psychology using quantitative and qualitative methods.
4. Prepare valid and reliable psychological scales

During the third semester, students have to conduct field experiments in clinical psychology namely, systematic observation, Interview, Content Analysis, Case studies and Test 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 interviewer 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 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 in which 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 as a written record to the Head of the Department, in double copy, before 3<sup>rd</sup> 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]

# Clinical Practicum

**Semester – III**

**Course code CPY 3C 14**

**Credit 4**

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Learning outcomes:

After completion of this course the students are able to:

1. Classify the various personality disorders theoretically
2. Demonstrate the application of psycho-diagnostic tools in mental health settings.
3. Differentiate the various mental health disorders and its theoretical approaches
4. Demonstrate the skill to work under a licensed clinical psychologist in mental health centers and hospitals.

Students are expected to visit any hospitals that apply Psychology in practice in one month (30 days time, full time attendance) during the summer vacation. These students have to study under the supervision of a guide there to understand and develop skill in the application of psychological principles in the hospitals. It can be anywhere in or outside India, where the student has to bring a written report about the functioning of the mental health center, 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 hospital. The supervisor/Clinical Psychologist from the hospital 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. It is advisable to be a supervising guide from the organization with a master's degree, M.Phil/PD in Psychology, or related fields.

# Holistic Psychology

Semester – III

Course code CPY 3E 01 (Elective)

Credit 4

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Learning outcomes:

After completion of the course the students are able to:

1. Explain the eastern and western theories to explain etiology of mental health issues.
2. Demonstrate 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

- Ajaya, S. (1983). *Yoga Psychology*. Himalayan International Institute, Honesdale, PA.
- 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*. Massachussets: 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, H. (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 Consciousness. 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, G. (1948). The Synthesis of Yoga: Pt. 1. Pondichery: Aurobindo

Ashram. B. (1979). Existential Foundations of Medicine and Psychology. New York: Aronson, D.

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.

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

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

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

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



# Health Psychology

Semester – III

Course code CPY 3E 02 (Elective)

Credit 4

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Learning outcomes:

After completion of the course the students are able to:

1. Compare the health related behaviour and work under a medical practitioner or in a hospital
2. Recognise the programmes in health behaviour, related with hospital
3. Work as a training assistant for medical professional for the skill development in patient welfare behaviour.
4. Work with the team in hospital designing.

## **UNIT I: Hospital Setting**

- a. Emotional Adjustment During Hospitalization.
- b. Role of Psychologist in Hospitals.
- c. Patient Practitioner Relationship.
- d. Health and Behaviour.

## **UNIT II: Stress, Psychosocial factors and Illness**

- a) Stress and Health.
- b) Psycho physiological disorders.
- c) Cardiovascular Diseases cancer.
- 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 Programmes.
- c) Meditation and Relaxation Techniques.
- 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 Graw 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.
- Martin, G., & Pean, J. (2003). *Behaviour Modification*. New Delhi Prentice Hall India.

# Psychotherapeutics - II

Semester – IV

Course code CPY4C 15

Credit 4

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Learning outcomes:

After completion of the course the students are able to:

1. Describe the psychopathological formulation of a case on the basis of behaviour and cognitive therapy
2. To demonstrate theory and practice of behavior therapy and cognitive therapy

## Unit I: Behavior Modification-I

Classical, Operant and Vicarious Conditioning.

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

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: Cognitive Therapy

Cognitive view of psychopathology- Clinical assessment- Process of Cognitive therapy

Rational Emotive Behavior Therapy- Cognitive Behavior Therapy- Stress Inoculation

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

## References

- Carson, C. R, Butcher, J. N., & Mineka, S. (2014). *Abnormal Psychology and Modern Life*. London: Harper Collins College Publishers
- Garfield & 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,
- Rimm, D. C. & Masters, J. C. (1979). *Behavior Therapy*.
- Wolberg, R. L. (1967). *The Technique of Psychotherapy*. Grune & Stratton, INC
- Corey, G. (2009). *Theory and Practice of Counselling and Psychotherapy*. (8<sup>th</sup> Ed). USA: Thomson Brooks/Cole
- Bonger, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy theory and Practice*. Oxford University Press
- Gambrill, E. (1975) *Modification Handbook of Oassessment, intervention and evaluation*. San Francisco: Jossey Ban publishing
- 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.

# Dissertation & Viva-Voce

Semester – IV

Course code CPY4P 16

Credit 4

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## Learning outcomes

After completion of the course the students are able to:

1. Demonstrate the skills in data collection methods
2. Plan a minor research in Psychology independently
3. Differentiate qualitative and quantitative research reports.
4. Organize a research report in APA style (7<sup>th</sup> edition).

