

**Course Structure of M.A. in Clinical Psychology
Applicable from 2021-2023**

**DIT UNIVERSITY
Dehradun**



**Detailed Course Structure
of**

MA in Clinical Psychology

Course Structure of M.A. in Clinical Psychology Applicable from 2021-2023

Course Structure

Year: 1st

Semester: I

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY601	Foundations of Abnormal Psychology	4	1	2	6
UC	PSY602	Research Methods	4	1	0	5
UC	PSY603	Clinical Diagnosis of Psychopathology	3	0	2	4
AEC	HS601	Communication and Personality Development [AEC I]	2	0	2	3
DSE I		Discipline Specific Elective I	2	0	2	3
		Total				21

DSE-I

Positive Psychology	PSY641
Cognitive psychology	PSY642

Year: 1st

Semester: II

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY604	Psychological Disorders-I	4	1	2	6
UC	PSY605	Statistical Reasoning and its application	4	1	2	6
UC	PSY606	Psychological Testing	2	0	2	3
UC	PSY607	Guidance & Counseling	2	0	2	3
DSE II		Discipline Specific Elective II	3	0	0	3
		Total				21

DSE-II

Health Psychology	PSY643
Child Psychology	PSY644

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Year: 2nd

Semester: III

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY701	Psychological Disorders-II	4	1	2	6
UC	PSY702	Clinical Assessment	5	1	0	6
UC	PSY703	Internship	0	0	12	6
UC	PSY704	Project/Dissertation	0	0	12	6
GE I		Generic Elective-I	3	0	0	3
		Total				27

Generic Elective-I

Neuropsychology	PSY741
Community Psychology	PSY742

Year: 2nd

Semester: IV

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY705	Psychotherapy	5	1	0	6
UC	PSY706	Yoga & Indigenous Therapies	4	1	2	6
UC	PSY707	Expressive Therapy	5	0	2	6
UC	PSY708	Workshop/Seminar/Research Paper Writing	0	0	10	5
GE II		Generic Elective II	4	0	0	4
		Total				27

Generic Elective-II

Management of conflict in organizations	PSY744
Rehabilitation of differently abled	PSY745

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Subject Code	PSY601	Subject Title	Foundations of Clinical psychology						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	I	Semester	I

Course Objective: To introduce basic concepts of Clinical Psychology

UNIT 1: Definition and criteria of Clinical Psychology

(17 Lectures)

Definition, Historical views of abnormal behavior and current trends, concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies, Theoretical perspectives: Psychodynamic, Behavioral, Cognitive, Humanistic, Classification systems: DSM and ICD

UNIT 2: Causes of abnormal behavior

(15 Lectures)

Biogenic: genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology Psychosocial: parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress Socio-cultural, group prejudice and discrimination, poverty and unemployment

UNIT 3: Understanding Psychopathology

(17 Lectures)

Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.

UNIT 4: Indian perspective

(16 Lectures)

mental health and illness in Indian philosophy;; social identity and stratification (Varnashrama Vyawastha); concept of – cognition, emotion, personality, motivation and their disorders.

LIST OF PRACTICALS

1. Understanding abnormality

Learning Outcome: After the completion of this course, the students would be able to:

- 1) Develop a basic understanding about assessment and interventions in the context of clinical psychology.
- 2) Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field.

Text book [TB]:

1. Carson, R.C., Butcher, T.N., & Mineka, S.(2014) 16th ed. Abnormal Psychology. Pearson. New Delhi
2. Razaque, Sadique at al. (2012). New Horizons in Stress Management. New Delhi: Ayushman publication-Private Limited

Reference books [RB]:

1. Singh A.K. (2002). AdhunikasamnayaManovigyan. Patna Motilal:Banarsidas. Q.G. Alam and Srivastava, A. (2012). ApsamanyaManovigyan. Azamgarh:MotilalBanarisidas.

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Subject Code	PSY602	Subject Title	Research Methods						
LTP	4 1 0	Credit	5	Subject Category	UC	Year	I	Semester	I

Course Objective:

It is aimed at increasing knowledge about research methods in clinical psychology.

UNIT 1: Introduction to Mental Health research

(17 Lectures)

Meaning, Purpose and dimensions of Research, Paradigms of Research: Qualitative and Quantitative, Ethical problems and principles

UNIT 2: Research Setting in health & counseling

(15 Lectures)

Cross-cultural research; applied and basic research, Survey research: sampling, methods, designs, and questionnaire, Single-case designs, and small-n research, Unobtrusive measures of behavior

UNIT 3: Experimental and quasi-experimental methods

(17 Lectures)

Independent groups designs, Repeated measures designs, Complex designs, Quasi-experimental designs and program evaluation, dealing with epidemiological data

UNIT 4: Qualitative Research

(16 Lectures)

Philosophy and conceptual foundations; proposing and reporting qualitative research, Grounded theory, Interpretive phenomenological analysis, discourse analysis, narrative analysis; conversation analysis

Learning Outcome: After completing this course, the student would be able to:

1. Demonstrate acquaintance with methodology of quantitative and qualitative psychological research.
2. Enable to design research
3. Carry on research work in the clinical domains of psychology
4. Pursue further research in clinical psychology.

Text book [TB]:

Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6th ed.). Wiley.

Reference books [RB]:

1. Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis* (Introducing Qualitative Methods series). New Delhi: Sage Publications.
2. Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.
3. Embreston, S. E., & Raise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
4. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer
5. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
6. Hulin, C. L., Drasgow, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood, IL: Dow Jones-Irwin.
7. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.

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Subject Code	PSY603	Subject Title	Psychopathology						
LTP	3 0 2	Credit	4	Subject Category	UC	Year	I	Semester	1

Course Objective:

Student will be able understand the process of clinical diagnosis and will able to distinguish differences among the major theoretical viewpoints regarding causal factors of clinical diagnosis and classification.

Unit 1: Understanding Clinical Diagnosis and Classification:

(11 Lectures)

classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations.

Unit 2: Viewpoints and Causal Factors:15 Lectures

Biological, Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems **10 Lectures**

UNIT 3: Clinical Interviewing:

clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation; classificatory system in use **7**

Lectures

UNIT 4: Culture and psychopathology:

Role of culture in mental health, culture and psychopathology, idioms od distress.

LIST OF PRACTICALS

1. Case History
2. Mental Status Examination

Learning Outcome:

Student will able to gather the initial information to understand psychological assessment for diagnosis.

