St. Xavier's College (Autonomous) Ahmedabad

Department of Psychology

Syllabus for M.A. Clinical Psychology

PROGRAMME STRUCTURE

SEMESTER	COURSE CODE	COURSE NAME	CREDITS
I	PPS-1801	Cognitive Psychology-I	4
	PPS-1802	Health Psychology	4
	PPS-1803	Social Psychology-I	4
	PPS-1804	Research Methodology-I	4
	PPS-1805L	Psychological Testing-I	4
II	PPS-2801	Cognitive Psychology-II	4
	PPS-2802	Psychology of Wellbeing	4
	PPS-2803	Social Psychology-II	4
	PPS-2804	Research Methodology-II	4
	PPS-2805L	Psychological Testing-II	4
III	PPS-3801	DSM-5 & ICD-10 (Part-I)	4
	PPS-3802	Emergence of Psychology	4
	PPS-3803	Contemporary Applied Psychology	4
	PPS-3804	Clinical Neuropsychology	4
	PPS-3805	Internship	4
IV	PPS-4801	DSM-5 & ICD-10 (Part-II)	4
	PPS-4802	Counseling Techniques	4
	PPS-4803	Psychotherapy	4
	PPS-4804	Research Methodology-III	4
	PPS-4805	Dissertation	4

PROGRAMME SPECIFIC OUTCOMES

1) Understanding the fundamentals concepts and theories of clinical psychology.
2) Helping students hone their skills towards becoming mental health professionals.
3) Training students to critically evaluate and analyze the empirical evidence for and against various causal theories of and therapies for psychological ailments.
4) Acquiring research-oriented skills with a scientific temper.
5) Guiding students in an effort to enhance employability in the mental health sector.

SEMESTER-I

Course Name: **Cognitive Psychology-1**
Course code: PPS-1801
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Identify the basic ideological demarcations between Cognitivism and Behaviourism.
2) Apply in real life the basic theories of perception and attention.
3) Design rudimentary schedules of reinforcement.
4) Evaluate Behaviourism to explain the etiologies of specific disorders.
5) Describe Behavioural therapies for specified mental disorders.

COURSE CURRICULUM

Unit-1: Introduction to Cognitive Psychology
1. The Cognitive Revolution, a Brief History: the limitations of Behaviourism and the need for Cognitivism; the Information Processing Approach
2. Scope of Cognitive Psychology: Definition, Meaning and Scope
3. Core Concepts in Cognitivism: Mental Representations, Stages of Processing, Serial versus Parallel Processing, Hierarchical Systems
4. Types of Information Processing: Serial versus Parallel Processing
5. Controversies on Consciousness and Emotion as subject-matters of Cognitive Psychology.

Unit-2: Perception
1. Top-Down versus Bottom-Up Processes: Applications in understanding Synesthesia, Hallucinations and Delusions; the use of Virtual Reality Technology in diagnoses and treatment
2. Cognitive Theories of Perception: Feature Detection Theory and Geon Theory
3. Object Recognition and Agnosia
4. Face Perception and Prosopagnosia
5. Speech Perception, Boca's Aphasia and Wernicke's Aphasia

Unit-3: Attention
1. Focused versus Peripheral Attention
2. Filter Theories: Early Selection, Attenuation, Late Selection; the Cocktail Party Effect and Dichotomous Listening
3. Capacity Theories: Mental Effort, Multiple Resources; Central Bottleneck Theory
4. Understanding ADHD, ADD and related disorders through the Theories of Attention
5. Subliminal Perception: Hoax or Reality? The 'Eat Popcorn and Drink Coca-Cola' Experiment; possible applications in Consumer Behaviour

Unit-4: Learning

1. Behavioural Learning Theories: Pavlov's Classical Conditioning; Watson and Little Albert; Skinner's Operant Conditioning; Reward, Reinforcement and Punishment; Continuous Reinforcement and Extinction.

2. Partial Schedules of Reinforcement: Fixed versus Variable Schedules, Interval versus Ratio Schedules, Time Schedules; Applications in Token-Economy Therapy for Autism Spectrum, Schizophrenia and child development.

3. Bandura's Social Learning Theory: Applications in Milieu Therapy for Autism Spectrum, Agoraphobia and related disorders

4. The use of Virtual Reality Technology in diagnoses and treatment of disorders.

5. Cognitive Learning Theories: Bruner's Discovery Learning; Ausubel's Meaningful Verbal Learning

Recommended Reading:

1) Kellogg, Fundamentals of Cognitive Psychology, 2nd Edition, Sage Publications, 2012.
2) Morgan, King, Weisz and Schopler Introduction to Psychology, 7th Edition, Tata-McGraw Hill Publications, Reprint 2012.

Course Name: **Health Psychology**
Course code: PPS-1802
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Summarize various approaches to Health Psychology.
2) Appraise the theories of Health Psychology.
3) Investigate different health behavaiours.
4) Interpret stress models.
5) Identify importance of social support in stress management.

COURSE CURRICULUM

Unit- 1: An Introduction to Health Psychology
1. Background to Health Psychology: the Biomedical Model, the Biopsychosocial model, the 20th Century: Psychosomatic Medicine; Behavioral Health; Behavioral Medicine; Health Psychology
2. What is Health Psychology? Aims of Health Psychology
3. What is the Future of Health Psychology? : The Clinical Health Psychologist, The Professional Health Psychologist
4. Four Approaches to Health Psychology: Clinical Health Approach, Public Health Approach; Community Health Approach; Critical Health Psychology
5. Why is the field of Health Psychology Needed? Utility; Significance

Unit-2: Theories and Models to Study Health Psychology
1. Introduction
2. Attribution Theory
3. Theory of Planned Behaviour
4. The Health Action Process Approach
5. Cognition Models: The Health Belief Model (H.B.M); The Protection Motivation Theory (P.M.T)