This is minor level research in behaviour, mainly intended to train in research methodology, logical thinking and report writing. The student can fix the topic and proceed the work with the help of a supervisor. A review of literature can be done and fix the method before the activity, collection of responses. After the analysis of data, the results may be derived. A detailed discussion with the support of support of theoretical argument may done.

Dissertation report should include the need and significance of the study, review of literature, details of sample, tools and procedure, result and discussion and summary with the references included. The research work may be done in quantitative or qualitative mode, as per the research problem; considering the originality of the problem, review chapters can be theoretical justification or arguments. The findings derived can be stated in the final chapter.

The student can also do a pilot study in the third semester and present it like a class room seminar so that it can be criticized by their peer. If interested the study can be extended to research work, so that more time can be utilized for the review phase. The final report can be printed on one side of the paper in A4 size, and may include 80 to 150 pages. Two copies will be submitted for examination. A personal copy in can be kept by the student, which may be finalised after external examination.

# Forensic Clinical Psychology

Semester – IV

Course code CPY4E 01 (Elective)

Credit 4

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Learning outcomes:

After the completion of the course, the students will be:

1. Demonstrate and work with the guidance of licensed forensic psychologist, to support assessment and practice.
2. Able to apply clinical psychology principles in forensic investigations and research
3. Able to 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.
- Murrand, M. C., & 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*.
- Goldstein, A. P. (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.
- Blanchette, K., & Brown, S. L. (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.
- Clive. K. et al (2006) *Offending Behaviour Programmes*. UK: John Wiley & Sons Ltd.
- Mary, M. M. (2002) *Motivating Offender to Change*. UK: John Wiley & Sons Ltd.
- McGuire, J. (2002) *Offender Rehabilitation and Treatment*. UK: John Wiley & Sons Ltd.
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# Clinical Neuropsychology

Semester – IV

Course code CPY4E 02 (Elective)

Credit 4

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Learning outcomes:

After the completion of the course, the students will be:

1. Demonstrate the different neurological assessments.
2. Differentiate the functional impairments.
3. Work under the guidance of licensed neuro psychologists, to support assessment and practice.

## UNIT I: Introduction

The Brain 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 II: 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. Acaculia – Varieties of acaculia, localization of a caculia , hemispheric specialization for calculation; Developmental Dyscalculis – clinical assessment and recent formulation of calculation disorder - Body Scheme Disturbances- 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 inpatient 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, Anterograde amnesia.

## UNIT III: Disconnection syndromes

The Behavioural effects of disconnection Hemispheric disconnection systems. Lesion effects reinterpreted as disconnection syndromes. Experimental verification of disconnection effects.

## UNIT IV: 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

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:

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

W.H. Freeman and Co.

Walsh, K. (1994). *Neuropsychology, 3<sup>rd</sup> Edn*. Churchill Livingstone. Edinburgh, London.

# Industrial Clinical Psychology

Semester – IV

Course code CPY4E 03 (Elective)

Credit 4

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Learning outcomes:

After completion of the course the students are able to:

1. Work as assistant of an expert in Industrial context to support organizational effectiveness, to deal with mentalhealth 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) Schizophrenia.
- g) Anti social personality disorder.
- h) Borderline personality disorder.
- i) Eating disorders.
- j) Traumatic Brain Injury in the workplace.
- k) Insomnia.

### 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 IV: 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.

##### **Relaxation Techniques In I/C Setting**

- b) Theoretical background.
- c) General aspects of relaxation Training.
- d) 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, stretchings, physical exercise, Breathing.
- e) Mental approaches to relaxation – self-awareness, Imagery, Goal-directed visualization, Autogenic training, Mediation, The relaxation response.
- f) Miscellaneous topics- ‘On-the-spot’ techniques, Assessment and research.

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# Rehabilitation Psychology

Semester – IV

Course code CPY4E 04 (Elective)

Credit 4

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Learning outcomes:

After completion of the course the students are able to:

1. Determine the role of rehabilitation psychologist in the field of disability rehabilitation
2. Demonstrate the concept of impairment, disability and handicap
3. Explain the various models of rehabilitation

## **Unit I: 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 II: 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 III : 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 IV: 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** - Psychoanalytic 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**

## References

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# Community and Consulting Psychology

Semester – IV

Course code CPY4E 05 (Elective)

Credit 4

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Learning outcomes:

After completion of the course he students are able to:

1. Solve the diversity issues in the community and do psychological interventions in community basis.
2. Demonstrate the 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

## **Unit I: 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.

## **Unit II: 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.

## **Unit III: 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.

## **Unit IV: 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)*

## **References**

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