Text book [TB]:

1. A short textbook of psychiatry by Ahuja Niraj, Jaypee brothers medical Publishers pvt. ltd
2. Clinical psychology: topics in applied psychology by Graham Davey, Eodder Education

Reference books [RB]:

1. Diagnostic and Statistical Manual of Mental Disorders-5 by American Psychiatric Association, American Psychological Association (APA)
2. The oxford handbook of clinical psychology by David h. Barlow, oxford, university press.
3. The International Classification of Diseases (ICD) (2010), 10th revision, Vol 2.

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Subject Code	PSY641	Subject Title	Positive Psychology						
LTP	2 0 2	Credit	3	Subject Category	DSE-I	Year	I	Semester	I

Course Objective:

1. To introduce concepts of positive psychology
2. To acquaint students with Positive cognitive, emotional states and processes and also pro-social behavior and wellbeing

UNIT 1: Introduction (10 Lectures)

Need for a science of human strengths and virtues, Deconstruction of illness ideology and inclusion of human strengths; Positive psychology: assumptions, goals and definitions; three pillars of positive psychology

UNIT 2: Positive emotional states and processes (7 Lectures)

Subjective well-being, Positive emotions, Positive psychology of emotional intelligence, Resilience in development

UNIT 3: Positive cognitive states and processes (7 Lectures)

Self-efficacy, Wisdom and hope, the flow experience, Pursuit of meaningfulness in life

UNIT 4: Pro-social behavior and Positive Health (3 Lectures)

Empathy and altruism, Psychology of forgiveness, Gratitude and science of positive psychology, Love, Dimensions of positive health and their determinants

LIST OF PRACTICALS

1. Exploring Happiness
2. Gratitude Journal

Learning Outcome: After completing this course, students would be able to:

1. Demonstrate understanding key positive psychology constructs.
2. Able to utilize positive psychology principles in therapeutic settings.
3. Be aware of a variety of choices and techniques in positive psychology
4. Imbue strengths and virtues in himself or herself.

Text book [TB]:

1. Snyder, C. R. & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press

Reference books [RB]:

1. Seligman, M. E. P (1991). Learned Optimism. New York, NY: Knopf.
2. Seligman, M.E.P. & Csikszentmihalyi, M.(2000). Positive Psychology: An Introduction. American Psychologist, 55 (1), 5-14.
3. Seligman, M. E. P., Steen, T. A., Park, N.& Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. American Psychologist, 60 (5), 410-421.
4. Carr, A. (2004). Positive Psychology a science of happiness and human strengths. New York, NY: BR Publishers

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Subject Code	PSY642	Subject Title	Cognitive Psychology						
LTP	2 0 2	Credit	3	Subject Category	DSE-I	Year	I	Semester	II

Course Objective: This course will provide students with an understanding of mental processes and their relationship to brain, mind and behavior. This course will give an insight of Cognitive Psychology and basic concepts in information- processing. Application to the practice of clinical psychology will be highlighted in this course.

UNIT 1: Introduction

(10 Lectures)

Introduction to Cognitive Psychology: Definition; A brief history, The Cognitive Revolution, The emergence of cognitive science; Core Concepts: Mental Representations, Stages of processing, Memory stores; Serial vs. Parallel Processing, Hierarchical systems, Consciousness; Contemporary approaches to Cognitive Psychology: Information processing, Connectionism; Introduction to Psychophysics : History and development; Classical psychophysics: Weber's law, Fechner's law; Psychophysical methods: method of limits, method of constant stimuli, method of average error; Contemporary psychophysics: Steven's power law, signal detection theory (modular with demonstration and practicum on psychophysical methods and response criterion and decision);

UNIT 2: Attention

(7 Lectures)

Basic Concepts: Divided attention, Selective Attention, Visual attention and Auditory attention; Theories and current developments: Bottleneck and Capacity theories; Automatic and Controlled processing, switching attention; Brain and attention.

UNIT 3:

(7 Lectures)

Modularity of Perception: Visual perception (Form and pattern perception); Tactile perception: (Shape and Object perception), Space perception, Speech Perception, Auditory Perception, Multimodal Perception ; Multisensory interaction and Integration: Synesthesia, Comparing the senses, Perception and Action; Theories of Perception: Gestalt approach, Top ?Down vs. Bottom Processing, Information Processing; Pattern Recognition: Feature detection analysis, Template matching, Prototype matching; Brain and Perception: Dorsal and Ventral pathways; Disruptions of Perceptions: Illusions and Agnosia Demonstration Lab Experiment on Depth Perception

UNIT 4: Learning

(3 Lectures)

Basic concepts in learning: Habituation, Classical Conditioning and Instrumental; Conditioning, Paired Associate Learning, Implicit learning; Contiguity theories: Role of time in learning; Critical periods and Imprinting; Implications: Expectancies and Contingencies in learning; Applications in behavior modification – Demonstration Lab Use of Bio feedback to change physiological and psychological processes.

LIST OF PRACTICALS

1. Emotional Intelligence
2. Short Term Memory

Learning Outcome:

1. Understand the underlying foundations of cognitive psychology and the historical contexts within which the field evolved.
2. Understand how information processing works, the mechanisms behind this and the application to clinical psychology

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Text book [TB]:

1. Hergenhahn, B.R. (1992). An Introduction to the History of Psychology. (2nd ed.). Wadsworth
2. Leahey, T.H. (2004). A history of psychology: Main currents in psychological thought. (6th ed.). Pearson Education: Delhi.

Reference books [RB]:

Brennan, J. F. (2003). History and Systems of Psychology. (6th ed.). Pearson Education: Delhi

Subject Code	PSY604	Subject Title	Psychological Disorder –I						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	I	Semester	2

Course Objective:

Student will be able to understand various psychological disorders as classified in DSM 5 and will be able to distinguish diagnosis and classification of differential psychological disorders.

Unit 1: Anxiety Disorders & Mood Disorders 17 Lectures

Anxiety disorders, obsessive compulsive and related disorders, depressive disorders, bipolar and related disorders

Unit 2: Stress Disorders & Psychotic Disorders: 16 Lectures

Trauma and stressor-related Disorders, schizophrenia spectrum and other Psychotic Disorders

UNIT 3: Personality Disorders: 16 Lectures

Personality disorders- paranoid, schizoid, histrionic, antisocial personality disorders, borderline, narcissistic, avoidant personality disorders, other alternate DSM V of personality disorders.

UNIT 4: Substance Related & Addictive Disorders: 17 Lectures

Substance-related and addictive disorders, alcohol abuse & dependence, drug abuse & dependence

LIST OF PRACTICALS

- Perceived Stress Scale
- State-Trait Anxiety scale
- 16 PF

Learning Outcome:

Student will learn about the entire procedure of administration, scoring & interpretation of test/scale which will substantiate their understanding of Psychological disorders like GAD etc.