Unit-3: Specific Health Behaviors
1. The Role of Exercise
2. Accident Prevention
3. Developing a Healthy Diet
4. Weight Control and Obesity
5. Venues for Health Habit Modification

Unit-4: **Stress**
1. Introduction and Definitions: What is Stress?
2. Development of Stress Models: A role for Psychological Factors In stress
3. Stress as Psycho-physiological changes

4. Does Stress Cause Illness
5. Social Support in Stress Management

Recommended Reading:

1. Ogden J, 'Health Psychology: A Text Book', 2nd edition, Open University Press, Philadelphia, 2003
2. Marks D F, Murray M & others, 'Health Psychology: Theory, Research & Practice', 2nd Edition, SAGA Publication India Pvt. Ltd., 2008
3. Tailor S E, 'Health Psychology', 7th Edition, McGraw Hill Education (India) Private Limited, New Delhi, 2012

Course Name: **Social Psychology-1**
Course code: PPS-1803
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Clarify the application of social psychology.
2) Describe the aspects of social perception and cognition.
3) Examine factors of attitudes and prejudices.
4) Distinguish different roles in groups.
5) Analyze impression management.

COURSE CURRICULUM

Unit- 1: Introduction of Social Psychology
1. Introduction and the Working Definitions of Social Psychology
2. Meaning of Social Psychology: Understanding Social Behaviour; Causes of Social Behaviour: The Actions and Characteristics of Other Persons, Cognitive Processes, Environmental Variables, Cultural Context & Biological Factors.
3. Nature and Scope of Social Psychology
4. Social Psychology in the New Millennium: Influences of Cognitive Perspective; Growing Emphasis on Application; Adoption of a Multicultural Perspective; Attention to the Potential Role of Biological factors and Evolutionary Perspective
5. Application of Social Psychology: Legal System; Health-related Behaviour; World of Work: Job-satisfaction, Helping others, Leadership Behaviour

Unit- 2: Social Perception and Social Cognition
1. Introduction, Definitions and Meaning
2. Impression Formation; Asch's Research on Central and Peripheral Traits; A Cognitive Perspective; Other Aspects
3. Impression Management; the Art of Looking Good; the Accuracy of Social Perspective
4. Impact of Schemas on Social Cognition and Nature of Schema; Heuristics of Representativeness and Availability
5. Sources of Errors in Social Cognition

Unit-3: Attitudes and Prejudices
1. Introduction, Definitions and Meaning of Attitude
2. Nature & Dimensions of Attitudes: Direction; Intensity; Centrality; Salience; Consistency
3. Theories of Attitude Formation and Social Learning: Classical Conditioning; Instrumental Conditioning; Modeling Conditioning; Balance Conditioning; Attitude Change
4. Prejudices: Definition and Meaning of Prejudice; Origins of Prejudice: Direct Intergroup Conflict; Social Categorization; Stereotypes; Other Cognitive Mechanisms

5. Techniques for Countering the Effects of Prejudice: Breaking the Cycle; Direct Intergroup Contact; Cognitive Intervention; Social Influence; Coping with Prejudice; Gender; Minority Groups; Challenged Groups; Racial Discrimination

Unit-4: Group Cohesion and Conformity

1. Introduction: What is a Group?
2. Group Cohesion: Nature of Group Cohesion, Consequences of group cohesion; Group Structure and Goals: Group Goals and Individual goals
3. Roles In Groups: Roles in group communication, task specialists and social-emotional specialists
4. Conformity to group norms: group norms, function of norms, types of norms; The Asch Conformity Paradigm
5. Increasing Conformity: Size of Majority, Unanimity, Attraction to the group, Commitment to future interaction & Competence.

Recommended Reading:

1. Baron, Robert A. and Donn Byrne, 'Social Psychology' Tenth edition, Pearson Education, 2005
2. Das, Dr. G. 'Social Psychology', Forward Publishing Company Delhi, 2003
3. Michener H.A, Delamater J D, Myers D J, 'Social Psychology', fifth edition, Thomson Learning Academic Resource Center, 2004.

Course Name: **Research Methodology –I**
Course code: PPS-1804
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Describe the fundamental types and goals of research.
2) Demonstrate in real life the basic research designs of Behavioural science.
3) Evaluate and design rudimentary observation schedules.
4) Design and practically carry out surveys.
5) Illustrate research reports of various kinds in scientific jargon.

COURSE CURRICULUM

Unit-1: Introduction to Research
1. Introduction: Meaning and objective, Types of research: Descriptive v/s Analytical, Applied v/s Fundamental, Quantitative v/s Qualitative, Conceptual v/s Empirical, Other Types
2. The goals of research: Description, Prediction, Understanding, Creative Change
3. Significance of research
4. Research methods vs. methodology
5. Criteria for good research

Unit-2: Research Design
1. Meaning of the term 'research design'
2. Features of a good research design
3. Important concepts related to research designs: Dependent and Independent Variables, Extraneous Variables, Control, Confounded Relationship, Research Hypothesis, Experimental and Non-Experimental Hypothesis-Testing Research, Experimental and Control Groups, Treatments, Experiment, Experimental Units
4. Different research design: Research Design in the case of Exploratory Research Study, Descriptive and Diagnostic Research Study, Hypothesis Testing Research Studies
5. Choosing a research design: Observational and Correlational Research Designs, Experimental Designs, Quasi-Experimental Designs, Single-Case Designs

Unit-3: Observations and Surveys
1. The basic idea of observation
2. Recorded behavior: Comprehensive Records of Behaviour, Records of Selected Behaviors, Measurement Scales
3. Analyzing observation data: Quantitative Data Analysis, Qualitative Data Analysis
4. Introduction to the Survey method and Survey research designs
5. Analyzing survey data: Correlation Coefficients and Scatter plots, Margin of Error

Unit-4: Implementation of Research

1. Research problems and Research Designs
2. Observation Reports
3. Developing Questionnaires for Surveys
4. Analyzing Survey Data
5. Writing a Research Report

Recommended Reading:

1. Kothari C R & Garg G., 'Research Methodology, Methods and Techniques', third edition, New Age International Publication Limited, New Delhi, 2014

2. Zechmeister JS,Zechmeister EB & Shaughnessy J J, 'Essentials of Research Methods in Psychology', Mc Graw Hill, 2001

Course Name: **Psychological Testing –I (Practical)**
Course code: **PPS-1805L**
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Describe the fundamental types and goals of psychometric testing.
2) Apply various psychometric tests on live human subjects/participants.
3) Criticize the reliability and validity of psychometric tests at a rudimentary level.
4) Outline specific psychometric tests to conduct research projects.
5) Inspect the standardized norms of psychometric tests to interpret scores.