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Subject Code	PSY605	Subject Title	Statistical Reasoning and its application						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	I	Semester	II

Course Objective: To impart statistical reasoning in students for clinical research through SPSS

UNIT 1: Nature of Quantitative Data and Descriptive Statistics in Psychology (17 Lectures)

Interpreting observed scores; Level of measurement; categorical and continuous variables; bivariate frequency distribution; Measures of central tendency: characteristics and computation of mean, median and mode; Measures of variability: Characteristics and computation of range, semi-interquartile range, standard deviation, variance and co-efficient of variation

UNIT2: Inferential Statistics (parametric) in Psychology (15 Lectures)

Concept of probability; Characteristics and application of Normal probability Curve (NPC); deviation from NPC; skewness and kurtosis; normalization of skewed distribution; binomial distribution; Hypothesis testing: Population and sample; random sampling, estimation of standard deviation and standard error; assumption of Student's t-distribution; computation and levels of significance of Student's t-values for independent and dependent sample; Type I and Type II errors; Correlation: Pearson's product moment correlation; Spearman's rank order correlation; ANOVA: Assumptions and computation of ANOVA; one-way and two-way ANOVA

UNIT 3: Non-parametric tests (17 Lectures)

Assumptions of non-parametric test, Chi-square test, Wilcoxon signed Rank Test, Man-Whitney Test, Kruskal Wallis Test

UNIT 4: Software-based analysis (16 Lectures)

Introduction to basic software packages for statistical analysis: SPSS & AMOS, ICSSR survey.

LIST OF PRACTICALS:

1. Data Analysis

Learning Outcome: After the completion of this course, students would be able to:

1. Develop insights into the positivist paradigm of psychological inquiry
2. Understand the nature and value of quantitative data and their analysis
3. Develop the knowledge-base of hypothesis testing for the purpose of generalizing sample-based relationship among variable to the population under study
4. Demonstrate understanding statistical reasoning

Text book [TB]:

1. Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in psychology and education*. New York: John Wiley
2. Siegel, S. (1956) *Non-parametric statistical for behavioral sciences*. New York: McGraw Hill.

Reference books [RB]:

1. Broota, K. D. (1992). *Experimental design in behavioural research*. New Delhi: Wiley Eastern.

Freeman.

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Subject Code	PSY606	Subject Title	Psychological Testing						
LTP	2 0 2	Credit	3	Subject Category	UC	Year	I	Semester	II

Course Objective: To help students learn the scientific approach to assessment of Individual differences through psychological testing and develop Competence in Test Construction and taking appropriate decisions based on test scores

UNIT 1: Introduction (10 Lectures)

Introduction to Psychological testing, Theory and Practice challenges of Psychological testing

UNIT 2: Process (7 Lectures)

Test construction: Steps in test development and standardization

UNIT 3: Ethical Issues (7 Lectures)

Ethical Issues in Psychological Testing: International guidelines and challenges of cultural applications

UNIT 4: Applications (3 Lectures)

Applications of Psychological testing: clinical, organizational and business, Educational counseling, military and career guidance settings

LIST OF PRACTICALS:

1. Development of a test

Learning Outcome: After the completion of this course, students would be able to:

1. Understand psychological testing
2. Learn to develop psychological test
3. Enabled to analyze psychological tests
4. Apply psychological testing knowledge

Text book [TB]:

1. Anastasi, Anne & Urbina, Sujana (1997). Psychological Testing. Prentice Hall: University of Michigan.

Reference books [RB]:

1. Kaplan, R.M. and Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications and Issues*. India: Wadsworth, Cenegage.
2. Freeman, F. S. (1972). Theory and practice of psychological testing. New Delhi: Oxford & IBH.
3. Kerlinger, F. N. (1983). Foundations of behavioural research. New Delhi: Surjeet Publications.

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Subject Code	PSY607	Subject Title	Guidance and Counselling						
LTP	2 0 2	Credit	3	Subject Category	UC	Year	I	Semester	II

Course Objective:

1. The aim of this course is to understand the nature, basic principles and underlying assumption in guidance and counseling.
2. To help the students in helping counseling skills in the use of selected psychological test for the purpose of psychological assessment.
3. To develop the dynamics of various approaches of counseling and their relevance.
4. To develop student's counseling skill for various mental health set up such as clinic, health, addiction, group

UNIT 1 Introduction

(17 Lectures)

Goals; Functions and Definitions of Group guidance, Group Counselling & Group Therapy; Group vs. Individual Counselling; Types of groups. Skills training Lab: Planning and Starting Groups; Exercises; Therapeutic Forces; Dealing with problem situations in groups

UNIT 2: Using Counselling Theories in Diverse Population (15 Lectures)

REBT, Reality Therapy, Adlerian Therapy, TA, Gestalt Therapy, Solution-Focused Therapy, Tran theoretical Model; Psychodrama. Skills training Lab: Attending and Observation Skills; Focusing, pacing, leading and linking skills

UNIT 3: Issues related to counselling

(17 Lectures)

Co leading, Ethical Considerations; Legal Issues; Training of Group Counsellors Skills training Lab: Leadership skills of basic listening sequence; Skills of structuring dimensions and stages of groups.

UNIT 4: Application of Group Processes to Special Groups

(16 Lectures)

Children, Adolescents, Couples, Older Clients, Addiction Groups, Divorce Groups Skills training Lab: Skills and strategies for interpersonal influence; Closing a session or a group.

LIST OF PRACTICALS

Learning Outcome:

1. Understand the basics of Guidance and Counseling.
2. Different kinds of Counseling techniques
3. Develop basic Counseling skills.
4. It will help students for better understanding for the theoretical framework of the counseling psychology

Text book [TB]:

1. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (8th ed.). CA: Thomson Brooks.
2. Seligman, L. & Reichenberg, L. W. (2010). Theories of counseling and psychotherapy systems, strategies, and skills (3rd ed.). Pearson education.

Reference books [RB]:

1. Flanagan, J.S. & Flanagan, R.S. (2004). Counseling and Psychotherapy theories in context and practice: Skills Strategies and Techniques. Hoboken, NJ: John Wiley & Sons, Inc
2. Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc.

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Subject Code	PSY643	Subject Title	Health Psychology						
LTP	3 0 0	Credit	3	Subject Category	DSE-II	Year	1	Semester	2

Course Objective:

Student will be able to identify the emerging discipline of health psychology and its importance in society. Student will be able to sensitize and aware the significance of health psychology in contemporary scenario. They will also able to consider the importance of psychological processes in prevention of illness and health promotion.

Unit 1: Introduction to Health psychology:10 Lectures

Nature, scope, its interdisciplinary and socio-cultural contexts, Theories of Health Behavior Bio-psychosocial Model, Diseases and illness, Need in the society

Unit 2: Science of Health & Wellbeing:10 Lectures

Stress, stigma, Psychology of social support, Stress management, Yoga and meditation, Social Wellbeing, Modern Approaches of Health & Wellbeing.

UNIT 3: Life Style and Health:

10 Lectures

Changing health beliefs and attitudes, nutrition, exercise, Disease Prevention Behaviour, development of health habits and reduction of unhealthy, Behaviour, Health Promotion behaviour: behavioral risk factors- drug and alcohol use, unsafe sexual behavior, smoking, diet and sedentary life style, Yoga & Pranayam

UNIT 4:Health Psychology today and tomorrow:

9 Lectures

Modern lifestyle health problems, Health and society, Lifestyle and Individual Differences, Important lessons, future challenges, Role of Ayurveda

Learning Outcome:

Student should be able to discuss the scope of the field of health psychology and describe the diverse array of cultural, cognitive, emotional and biological factors that influence illness and health behaviors. They should be able to learn science of wellbeing in understanding health behavior by end of this course.

Text book [TB]:

1. Health Psychology By Shelley E Taylor, Mcgraw Hill Education
2. Sanderson, C. A. (2019). *Health Psychology*. Los Angeles: Sage.

Reference books [RB]:

1. Health Psychology: Bio-psychosocial interactions By Sarafino,E.P., Wiley
2. Health Psychology A Textbook By Jane Ogden, Mcgraw Hill EducationHealth Psychology By Naima Khatoon, Pearson.

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Subject Code	PSY644	Subject Title	Child Psychology						
LTP	2 0 2	Credit	3	Subject Category	DSE-II	Year	I	Semester	II

Course Objective: The Child Psychology course for Clinical Psychology builds upon principles of human development acquired at undergraduate level. It advances the knowledge in the domain of cognitive development by introducing concepts of genetic epistemology and the sociocultural contexts through theories of Piaget and Vygotsky respectively. It takes a psychoanalytic perspective of the theory of attachment and its applications.

UNIT 1: Cognitive Development (10 Lectures)

Jean Piaget: A constructivist approach; Objects and Space: Object Permanence ; Vygotsky: A social contextual approach; Language and Thought ; Speech recognition and language

UNIT 2: Social Development (7 Lectures)

Social cognition: Intentionality; Theory of mind; Emotional development- attachment theories, Bowlby and Winnicott ; Moral Development and Prosocial behavior ;IntentionalitySelf and social understanding ; Sex differences and gender role socialization.

UNIT 3: Developmental Disabilities (7 Lectures)

Low birth weight infants and prognosis; Visual handicap and development; Auditory handicap and development; Dyslexia and learning disability

UNIT 4: Development in Adulthood (3 Lectures)

Development during Adulthood: Life stages; Mid Life Crisis, Menopause, Aging, Degenerative Disorders

LIST OF PRACTICALS

- (i) Mental Health Inventory (Adult): Jagdish and A. K. Srivastava
- (ii) Binet and Simon Intelligence Test:

Learning Outcome:

1. Comprehend and describe cognitive development theories of Piaget and Vygotsky.
2. Understand attachment and moral development with specific applications and their place in developmental theories.

Text book [TB]:

1. Berk L E (2003) Child development (sixth edition) Pearson Education
2. Kail R V (2001) Children and their development. Prentice Hall Inc.
3. Feldman, R. (2010). Development across the Lifespan. Pearson Education: Delhi

Reference books [RB]:

1. Damon W & Lerner R M (Eds). Handbook of child psychology. Vol 1. Theoretical models of human development. 6th edition.
2. Damon W, Lerner R M, Kuhn D & Siegler R S (Eds). Handbook of child development. Vol 2. Perception and language. 6th edition.

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Subject Code	PSY701	Subject Title	Psychological Disorder –II						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	II	Semester	III

Course Objective:

To impart understanding regarding various psychological disorders as classified in DSM 5 and will be able to distinguish diagnosis and classification of differential psychological disorders. Student will also learn about the disorders emerging in today's society.

Unit 1: Somatic Related Disorders& Feeding and eating disorders 17 Lectures

Somatic And Related Disorders, Dissociative Disorders, Sleep-Wake Disorders, Pica, Rumination Disorder, Avoidant/Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorders

Unit 2: Developmental Disorders: 16 Lectures

Intellectual Disabilities, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Communication Disorders, Specific Learning Disorder, Motor Disorders, Internet Gaming Disorder, Cognitive Disorders

UNIT 3: Depression, Suicide and Adolescent Disorders 16 Lectures

Depression, Childhood Trauma and Depression, Depression in Today's Society, Suicide, No Suicidal Self Injury (NSSI), Disorder Of Self Harm, Self Injury Disorder, Disruptive Behavior Disorders, Psychiatric Issue In Adolescent And Adults

UNIT 4: Gender Disorders 16 Lectures

Sexual Dysfunction, Gender Dysphoria, Paraphillic Disorders and Other Gender Disorders

LIST OF PRACTICALS

- Manual for the Depression Anxiety Stress Scales by Lovibond, P.F (1995)
- Mathur and Bhatnagar Aggression Scale
- Childhood Autism Rating Scale
- NIMHANS index for specific learning disorders

Learning Outcomes

Student will learn about the entire procedure of administration, scoring & interpretation of test/scale which will substantiate their understanding of Psychological disorders like Depression etc.

Text book [TB]:

1. A SHORT TEXTBOOK OF PSYCHIATRY by AHUJA NIRAJ, JAYPEE BROTHERS MEDICAL PUBLISHERS PVT. LTD
2. CLINICAL PSYCHOLOGY: TOPICS IN APPLIED PSYCHOLOGY by GRAHAM DAVEY, Hodder Education

Reference books [RB]:

1. Diagnostic and Statistical Manual of Mental Disorders-5 by American Psychiatric Association, American Psychological Association (APA)
2. The oxford handbook of clinical psychology by david h. barlow, oxford, university press.

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3. The International Classification of Diseases (ICD) (2010), 10th revision, Vol 2.
4. Radloff, L. S. (1977). The CES-D scale: A self-report **depression scale** for research in the general population. *Applied Psychological Measurement*, 1, 385-401.
5. Lovibond, S.H. & Lovibond, P.F. (1995). *Manual for the Depression Anxiety Stress Scales*. (2nd. Ed.) Sydney: Psychology Foundation

Subject Code	PSY702	Subject Title	Clinical Assessment						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	II	Semester	III

Course Objective:

Student will be able define and describe the psychological assessment in clinical setting and will learn different types of psychological assessment, describe assessment in clinical psychology; and also able to learn the applications of psychological assessment in the field of clinical psychology.