COURSE CURRICULUM

1. Person Perception Test
2. Cognitive Style Inventory
3. Stress Measurement
4. Attitude Scale
5. Measurement of Prejudice
6. Social Adjustment Test
7. General Health Questionnaire

SEMESTER-II

Course Name: **Cognitive Psychology-II**
Course Code: PPS-2801
No. of Credits: 04
Learning Hours: **60 hours**

Course Outcomes

At the end of the course, students are expected to:

1) Distinguish the ideological demarcations between reasoning and concept formation.
2) Identify in real life the basic theories of memory and intelligence.
3) Apply and elaborate the rudimentary heuristics of decision making and problem solving.
4) Summarize the theories of memory to explain the etiologies of specific amnesias.
5) Evaluate the basic stages and types of creativity.

COURSE CURRICULUM

Unit-1: Memory

1. Introduction: Encoding, Storage and Retrieval; the Atkinson-Shiffrin Model
2. The Sensory Register: Iconic versus Echoic Memory
3. Types of Long-Term Memory: Declarative v/s Procedural; Episodic v/s Semantic; Prospective
4. Working Memory: Alan Baddeley's Multi-Component Model, Central Executive, Episodic Buffer, Visuo-Spatial Sketchpad (the Visual Cache and the Inner Scribe), and Phonological Loop
5. Types of Amnesia: Psychological versus Biological; Childhood Amnesia, Dream Amnesia, Defensive Amnesia, Transient Global Amnesia, Marijuana and Alcohol related Amnesia, Korsakoff's Syndrome, Stockholm Syndrome, Alzheimer's disease, Dementia and its types; the famous case-study of HM.

Unit-2: Concept Formation and Problem Solving

1. Introduction, Definitions and Types of Concepts: Rule-Governed and Object Concepts
2. Types of Problems: Well-defined and Ill-defined, Productive and Reproductive, Relations among terms.
3. Heuristics of Problem-solving: Working Backwards, the Analogy Heuristic.
4. Creativity and Its Types: Historical and Process Creativity
5. Stages of Creativity: Preparation, Incubation, Illumination and Verification.

Unit-3: Reasoning and Decision Making

1. Syllogistic Reasoning: Syllogistic Forms, Common Errors and Cognitive Constraints.
2. Conditional Reasoning: Valid and Invalid Conditional Reasoning, Common Errors and Cognitive Constraints
3. Heuristics of Decision Making: the Representativeness Heuristic, the Availability Heuristic, Fast & Frugal Heuristics
4. Emotions and Decision Making: Introduction, the Dual-Process Hypothesis, the Somatic Marker Hypothesis
5. Moral Decision Making

Unit-4: Intelligence

1. Introduction to Intelligence
2. History of Intelligence testing
3. What is Artificial Intelligence?
4. Traditional Theories of Intelligence: Factor Theories versus Process-Oriented Theories, the G-Factor Theory, Multi-Factor Theories, Hierarchical Theories
5. Modern Theories of Intelligence: Information-Processing Theories, Howard Gardner's Theory of Multiple Intelligences, Robert Sternberg's Triarchic Theory of Intelligence, Luria's PASS Theory, Piaget's Theory of Cognitive Development, Bruner's Theory

Recommended Reading:

1. Kellogg, 'Fundamentals of Cognitive Psychology', 2nd Edition, Sage Publications, 2012.
2. Morgan, King, Weisz and Schopler, 'Introduction to Psychology", 7th Edition, Tata-McGraw Hill Publications, Rep2012.
3. Matlin, Cognition, 6th Edition, John Wiley & Sons, Inc., 2005.
4. Robert A Baron, Girishwar Misra, Pearson, 5th edition Psychology Indian subcontinent Edition 2016.
5. Saundra K Ciccarelli, J. Noland White, Pearson Global Edition Psychology 5th edition, Pearson Education Limited 2018.

Course Name: **Psychology of Well-being**
Course code: PPS-2802
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes

At the end of the course, students are expected to:
1) State and interpret various components of health and well-being.
2) Describe and appreciate various techniques of stress management.
3) Evaluate different types of psychological intervention.
4) Summarize the components of subjective well-being.
5) Appraise of the Indian concepts of mental health.