Unit 1: Introduction of Clinical Assessment

17 Lectures

Definition and Purpose of Clinical Assessment, historical perspectives concerning the nature and meaning of assessment, Psychological Assessments, Comprehensive Assessments, Psychological Assessment as Important Tool, Reliability and Validity

UNIT 2: Psychological Assessment

16 Lectures

General issues in psychological assessment, assessment & diagnosis, clinical interviewing, case history, clinical and behavioural observation, objective and projective techniques, rating scale, Neuropsychological assessment

UNIT 3: Test Psychometrics

17 Lectures

Intelligence test, Personality test, academic test, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods, Factors related to the assessment and evaluation of individuals, groups, and specific populations.

Unit 4: Assessment in Clinical Psychology

16 Lectures

Deciding on Therapy, Planning Therapy, Conducting Therapy, Evaluating Therapy, strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling, ethical and legal considerations

LIST OF PRACTICALS

1. Emotional Maturity Scale
2. Rorschach Inkblot Test
3. Thematic Apperception Test (TAT)

Learning Outcome:

Student will be learn the procedure of psychological test and scale and these practical further add their knowledge in understanding psychological disorder and validate on the basis of the scoring and interpretation of the tests & scales.

Text book [TB]:

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1. Psychological Testing by Anne Anastasi and Susana Urbina, Pearson
2. Erford, Bradley T., Counselor's Guide to Clinical, Personality, and Behavioral Assessment, 2006, Lahaska Press.

Reference books [RB]:

1. Personality: theories and assessment by vandanasharmachawla, straight forward
2. Graham, j.r. (2012). *mmpi-2: assessing personality and psychopathology (5th edition)*. New York: Oxford University press.
3. Shea, s.c. (2017). *Psychiatric interviewing: the art of understanding (3rd edition)*. New York: Elsevier.
4. Groth-Marnat, G. (2009). *Handbook of Psychological Assessment (5th ed.)* Hoboken, New Jersey: John Wiley & Sons. An e-book version is available through the USC library.

Subject Code	PSY703	Subject Title	Internship						
LTP	0 0 12	Credit	6	Subject Category	UC	Year	II	Semester	III

Course Objective:

Through internship, student will be able to learn specialized applied learning experience with an intentional and structured learning agenda incorporated into pre-professional work activities. Student interns will orient them from their academic experiences, foundational knowledge and skills that they can contribute to the work setting. The basic purpose of this internship is use the knowledge learned in theory and put into practice. It will provide opportunity for the students to gain experience of working in off-campus field settings.

Learning Outcome:

- The students will be able to understand the strategies and techniques of clinical settings in practical manner.
- The students will be able to develop therapeutic communications skills, emphasize the client counselor relationship, and learn how to facilitate and manage the counseling process with individuals, families, and groups in real life situations.
- Students will also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
- Students develop an ability to recognize the critical issues that affect physical, academic, career, economic, and mental well-being of individuals and learn skill sets to help clients resolve personal and family problems that have an impact on the society.
- Through internship, students will get understanding and skills of clinical assessment and diagnosis and intervention and knowledge of other clinical practices.
- End of the internship, student will also learn writing a report based on internship report including counseling activity in terms of client session type, client issue, challenges/difficulties encountered, & outcomes.

Course Structure of M.A. in Clinical Psychology Applicable from 2021-2023

Subject Code	PSY704	Subject Title	Project						
LTP	0 0 12	Credit	6	Subject Category	Core	Year	II	Semester	III

Course Objective: To demonstrate their understanding and ability to implement basic and applied research designs used to address psychological issues.

Students should be enabled to design and conduct an original and ethical research. They should be able to write a project/dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Learning Outcome:

- The students will be able to know the theoretical bases for statistical analyses of results from empirical studies: the logical and philosophical bases of empirical research; probability; operationalization of psychological variables.
- The students will be able to formulate research questions and hypotheses, and operationalize them. They can create a research plan adequate to the research question.
- The students will be able to advanced oral presentation skills on various topics within psychology, and can prepare a presentation in the form of a research report or conference poster.
- The students will be able to understand ethical standards for scientific research, uses them, following principles of scientific integrity.

Suggested reading: Latest APA manual for dissertation

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Subject Code	PSY741	Subject Title	Neuropsychology						
LTP	3 0 0	Credit	3	Subject Category	Generic Elective-I	Year	II	Semester	III

Course Objective: This course provides students with an introductory knowledge of the topics and methods of neuropsychology to build an understanding of the underlying neurological functions associated with human behavior

UNIT 1: Introduction (10 Lectures)

History, basic anatomy, elements of neurology Methods of study of research in neuropsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research.

UNIT 2: Neural Structures (10 Lectures)

Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex Lobe syndromes- frontal, temporal, parietal, occipital

UNIT 3: Neuropsychology and Psychiatric (10 Lectures)

Neuropsychology of psychiatric conditions: Schizophrenia, Substance abuse disorders, Major affective disorders and Anxiety disorders

UNIT 4: Applications (9 Lectures)

Spiritual dimensions of neurology, Neurology and emotions, neurological changes during counselling interventions.

Learning Outcome:

- (i) Develop skills and knowledge regarding clinical neuropsychology as a discipline.
- (ii) Understand how information processing works, the mechanisms behind this and the application to clinical psychology

Text book [TB]:

Domjan, M., & Grau, J.W., (2009).The Principles of Learning and Behavior, 6th Edition, Wadsworth.

Matlin M W (2005) Cognition, Wiley & Sons, Inc

Reference books [RB]:

1. Medin, B.L., Ross, B.H., Markman, A.B. (2001). Cognitive Psychology .3rd Edition. Harcourt College Publishers.
2. Solso, R, L. (2001) Cognitive Psychology. 6th Edition. Pearson Education.

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Subject Code	PSY742	Subject Title	Community Psychology						
LTP	3 0 0	Credit	3	Subject Category	GE-I	Year	II	Semester	III

Course Objective:

1. To acquaint the students about the history & present status of community mental health services.
2. To develop a community based orientation towards mental health.

UNIT 1: Historical and social contexts

(10 Lectures)

Historical and social contexts of community psychology: concept, evolution and nature of community mental health.