COURSE CURRICULUM

Unit-1: Approaches to Health and Wellbeing

1. What do you mean by Health? : Aspects of Health; Components of Mental Health
2. What do you mean by Wellbeing?
3. Facets of Wellbeing: Emotional wellbeing; Psychological wellbeing; Social wellbeing; Spiritual wellbeing; Health and wellbeing
4. Indian Concept of Mental Health: Mental Health and Related Concepts; Factors Affecting Mental Health;
5. Principles of Healthy Mental Life

Unit-2: Gender and Subjective Wellbeing

1. What is Subjective Wellbeing (SWB)?
2. Components of SWB: Affect Balance; Life Satisfaction; Measuring SWB
3. Theories of Subjective Wellbeing (SWB): Top-Down Perspective; Bottom-up Perspective
4. Personality and Genetics
5. Positive Psychology in Stress Management and Wellbeing: The Goal; Background

Unit-3: Stress Management and Wellbeing

1. What is Stress Management? : A Historical Foundation
2. Models: Transactional Model; Health Realization/Innate Health Model
3. Techniques to Cope with Life Stresses: Autogenic Training; Social Activity/Interpersonal Relationship; Flourishing, Budding, Blooming, Blossoming relationships
4. Cognitive Therapies: Rational Emotive Behaviour Therapy (REBT); Cognitive Behavioral Therapy (CBT)
5. Conflict Resolution

Unit-4: Prevention

1. Background
2. Summarizing Theory on Coping with extreme stress: Process Characteristics, Intrusion and denial, The search for meaning, Disorders in coping with extreme stress, Multiple determination
3. Psychological Intervention: Stimulating A Healthy Process of Coping: Practical Help and Information, Support, Reality Testing, Confrontation, Several contacts over a longer period;

4. Early Recognition of Disorders: Group v/s Individual Assistance
5. Other Models of Interventions.

Recommended Reading:

1. Dr. Sandhya Ojha, Dr. Urmila Shrivastav, Dr. Shobhana Joshi. Globall, 'Health & Wellbeing-Emerging Trends', 1st Edition,Vision Publishing house, New Delhi, 2010
2. Dr. Lakshameshwar Thakur, 'Stress Psychology', Thomas Press Ltd. New Delhi, 2017
3. Rolf, J. Kleber and Danny Brom, 'Coping with Trauma-Theory, Prevention and Treatment' Swets and Zaitlinger, Netherlands, 2003

Course Name: **Social Psychology-II**
Course code: PPS-2803
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Describe and interpret socialization and social identity.
2) Appreciate and give an outline of pro-social behavior.
3) Recognize interpersonal attraction.
4) Give examples of determinants of liking.
5) Distinguish between various forms of social influence.

COURSE CURRICULUM

Unit-1: Socialization and Groups
1. Introduction: Definition and Meaning of Socialization
2. Definition and Meaning of Groups
3. Functions and Types/Classification of Groups, Agencies of Socialization
4. Social Identity: Components and Gender
5. Coordination, Co-operation and Conflicts in Groups

Unit-2: Social Influence
1. Introduction
2. Meaning and Definition
3. Conformity: Meaning, Factors influencing conformity Bases of conformity, Minority Influence
4. Compliance: Principles of compliance, Tactics based on friendship, Tactics based on commitment, Tactics based on scarcity, other tactics
5. Extreme forms of social influence: Obedience to authority, intense indoctrination, the case-study of Adolf Hitler.

Unit-3: Prosocial Behaviour
1. Introduction: Meaning and Definition
2. Responding to Emergency
3. Five essential steps in helping others
4. Model of helping behaviour: Latane and Darley Model, Negative State Relief Model
5. Theories of prosocial Behaviour: Reinforcement Theory, Cognitive Developmental Theory

Unit-4: Interpersonal Attraction and Relationship
1. Introduction
2. Who is available?
3. Who is desirable?
4. The determinants of liking
5. Love and Loving

Recommended Reading:

1. Baron, Robert A. and Donn Byrne, 'Social Psychology' Tenth edition, Pearson Education, 2005
2. Das, Dr. G. 'Social Psychology', Forward Publishing Company Delhi, 2003
3. Michener H.A, Delamater J D, Myers D J, 'Social Psychology', fifth edition, Thomson Learning Academic Resource Center, 2004

Course Name: **Research Methodology–II**
Course code: PPS-2804
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Identify the basic principles and describe the designs of experimental research.
2) Distinguish the basic factorial designs.
3) Calculate inferential statistics on veridical experimental data.
4) Classify the basic types and appraise the methods of qualitative research.
5) Analyze qualitative research data with respect to specific methods.

COURSE CURRICULUM

Unit-1: Experimental Research Designs
1. Introduction to Experimental research
2. Basic principles of experimental research
3. Before-and-After Without Control Design, After-Only With Control Design, Before-and – After With Control Design
4. Completely Randomized Design
5. Randomized Block Design

Unit-2: Factorial Experimental Designs
1. Introduction to Factorial Designs
2. Simple Factorial Designs
3. Complex Factorial Designs
4. Latin square Designs
5. Repeated Measures Design

Unit-3: Methods used for Group Comparison
1. t – test (Formula – II)
2. t – test (Formula – III)
3. Product Moment Correlation
4. Significance testing of correlation coefficients
5. χ^2 methods

Unit-4: Basic Qualitative Research
1. Introduction to Qualitative Research
2. The Interview Method: Question preparation and conducting interviews.
3. Narrative Analysis: Stories/poems
4. Phenomenological Research: Self-experience and introspection
5. Case-study Analysis: Print and Electronic Media

Recommended Reading:

1. Kothari C R & Garg G., 'Research Methodology, Methods and Techniques', third edition, New Age International Publication Limited, New Delhi, 2014
2. Zechmeister JS, Zechmeister EB & Shaughnessy JJ, 'Essentials of Research Methods in Psychology', Mc Graw Hill, 2001
3. Sinha BL, 'Statistic in Psychology and Education', Anmol Publications Pvt., New Delhi, 2002

Course Name: **Psychological Testing–II (Practical)**
Course code: **PPS-2805L**
No. of credits: 04
Learning hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Illustrate the types and clarify the goals of psychometric testing.
2) Analyze and practice intelligence testing on live human subjects/participants.
3) Criticize and indicate the reliability, validity and interpret norms of psychometric tests.
4) Employ specific psychometric tests to conduct research projects.
5) Clarify human behaviour through measurement of mental health and wellbeing.