UNIT 2: Community Mental Health Model

(10 Lectures)

Models of mental health services: mental, social, organizational and ecological

UNIT 3: Intervention in Community Psychology

(10 Lectures)

Community mental health intervention and community based rehabilitation (CBR): Issues, principles and programmes; evaluation of CBR; training the para-professional and non-professionals.

Unit 4: Issue & Challenges and Future of Community Psychology

(9 Lectures)

Community mental health in India: Issues & challenges, Everyday Problems in community organizations
Community Psychology today and tomorrow

Learning Outcomes

1. Advanced understanding of relevant concepts, issues and work methods in community psychology.
2. Knowledge necessary to apply community psychology principles and knowledge to answer current problems.

Text Book

- M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
- McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

REFERENCE BOOKS

- Bloom, B. (1973). Community Mental Health—A critical analysis. New Jersey: General Learning Press
- Koch, C.H.(ed.) (1986). Community Clinical Psychology. London: Croon Helm.
- Mann, P.A. (1978). Community Psychology: Concepts and Application. New York: The Free Press.
- Rappaport, J. (1977). Community Psychology: Values, Research and Action. New York: Holt, Reindhart and Wingston.

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Subject Code	PSY705	Subject Title	Psychotherapy						
LTP	5 1 0	Credit	6	Subject Category	UC	Year	II	Semester	IV

Course Objective:

Student will be able to understand the goals of psychotherapies and their intervention to deal with psychological and mental problem with reference to specific individual and group's needs. Student will also understand the various psychotherapies and their relevance in diverse culture and context.

Unit 1: Introduction to Psychotherapy

17 Lectures

Nature, principal and scope; Common goals and ingredients of psychotherapy; Types of psychotherapeutic intervention, structuring therapeutic relationship: Nature of client-therapist relationship, dimensions and stages of client therapist relationship, building the helping relationship; Structuring the therapeutic situation, the therapist effect, the effective therapist, Therapy and Culture, Equipment of Psychotherapist, Ethical issues in psychotherapy

Unit 2: Psychotherapeutic Interventions -Behavioral, Cognitive and Biological

17 Lectures

Ellis' Rational emotive behaviour therapy; Beck's cognitive therapy, Dialectical Behavior Therapy, conditioning therapy- Flooding systematic desensitization, eye movement desensitization, Modelling; Assertion training, Schema Therapy, Biologically based therapies: Biofeedback- Electromyography; Finger temperature; GSR; EEG; Areas of application; Psychopharmacological therapy: Overview of major psychotropic drug doses.

UNIT 3: Psychoanalytic, Humanistic & Existential Therapies 17 Lectures

Freudian psychoanalytic therapy, Humanistic and existential therapies: Person centered and Gestalt therapies Existential therapy, inspirational group therapy, reconstructive therapy Eriksonian- Strategic therapy, similarities and difference among psychotherapies.

UNIT 4: Other miscellaneous therapeutic approaches& Dynamic in Therapy

16 Lectures

Acceptance and Commitment Therapy, Mindfulness Based Therapy, Guided Imagery Positive psychology in therapy, Community Therapy, Reality therapy; Family system therapy; couple therapy, Collaborative Therapy, Group Therapy, Transactional analysis, Personal Construct Therapy. Psychotherapy with a specific population (e.g., elderly, people of color, LGBT, people with disabilities)

LIST OF PRACTICALS

- Self-actualization inventory
- Mindful Attention Awareness Scale
- Meaning in Life Questionnaire
- Short scales to assess flourishing and positive and negative feelings
- Strengths Use and Current Knowledge Scale

Learning Outcomes

Student will able to learn the implications of psychotherapy in clinical settings through administration of scales and their interpretation with regard to specific populations.

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Text book [TB]:

1. Lewis R. Wolberg (2013) The Technique of Psychotherapy.

Reference books [RB]:

1. Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy 8th ed. California: Brooks/Cole.
2. Fonagy, P.: The effectiveness of psychodynamic psychotherapies: an update. 2015. World Psychiatry;14:137–150.
3. Capuzzi, D. and Gross, D.R. (20047). Counselling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.
4. Hersen, M. & Sledge, W. (2002) (Eds.). *Encyclopedia of psychotherapy (Vols 1& 2)*. New York: Academic Press.
5. Kaslow, H. W. (Ed.). (2002). *Comprehensive handbook of psychotherapy (Vols. I toIV)*. New York : John Wiley and Sons.
6. Mozdzierz, G.J., Peluso, P.R. &Lisiecki, J. (2009). Principles of Counselling and Psychotherapy. New York: Routledge
7. Prochchaska, J.O. &Norcross.J.C. (2010) Systems of Psychotherapy. Cengage
8. Steger, M. F., Frazier, P., Oishi, S., &Kaler, M. (2006). The Meaning in Life Questionnaire: Assessing the presence of and search for meaning in life. *Journal of Counseling Psychology*
9. Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, DW., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicator Research, 97*, 143-156.

Subject Code	PSY706	Subject Title	Yoga & Indigenous Therapies						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	II	Semester	IV

Course Objective:

It would acquaint students with important modalities of integrative and holistic therapy pertaining to different types of psychological disorders.

UNIT 1: Introduction to Yoga

(17 Lectures)

Meaning of Yoga, Curable conditions for Yoga therapy, who can benefit, Systems of Yoga Therapy: Ayurvedic Diet, Physical Exercise, Therapeutic architecture, Neurofeedback, Music Therapy, Color Therapy, Sunlight therapy

UNIT 2: Hypnosis &Tratak

(15 Lectures)

The process of hypnotherapy and Tratak: Various psychological and physiological theories of hypnosis &Tratak, Phenomena (characteristics) and depth of hypnosis, The concept of hypnotic susceptibility and its significance, Hypnotizability scales and measurement of hypnotic susceptibility; Self-hypnosis training.

UNIT 3:Yog Asana &Pranayam

(17 Lectures)

Assumptions of Yoga Asana &Pranayam, process& different modalities of Asana& Pranayama

UNIT 4:Panchkarma

(16 Lectures)

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Different forms of Panchkarma, review on benefits through Panchkarma,

LIST OF PRACTICALS

1. YogasanSession
2. Breathing modalities
3. Guided meditation

Learning Outcome:

After completing this course, students would be able to:

1. Exhibit cultural sensitivity towards psychotherapy
2. Understand alternates modes of therapy
3. Apply holistic therapies
4. Carry on relevant case studies

Text book [TB]:

1. *Ananda Holistic Health Manual* (2018) The Expanding Light.

Reference books [RB]:

1. Preamble to the Constitution of the World Health Organization. World Health Organization. Retrieved from <http://www.who.int/about/mission/en/>
2. Witt, C. M., Chiaramonte, D., Berman, S., Chesney, M.A., Kaplan, G.A., Stange, K.C., Woolf, S.H., & Berman, B.M. (2017). Defining health in a comprehensive context: A new definition of integrative health. *American Journal of Preventive Medicine*. 135-37. doi:10.1016/j.amepre.2016.11.029
3. European Federation for Complementary and Alternative Medicine (EFCAM). <http://www.efcam.edu/>
4. Hansen, B., Grimsgaard, S., Launso, L, Fonnebo, V., Falkenberg, T., & Rasmussen, N.K. (2005). Use of complementary and alternative medicine in to Scandinavian countries. *Scan J Prim Health Care*,23(1), 57-62.
5. Joos, S., Musselmann, B., & Szecsenyi, J. (2011). Integration of complementary and alternative medicine into family practices in Germany: results of a national survey. *Evidence-Based Complementary and Alternative Medicine*; 495813. Epub 2010 Oct 19.
6. Legal status of traditional and complementary/alternative medicine: A worldwide review. World Health Organization. Retrieved from <http://apps.who.int/medicinedocs/pdf/h2943e/h2943e.pdf>
7. Metcalfe, A. & Williams, J. (2010). Use of complementary and alternative medicine by those with chronic disease and the general population: Results of a national population-based survey. *BMC Complementary and Alternative Medicine*; 10(58).
8. Posadzki, P. & Watson, L.K. (2013, April). Prevalence of use of complementary and alternative medicine (CAM) by patients/consumers in the UK: systematic review of surveys. *Clin Med (Lond)*, 13(2), 126-31.

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Subject Code	PSY707	Subject Title	Expressive Therapy						
LTP	4 1 2	Credit	6	Subject Category	UC	Year	II	Semester	IV

Course Objective:

Student will be able to understand significance of expressive therapies and its modalities in improving life. They will also learn the various form of expressive of therapies in dealing with psychological disorders. This course will sensitize them to express and understand the emotions deeply for healing purpose. This course also helps them to recreate life experiences, imagine new ones, and experiment with alternate endings and choices.

Unit 1: Introduction to Expressive Therapy

17 Lectures

Theory and principles of expressive arts therapy, Nature, and scope, Facilitating creative process and expression, group creative process, professional practice and ethics in expressive therapies, Exploring self through expressive therapy, Significance of Expressive therapy in counseling and psychology, Racial and cultural issues in expressive therapy, future prospect of expressive therapy

Unit 2: Art Therapy and Play Therapy

16 Lectures

Art as Therapeutic Measure (ATM), Difference between art and art therapy and their importance, poetry, painting, Play Therapy, sand play therapy, personal construct therapy, collaborative therapy, understanding trauma through art, art activities for self-discovery and its techniques, Play therapy for anger and anxiety, Art therapy for children and adults, Role of art therapist

UNIT 3: Other Miscellaneous Therapy

16 Lectures

Drama Therapy, Psychodrama , Writing Therapy, Logotherapy, Music Therapy , Dance and movement Therapy, Narcotherapy, Tele-health, storytelling, craft therapy, Emotional Freedom Therapy, Doll House techniques, Mandala Therapy, Satithery, Reflection drawing and emotional analysis, role play, Storytelling & Narrative therapy with trauma victims, its nature and metaphors, meditative painting and Emotionally Focused Therapy (EFT),

UNIT 4: Implication of Expressive Therapy

17 Lectures

Working with unfinished anger, ATM for adolescent problems, Art and psychology, Artists, creativity and madness, Arts in health care, aesthetic development, expressive therapy in dealing with major psychological disorders, counseling with expressive arts & activities, Roles and functions of play and creativity in counseling with children, managing stress through expressive therapy, picture your emotions, create mandalas, transform and piece thing together

Practical

- Turow, S. (1990). *The Burden of Proof*. Farrar Straus Giroux. (Movie Psycho Drama)
- Goodenough–Harris Draw-a-Person test
- The way I think, movie
- Delirium Movie
- Greenland Play
- Role reversal

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Learning Outcomes After the completion of this course, students would be able to:

1. have understanding about Self through Psychodrama and also
2. reflect on inner self in releasing repressed emotions through any expressive therapy-music etc

Text book [TB]:

1. Lewis R. Wolberg (2013): The Technique of Psychotherapy.

Reference books [RB]:

1. Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy 8th ed. California: Brooks/Cole.
2. Cathy Malchiodi, Chapter 1&2 What is Art Therapy? and Art Therapy: Drawing on the Past and the Present, 2007

Subject Code	PSY708	Subject Title	Workshop/Seminar/Research Paper writing						
LTP	0 0 10	Credit	5	Subject Category	UC	Year	II	Semester	IV

Course Objective: To facilitate creativity, curiosity, and skills in writing research papers

Unit 1: Introduction

Types of Review: Systematic, Meta-analytic, & Theoretical; Process & Framework of Review

Unit 2:APA Format

Stylistic, In-text citations, writing references

UNIT 3:Research Paper writing

Objective, writing research articles, papers, review

UNIT 4: Discussion & Interpretation

Quantitative analysis of grouped data, graphical representation of data, qualitative analysis , method of qualitative analysis

Learning Outcomes:After the completion of this course, students would be able to:

1. understand methodological issues
2. promote responsibility, accountability and ownership of a psychological research work

Text book [TB]:

1. S.C. Parija&Vikram Kate (2017). Writing and Publishing a Scientific Research Paper. Springer. Link: https://www.google.co.in/books/edition/Writing_and_Publishing_a_Scientific_Rese/tLQuDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover

Reference books [RB]:

1. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
2. McBurney, D. H. (2001). *How to Think Like a Psychologist: Critical Thinking in Psychology* (2nd Edition). Prentice Hall.

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Subject Code	PSY744	Subject Title	Management of Conflicts in Different Organizations						
LTP	4 0 0	Credit	4	Subject Category	GE-II	Year	II	Semester	IV

Course Objectives:

This course is designed to prepare students to work in a conflict management position in or for an organization. Students will receive a basic introduction to organizational context and structure, leadership and communication styles, and sources of workplace disputes. The course also provides an overview of the processes by which organizations typically resolve disputes. Students then apply this knowledge to current organizational disputes, designing a conflict analysis and suggested resolution strategies and redesign.