COURSE CURRICULUM

1. Short Term Memory Test
2. Long Term Memory Test
3. Test of General Intelligence
4. Non-verbal Group Intelligence Test
5. Test of Psychological Well Being
6. Mental Health Battery
7. Coping Checklist

SEMESTER-III

Course Name: **DSM-5 & ICD-10 (Part-I)**
Course Code: PPS-3801
No. of Credits: 04
Learning Hours: **60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Comprehend, distinguish and critically evaluate the nuances of the DSM and ICD diagnostic frameworks.
2) Apply the diagnostic criteria of said frameworks in case evaluation
3) Evaluate the diagnostic as well as statistical aspects of symptomatology of various disorders.
4) Incorporate the role of comorbidities in the larger mental health evaluation of a subject.
5) Connect the etiology to the symptomatology of specific classes of psychiatric ailments.

COURSE CURRICULUM

Unit-1: Classification and Models of Psychopathology
1. Introduction
2. Psychopathology and systems of classification.
3. Basic features of DSM-5 & ICD-10: Similarities, differences and critical evaluation.
4. Major theoretical models of psychopathology.
5. Critical evaluation.

Unit-2: Disorders of mood, anxiety, somatoform & behavioural syndromes
1. Clinical characteristics and etiology of depression, bipolar affective disorders.
2. Clinical characteristics and etiology of phobia, panic, OCD, PSTD, adjustment disorder.
3. Clinical characteristics and etiology of dissociative disorder
4. Somatoform disorder, other neurotic disorders.
5. Clinical characteristics and etiology of eating disorders and sleep disorders.

Unit-3: Psychotic spectrum disorders
1. Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.
2. Schizophrenia and its spectrum.
3. Delusional, brief and shared psychotic disorders.
4. Schizo-affective disorders and related manifestations.
5. Other psychotic disorders, cultural specific manifestations, organic overlay.

Unit-4: Disorders of infancy, childhood and adolescence
1. Introduction
2. Clinical characteristics and etiology of specific developmental disorder of scholastic skills.
3. Pervasive developmental disorders.
4. Behavioural and emotional disorders.
5. Disorders of social functioning.

Recommended Readings:

(1) Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5). American Psychiatric Association.
(2) International Classification of Diseases, 10th edition (ICD-10). World Health Organization.
(3) Diagnostic and Statistical Manual of Mental Disorders, 4th edition, Text Revision (DSM-IV-TR). American Psychiatric Association.
(4) Adams, P. B., & Sutker, H. E. (2001). Comprehensive handbook of psychopathology (3rd ed.). New York: Springer.
(5) Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). Psychopathology: History, diagnosis and empirical foundations. New York: John Wiley and Sons.
(6) Hersen, M., & Beidel, D. (2012). Adult psychopathology and diagnosis (6th ed.). New York: Wiley.
(7) Maddux, J. E., & Winstead, B. A. (2007). Psychopathology: Foundations for a contemporary understanding. New York: CRC Press.
(8) Blaney, P. H., Krueger, R. F., & Millon, T. (2015). Oxford textbook of psychopathology (3rd ed.). New York: Oxford University Press.
(9) Millon, T., Krueger, R. F., & Simonsen, E. (2011). Contemporary directions in psychopathology. New York: Guilford Press.
(10) Sadock, B. J., & Sadock, V. A. (2015). Kaplan and Sadock's synopsis of psychiatry (11th ed.). PA, USA: Lipincott, Williams and Wilkins.

Course Name: **Emergence of Psychology**
Course Code: PPS-3802
No. of Credits: 04
Learning Hours: **60 hours**

Course Outcomes

At the end of the course, students are expected to:

1) Comprehend the philosophical frameworks behind each major school of psychology.
2) Compare and contrast Eastern versus Western antecedents of modern psychology.
3) Distinguish the nuances and differences within each school of psychology.
4) Be familiar with the works of pioneering psychologists of each major school.
5) Debate and argue for and against the applicability of each theoretical framework within the larger context of mental health, including but not limited to vastly differing etiologies, symptomatology and treatments.

COURSE CURRICULUM

Unit-1: Pre-scientific Psychology – East versus West

1. The Bhagwat Gita, Integral Yoga, Buddhism and Sufism
2. Academic Psychology in India: Pre- and Post-Independence Eras; Emergence of Indian Psychology in Academia
3. Titchener's Structural Psychology; Functionalism as a System
4. Criticisms of and Distinction between Structuralism and Functionalism

Unit-2: Behaviourism and Later Behaviourism

1. Watsonian Behaviourism as a system
2. Criticisms of Watsonian Behaviourism
3. Later Behaviourism: Edwin R. Guthrie, Clark L. Hull, B.F. Skinner, E.C. Tolman
4. Distinction between Early and Later Behaviourism

Unit-3: Psychoanalysis and the Neo-Freudians

1. Contribution of Freudian Psychoanalysis
2. Contributions of Alfred Adler & Carl Jung
3. Contributions of Neo-Freudians Anna Freud, Karen Horney, Harry Sullivan & Erik Erikson
4. Distinction between the Freudians and the Neo-Freudians

Unit-4: Humanistic Psychology

1. Basic Tenets and Criticisms of Humanistic Psychology
2. Antecedent Forces to Humanistic Psychology
3. Roger's Person-Centred Theory
4. Maslow's Self-Actualization Theory

Recommended Readings:

(1) Singh, Arun Kumar & Singh, Ashish Kumar (2009). History and Systems of Psychology. Motilal Banarsidas Publishers, New Delhi.
(2) Marx M.H. (1963). Theories in Contemporary Psychology. Macmillan, New York.

Course Name: **Contemporary Applied Psychology**
Course Code: PPS-3803
No. of Credits: 04
Learning Hours: **60 hours**

Course Outcomes

At the end of the course, students are expected to:

1) Be familiar with the nuances, applicability and scope of Sports Psychology in the context of the 21st Century.

2) Be familiar with the nuances, applicability and scope of Industrial/Workplace/Organizational Psychology in the context of the 21st Century.

3) Be familiar with the nuances, applicability and scope of Cyber Psychology in the context of the 21st Century.

4) Be familiar with the nuances, applicability and scope of Parapsychology in the context of the 21st Century and critically evaluate this fringe subject through the rigorous application empiricism.

COURSE CURRICULUM

Unit-1: Sports Psychology

1. Introduction and Definitions
2. Physical fitness and physical skills: Importance of physical fitness, Types of physical fitness
3. Role of motivation in sports
4. Effectiveness of psychological intervention in sports injury
5. Personality and sports

Unit-2: Industrial/Workplace/Organizational Psychology

1. What is Industrial Psychology: Definitions, Nature & Scope
2. Industrial and Organizational Behaviour in everyday life
3. What I-O Psychology means to employers
4. An overview of the Development of I-O Psychology: Pioneers in personnel selection; WWI and the testing movement, Hawthorne studies; WWII and engineering psychology
5. Content theories of motivation: Achievement motivation, Hierarchy of needs theory, Two-factor (Motivation-Hygiene) Theory

Unit-3: Cyber-psychology

1. Introduction
2. Psychology and Technology interface
3. Digital Learning and Etiquette
4. Cyber-bullying: Consumption, Applications, Parental mediation of digital use
5. Cyber-pornography

Unit-4: Parapsychology

1. Introduction to Parapsychology
   - Definitions of Parapsychology
   - History of Parapsychology
   - Types of Psychical Phenomena

2. Methods of Parapsychology
   - Exploratory Methods in Parapsychology
   - Methods of Verification
3. Discarnate Survival and Reincarnation
4. Western Theoretical Attempts to Explain the Paranormal
5. Indian Explanations of the Paranormal
   - Indian Theory of Subtle Body and Normal Perception
   - Indian Theory of Subtle Body and Extrasensory Perception
   - Indian Theory of Subtle Body and Discarnate Survival and Reincarnation

Recommended Reading

(1) Patankar J.S. Fundamentals of Sports Psychology
(2) Schultz & Schultz. Psychology and Work Today, Special Indian Edition

Course Name: **Clinical Neuropsychology**
Course Code: PPS-3804
No. of Credits: 04
Learning Hours: **60 hours**

Course Outcomes

At the end of the course, students are expected to:

1) Be familiar with the various neuroimaging and electrophysiological recording techniques, both classical as well as contemporary.
2) Critically evaluate the biological causal factors of various psychiatric disorders.
3) Critically evaluate the biological treatments of various psychiatric disorders, both ancient as well as modern.
4) Analyze the nuances of the diagnostics, symptomatology, etiologies and treatments/management of major neurodegenerative disorders.
5) Evaluate the mysteries of the brain-mind-cognition-behaviour quadrilateral in a mental health framework.

COURSE CURRICULUM

Unit-1: Introduction to & Methods of Studying Neuropsychology

1. Introduction and Definitions: Neuropsychology, Biopsychology, Cognitive Neuroscience, Psychobiology and Physiological Psychology
2. Physiological Recording Techniques: Cerebral Angiography, Contrast X-rays, CT-scans, MRI & fMRI, PET-scans, Scalp EEG & ERPs, EMG, EOG, ECG/EKG, GSR, Sphygmomanometer, Plethysmography, fNIRS, TMS & MEG.
3. Advanced Lesion Methods: Aspiration, Radio-frequency, Knife-cuts and cryogenic blockades.
4. Invasive Electrophysiological Recording: Extracellular, Intracellular, Multiple-Unit & Invasive EEG
5. The Modern Approach to Neuropsychological Testing/Assessment: Single-test Approach, Standardised-Test-Battery Approach, Customized-Test-Battery Approach, Tests of Intelligence, Memory, Language Lateralization and Frontal Lobe Functions

Unit-2: Biological Etiologies

1. Biological Causal Factors of Panic Disorder, Generalized Anxiety Disorder (GAD) and Obsessive Compulsive Disorder (OCD)
2. Biological Causal Factors of Mood Disorders: Unipolar and Bipolar
3. Biological Causal Factors of Personality Disorders
4. Biological Causal Factors of Substance-abuse Disorders: Opiates, Alcohol, Stimulants, Sedatives, Hallucinogens & Marijuana
5. Biological Causal Factors of Schizophrenia and psychotic disorders

Unit-3: Neuropsychological Treatments/Interventions

1. Neuropsychological Examination
2. Early Attempts at Biological Interventions: Coma, Convulsive Therapy
3. Neurosurgery/Psychosurgery, Lobotomies and Lobectomies
4. Psychopharmacological Treatments: Anti-psychotics, Anti-Depressants, Anti-anxiety drugs, Mood-stabilizers and Juvenile Drug Interventions
5. Brain Damage Recovery through Neuroplasticity: Rehabilitative Training, Genetic Engineering & Neurotransplantation

Unit-4: Neurodegenerative Disorders

1. Alzheimer's Disease
2. Parkinson's Disease
3. Dementia: Dementia of Alzheimer's type, Vascular dementia, substance-induced dementia, Other medical conditions causing dementia
4. Traumatic Brain Injury
5. Amyotrophic Lateral Sclerosis (ALS)

Recommended Reading

(1) Pinel, J. (2000). Biopsychology, 4th Edition, Allyn & Bacon Publications, 2000.
(2) Carson, Butcher & Mineka (2000). Abnormal Psychology and Modern Life, 11th Edition, Allyn & Bacon Publications, 2000.
(3) Ward, J. The Student's Guide to Cognitive Neuroscience 2nd Edition.
(4) Gazzaniga & Sperry. Introduction to Cognitive Neuroscience.
(5) Saundra K Ciccarelli, J. Noland White, Psychology, 5th edition, Pearson Global Edition, Pearson Education Limited 2018.