Unit I: Organizational Culture

10 Lectures

Organizational structure, Organizational leadership, organizational communication, consequences of organizational conflict

Unit II: Organizational conflict

7 Lectures

Conflict entrance, conflict location and types, the escalation of conflict

Unit III: Selecting the resolution process

7 Lectures

Continuum of organizational ADR processes, dispute prevention techniques, moving through the continuum

Unit IV: Resolving organizational conflicts

3 Lectures

Mediating disputes, Nature and Nurture of organizational communication, special issues involving whistleblowers, conflict exit, organizational change

List of Practical's

1. Organizational culture memo
2. Conflict diagnosis

Learning Objectives: After completion of this course, students would be able to:

1. Identify standard organizational disputes, structure, and culture
2. Identify leadership and communication styles, their impact, and common associated conflicts
3. Propose a resolution strategy
4. Define & document an organization's culture, analyze the conflict and its path, and create an assessment and strategies for exiting the conflict

Text Book (s)

1. Schein, E. (2004) Organizational Culture and Leadership (3rd Ed)

Reference Books

1. Robbins, S. (1989) Organizational Behavior, Concepts, Controversies, and Applications, pp. 308, 310, 315, 397-402
2. Ury, Brett, & Goldberg, (1998). Getting Disputes Resolved, 101-133. (When reading, students pick a role—employees, union, or mine management. Prepare to role play your side.)

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3. Guidance on the Americans with Disabilities Act, available at http://www.ada.gov/ada_title_1.htm -- useful videos
4. Price Waterhouse v. Hopkins, 290 U.S. 228 (1989) available at https://scholar.google.com/scholar_case?case=780752418377134939&hl=en&as_sdt=6,38
4. Slaikeu and Hasson (1998), Controlling the Costs of Conflict, pp 14-19. 2. Fowler, Clare (2013) "Workplace Conflict: A Phenomenological Study of the Types, Processes, and Consequences of Small Business Conflict." Theory of Conflict, Causes of Conflict, pp.123-195, 206-212 (online numbering. Actual page numbering on paper begins at pg 108). Available at <http://pqdtopen.proquest.com/doc/1346686186.html?FMT=AI>
5. Dana, Daniel (2001). Conflict Resolution, pp. 17-37. 4. Scott, Vivian (2010) Conflict Resolution at Work for Dummies, pp. 77-81
6. Stitt, Allan J (2003) ISBN: 0-88804-400-3, Mediating Commercial Disputes, Canada Law Book Topics in Dispute Resolution, Chapters 2,3, pp. 11-31.
7. Fowler, Clare (2013) "Workplace Conflict: A Phenomenological Study of the Types, Processes, and Consequences of Small Business Conflict." Theory of Conflict, Causes of Conflict, pp. 51-71. Available at <http://pqdtopen.proquest.com/doc/1346686186.html?FMT=AI>
8. Friedman, R. "Conflict Escalation: Dispute Exacerbating Elements of E-mail Communication" (2003). Human Relations, 56:11, pp 1325-1347
9. Stitt, A. (1998). Alternative Dispute Resolution for Organizations: How to Design a System for Effective Conflict Resolution, Ch. 1: Sections "Setting up an ADR System," "Goals for an ADR System," and "Incorporating an ADR System." pp 6-14, 53-81 (review), 139-144.
10. Fowler, Clare (2013) "Workplace Conflict: A Phenomenological Study of the Types, Processes, and Consequences of Small Business Conflict." Theory of Conflict, Causes of Conflict, pp. 72-80, 227. Available at <http://pqdtopen.proquest.com/doc/1346686186.html?FMT=AI>
11. Moore, C. The Mediation Process: Practical Strategies for Resolving Conflict, 3rd ed, skim 368-389, focus on 389-393, skim 400-424,

Course Structure of M.A. in Clinical Psychology

Applicable from 2021-2023

Subject Code	PSY745	Subject Title	Rehabilitation of differently abled						
LTP	4 0 0	Credit	4	Subject Category	GE-II	Year	II	Semester	IV

Course Objectives:

Student will able to learn and understand abilities and limitation of types of differently abled. This course will provide the knowledge of the causes of differently abled and stimulate the sensitivity among students in understanding rehabilitation measures available for them.

Unit I: Introduction to Rehabilitation of differently abled

10 Lectures

Types of differently abled, Rehabilitation for Persons with Visual Impairment, Rehabilitation for Persons with Hearing Impairment, Rehabilitation for Persons with Mental Retardation, Rehabilitation for Persons with Locomotor Disability, Learning Disability, Autism, ADHD, Multi Disabled

UnitII: Rights & Rehabilitation7 Lectures

The mental health Act, The Rehabilitation Council of India, RCI role and its significance Laws and rights of differentlyabled, constitutional concerns and other Specific Legislations.

Unit III: Methods and Measure in Rehabilitation

7 Lectures

Social Work Techniques in the Rehabilitation of the Disabled, Management of Cerebral Palsy, Family and Child Care, Audiology and Speech Therapy, Capacity Building for Rehabilitation Professionals, Financial Management in organizations for the Disabled, Administration of Rehabilitation Programmes, Role of ICT

Unit IV: Disability and Rehabilitation Services in India: Issues and Challenges

3 Lectures

Community Based Rehabilitation, vocational rehabilitation of the differently abled, National level institute, Education and Training of Differently abled children, Issues & Challenges

List of Practical's

- Rehabilitation Case Work
- Total Communication and Assistive Technology

Learning Outcome

Students would be acquainted with the various methods of assessment for differently abled and build competence to reflect and devise techniques which will bring out the best from the differentlyabled persons.

Text Book (s)

1. David @ Krueger, (1984). Rehabilitation Psychology - A Comprehensive Textbook, Maryland; An Aspen Publication.
2. Bhatt Usha (1963). The Physically Handicapped in India. Bombay ;ShivlaxmiBhuvana.
3. Prathibhakaranth and Joe Rozario, (2003), Learning Disabilities in India, Willing the mind to learn, New Delhi,Sage Publications India Pvt.Ltd

Reference Books

1. Ann Brechin& Penny Liddiard, (1981). Look at it This way : New Perspectives in Rehabilitation, U.K.; The Open University Press.
2. Gautam Banerjee, (2001). Legal Rights of the Disabled in India, New Delhi;RCI.

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3. Hallahan D.P., and Kauffman J.M. (1976), Introduction to Learning disabilities - A Psycho - Behavioural Approach. New Jersey; Prentice Hall.
4. Kundu C.L, (2000). Status of Disability in India, New Delhi, RCI
5. ErucRyckmans, (1983). Working with Disabled people, London; Batsford Academic and Educational Ltd.
6. Robert M. Goldenson, (1978). Disability and Rehabilitation Handbook, New York; MC Graw-Hill Book company.
7. Ysseldyke. J.E., Algozzine. B., Thurlow .M., (1998). Critical Issues in Special Education. New Delhi : Kanishka Publishers, Distributors.