Course Name: **Internship**
Course Code: PPS-3805
No. of Credits: 04
Learning Hours: **60 hours**

Course Outcomes

At the end of the course, students are expected to:

1) Get a first-hand experience of what it is like to work side-by-side with mental health professionals at the grassroots level.
2) Evaluate the gap between theory and practice (like in every branch of applied science) in the existing reality of the mental health scenario in India.
3) Be familiar with the rigorous documentation and paper-work involved in this field.
4) Inculcate within themselves a certain code of professional ethics pertaining to the client-practitioner relationship.
5) Effectively communicate about and evaluate the entire internship process through the prism of scientific temper.

COURSE CURRICULUM

1) **Introduction to and the Need for an Internship**

2) **In-house Processes:**
   - Ethics
   - Sensitivity Training
   - Body Language and Dressing Sense

3) **Areas of Internship:**
   - Crisis Intervention
   - Clinical Settings
   - Counselling Settings

4) **Report Writing:**
   - Daily
   - Weekly
   - Final

5) **Presentation**

SEMESTER-IV

Course Name: **DSM-5 and ICD-10 (Part-II)**
Course Code: PPS-4801
No. of Credits: 04
Learning Hours: **60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Comprehend, distinguish and critically evaluate the nuances of the DSM and ICD diagnostic frameworks.
2) Apply the diagnostic criteria of said frameworks in case evaluation
3) Evaluate the diagnostic as well as statistical aspects of symptomatology of various disorders.
4) Incorporate the role of comorbidities in the larger mental health evaluation of a subject.
5) Connect the etiology to the symptomatology of specific classes of psychiatric ailments.

COURSE CURRICULUM

Unit-1: Personality Disorders
1. Introduction
2. Characteristics and Etiology of Cluster-A Disorders
3. Characteristics and Etiology of Cluster-B Disorders
4. Characteristics and Etiology of Cluster-C Disorders
5. Characteristics and Etiology of Other Personality Disorders

Unit-2: Sexual Disorders
1. Gender Identity Disorders
2. Paraphilias and Paraphillic Disorders
3. Sexual Dysfunctions Part One
4. Sexual Dysfunctions Part Two
5. Other Sexual Dysfunctions

Unit-3: ADHD and Mental Retardation
1. ADHD
2. Types of Mental Retardation
3. Etiology of Mental Retardation
4. Common Psychiatric Emergencies: Part One (Stupor and Catatonic Syndrome)
5. Common Psychiatric Emergencies: Part Two (Violence and ICU Psychosis)

Unit-4: Substance Use and Medication induced Disorders
1. Alcohol, Opioid, Cocaine Use Disorders
2. Amphetamine, LSD, Barbiturates Use Disorders
3. Inhalants or Volatile Solvents, Hallucinogens and Cannabis Use Disorders
4. Antipsychotics, Benzodiazepines Use Disorders
5. Serotonin Syndrome, Antidepressant Discontinuation Syndrome

Recommended Reading:

1. Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5). American Psychiatric Association.
2. International Classification of Diseases, 10th edition (ICD-10). World Health Organization.
3. Diagnostic and Statistical Manual of Mental Disorders, 4th edition, Text Revision (DSM-IV-TR). American Psychiatric Association.
4. Sadock, B.J., Ahmad, S., Sadock, V. A. (2019), South Asian Edition Of Kaplan And Sadock's Pocket Handbook Of Clinical Psychiatry (6th Edition), New Delhi, India, Wolters Kluwer
5. Ahuja, N., & Niraj, A. (2011). A Short Textbook of Psychiatry. Jaypee Brothers Publishers.
6. Semple, D., & Smyth, R. (2019). Oxford Handbook of Psychiatry. Oxford University Press.

Course Name: **Counselling**
Course Code: PPS-4802
No. of Credits: 04
Learning Hours**: 60 hours**

Course Outcomes

At the end of the course, students are expected to:

1) Differentially apply professional personas in a variety of professional and/or organizational settings in the field of mental health.

2) Successfully manage the counseling/therapeutic relationship.

3) Creatively manage the hackneyed as well as the unexpected challenges of a counseling/therapeutic relationship.

4) Learn to truly put aside their biases and prejudices in their client-counselor relationships and not merely deploy Freudian defense mechanisms to mask the same.

COURSE CURRICULUM

Unit-1: Professional Settings and Organizations in the field of Mental Health

1. Introduction
2. Working Contexts: Types and Significance
3. Procedures, Policies and Guidance
4. Managing Organizational Expectations
5. The Independent Practitioner

Unit-2: Managing Aspects of the Counseling/Therapeutic Relationship

1. Before the First Session
2. Using Questions to Make Assessments
3. Contracts an Fees; Early Stages of the Relationship
4. Goal-Setting and Reviewing; Working Long-term versus Briefly
5. Managing Endings; After the Client has left

Unit-3: Challenges in the Counseling/Therapeutic Relationship

1. Transference and Counter-transference
2. Dependency
3. Missed Appointments and Cancellations
4. The Resistant Client
5. Self-Disclosure

Unit-4: Working with Diversity and Differences

1. Power and Powerlessness
2. Gender and Sexual Orientation
3. Faith and Spirituality
4. Culture
5. Disability

Recommended Reading:

1. Reeves A. (2013). An Introduction to Counselling and Psychotherapy: From Theory to Practice. Sage Texts.
2. Seligman L. & Reichenberg L. (2014). Theories of Counseling and Psychotherapy: Systems, Strategies and Skills. Pearson Education Inc.

Course Name: **Psychotherapy**
Course Code: PPS-4803
No. of Credits: 04
Learning Hours**: 60 hours**

Course Outcomes
At the end of the course, students are expected to:
1) Connect the philosophical frameworks learnt in PPS-3802 to the therapeutic treatments of various psychological disorders.
2) Apply and evaluate the varied approaches to psychotherapy.
3) Develop a long-lasting skill-set through said application.
4) Improve their own mental wellbeing and quality of life by through self-application the skills developed through these techniques of psychotherapy.
5) Develop their own eclectic mix of therapeutic techniques based on their own critical analyses of the same.

COURSE CURRICULUM

Unit-1: Thought- & Action-focused Psychotherapies
1. REBT: Treatment, Applications, Evaluation & Skill Development
2. Cognitive Therapy: Treatment, Applications, Evaluation & Skill Development
3. Behaviour Therapy: Treatment, Goal-Setting, Planning & Implementation
4. CBT: Treatment, Applications, Current Use Evaluation & Skill Development
5. Reality Therapy: Treatment, Applications, Current Use, Evaluation & Skill Development

Unit-2: Emotion-focused Psychotherapies
1. Person-Centered Therapy: Treatment, Applications, Current Use, Evaluation & Skill Development
2. Existential Therapy: Treatment, Applications, Current Use, Evaluation & Skill Development
3. Gestalt Therapy: Treatment, Applications, Current Use, Evaluation & Skill Development
4. Narrative & Feminist Therapies: Development, Therapeutic Alliance, Strategies & Current Status
5. Solution-focused Brief Therapy: Development, Treatment, Applications, Current Use & Evaluation

Unit-3: Background-focused Psychotherapies
1. Classical Psychoanalysis: Treatment, Applications, Current Use, Evaluation & Skill Development
2. Analytical Psychology: Treatment, Applications, Current Use & Evaluation
3. Brief Psychodynamic Therapy: Treatment, Models, Applications, Current Use, Evaluation & Skill Development
4. Self-Psychology: Theories, Strategies & Current Status
5. Object-Relations Psychology: Overview, Theories & Current Status

Unit-4: Family Therapy and Integrative Therapy

1. The Family Systems Approach: Overview, Development, History
2. Family Therapy: Thought- & Action-focused, Emotion-focused and Background-focused
3. Family Therapy: Applications, Evaluation and Skill Development
4. Integrative and Eclectic Therapies: Reasons, Challenges, Benefits, Nature, Characteristics & Types
5. Multimodal Therapy: Theory, Practice, Therapeutic Alliance, Application & Current Status

Recommended Reading:

1. Seligman L. & Reichenberg L. (2014). Theories of Counseling and Psychotherapy: Systems, Strategies and Skills. Pearson Education Inc.
2. Reeves A. (2013). An Introduction to Counselling and Psychotherapy: From Theory to Practice. Sage Texts.

Course Name: **Research Methodology–III**
Course Code: PPS-4804
No. of Credits: 04
Learning Hours**: 60 hours**

Course Outcomes

At the end of the course, students are expected to:

1) Successfully conduct quantitative parametric analyses on most types of factorial experimental designs.
2) Successfully conduct quantitative non-parametric analyses on basic group comparisons.
3) Skillfully predict behaviour through regression models.
4) Conduct non-parametric correlations on a variety of categorical data.
5) Conduct in computerized statistical packages, all the descriptive and inferential statistical tools learnt throughout the post-graduate programme.

COURSE CURRICULUM

Unit-1: Analysis of Variance (ANOVA)

1. One-way between-subjects ANOVA
2. One-way within-subjects ANOVA
3. Two-way between-subjects ANOVA
4. Two-way within-subjects ANOVA
5. Two-way mixed model ANOVA

Unit-2: Special Correlation Methods

1. Biserial correlation: Biserial –r: Calculation, Standard Error; Alternative Formula
2. Point Biserial –r: Significance of Point Biserial r, Comparison of Biserial r and Point Biserial r
3. Correlation from fourfold tables: Tetrachoric r: Calculation of Tetrachoric r,
4. Restrictions on the use of the formula, Standard error of Tetrachoric r; Phi Coefficient
5. The Contingency Coefficient C

Unit-3: Regression and Wilcoxon

1. Introduction to Regression Analysis
2. Simple Linear Regression
3. Multiple Linear Regression
4. Wilcoxon Rank Sum Test (Mann-Whitney U-test)
5. Wilcoxon Signed Rank Test (W-test)

Unit-4: Introduction to SPSS

1. Conducting Data Entry and Descriptive Statistics in SPSS
2. Conducting Student's t-test in SPSS
3. Conducting ANOVA in SPSS with post-hoc analyses
4. Conducting Regression Analysis in SPSS
5. Conducting Chi Square and Wilcoxon Tests in SPSS

Recommended Reading:

1. Kothari C R & Garg G., 'Research Methodology, Methods and Techniques', third edition, New Age International Publication Limited, New Delhi, 2014
2. Zechmeister JS, Zechmeister EB & Shaughnessy JJ, 'Essentials of Research Methods in Psychology', McGraw Hill, 2001
3. Sinha BL, 'Statistics in Psychology and Education', Anmol Publications Pvt., New Delhi, 2002

Course Name: **Dissertation**
Course Code: **PPS-4805**
No. of Credits: 04
Learning Hours**: 60 hours**

Course Outcomes

At the end of the course, students are expected to:

1) Independently explore and isolate research areas and frame specific research problems.
2) Rigorously evaluate and review existing scientific literature in a feasible research area of their choice, in the latest APA citation format, through the accepted grammatical style of scientific writing.
3) Collect and analyze primary data (whether qualitative, quantitative or both) in the context of an original research design (whether experimental, non-experimental, quasi-experimental or any combination of the same).
4) Interpret the findings of their original research study without bias or prejudice and fit them in the larger framework of existing theoretical paradigms of the concerned research area.
5) Effectively communicate the nuances of their entire study in the format and decorum of a scientific paper presentation.

COURSE CURRICULUM

1. Topic Selection & Proposal
2. Review of Literature
3. Methodology & Design
4. Data Collection
5. Data Analyses
6. Final Report/Dissertation
7. Final Presentation/Defense