

# **SGT UNIVERSITY**

**FACULTY OF BEHAVIOURAL SCIENCES**

**DEPARTMENT OF CLINICAL PSYCHOLOGY**

**COURSE CURRICULUM  
B.Sc. (CLINICAL PSYCHOLOGY WITH  
RESEARCH)  
(2021-25)**



**Four Year Degree Program**

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# SYLLABUS

1<sup>st</sup> – Semester

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### Faculty of Behavioural Sciences

#### FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH

#### CERTIFICATE LEVEL PROGRAM

SEM- I	COURSE	NAME OF THE PAPER	HOURS/WK		CREDIT	MARKS
	19020101	Basic Psychological Processes	4		4	100
	19020102	Personality and behaviour	4		4	100
	19020103	Practicum Lab-1 Psychological experiments and tests	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC01001	English/MIL	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

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## Basic Psychological Processes (19020101)

B. Sc. Semester I

Batch 2021-22

4 Units (60 Hours)

Credit 4

**Course Description:** As human beings, we need to interact with people in our surroundings at personal and professional level. Understanding of basic psychological processes will help us enhance our knowledge and hence our interaction with other human beings. This course will give the introduction to the scientific study of behaviour and mental processes which will make us understand our own as well as others experiences and behaviors in different situations. This course will build foundation and interest for psychology as subject. You will learn about the concept and history of psychology, various psychological research methods and different school of psychology. You will also acquire knowledge about different processes of sensation, attention, perception, learning, memory, thinking, motivation, and emotions. This will help you to develop the understanding and skills to think like a psychologist and will process the information you encounter in day-to-day living differently from a layman.

**Course Objective:** Basic Psychological Processes is a course which builds the foundation about the basic important areas of psychology. The comprehensive course objectives are:

1. To provide sufficient knowledge and information about the concept, history of psychology, various psychological research methods and different schools of psychology.
2. To provide understanding and interpretation of basic processes - sensation, attention and perception.
3. To give an insight to explain behaviour on the basis of learning, memory, thinking, motivation and emotion.
4. To use the knowledge of basic psychological processes to apply and solve day to day problems.
5. To analyze content and structure as well create unique pattern among behavioural processes.

**Course Outcome:** It is a beginner's course to introduce the basic aspects of psychology. At the end, the students shall have an understanding of various schools of psychology and basic psychological processes to understand and explain human behavior. The expected course outcomes are:

1. The students shall demonstrate sufficient knowledge and information about the concept of psychology, history of psychology, and various methods of psychological research.
2. The students will comprehend sensation, attention and perception.



3. The students will be able to understand and explain the learning, memory, thinking, motivation and emotion.

4. The students will be able to explain behaviour and mental processes of theirs and others experiences and behaviors.

5. The students will be able to compare and apply various approaches of psychology.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Psychology</b>		<b>15 hrs.</b>
	SLO-1	Concept, Definition and scope/fields of Psychology	Lecture, Group Discussion	3
	SLO-2	Psychology as a science. Brief history of Psychology with recent development and special reference to Psychology in India.	Lecture, Group discussion	3
	SLO-3	Different schools of Psychology: Psychodynamic, Behavioural, Humanistic and existential Approach: Rogers and Gestalt.	Lecture, Group discussion, videos	3
	SLO-4	Methods of Psychology: Observation, Correlation and Experimental	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
S-2		<b>Sensation, Attention and Perception</b>		<b>15 hrs.</b>
	SLO-1	Sensation: Concept, Definition and Sensory Adaptation	Lecture, video, group discussion	3
	SLO-2	Attention: Concept, Types and factors affecting Attention.	Reading and group discussion	3
	SLO-3	Perception: Meaning and Stages of Perception.	Reading and group discussion	3
	SLO-4	Perceptual processes: Perceptual organization and Perceptual Constancies, Illusion	Reading and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
S-3		<b>Motivation and Emotion</b>		<b>15 hrs.</b>
	SLO-1	Motivation: Concept and Definition, Sources of Motivation – instincts & drives. Type of motives: Biological and Social	Lecture, video, Web information	3
	SLO-2	Theories of Motivation - Maslow's Need Hierarchy Theory; McClelland's Achievement Motivation	Reading and group discussion	3
	SLO-3	Emotion: Nature and Concept, Theories of Emotion – James Lange, Cannon-Bard, and Schachter & Singer.	Lecture, Reading and group discussion	3
	SLO-4	Role of Brain in Motivation and Emotion.	Reading and discussion	3

	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
S-4		<b>Learning, Memory and Thinking</b>		<b>15 hrs.</b>
	SLO-1	Nature of learning; Theories of learning: Thorndike's trial and error, Insight learning, Theory of conditioning: Classical conditioning and Instrumental conditioning.	Lecture/ web info/ group discussion	3
	SLO-2	Definition of memory; Processes Types of memory: sensory memory, short-term memory, and long-term memory.	Lecture/ web info/case study and group discussion	3
	SLO-3	Reasoning (inductive and deductive reasoning); Concept formation.	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Creativity – Steps involved in creativity, Convergent and Divergent thinking; Problem solving, Thinking and Language.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

**Recommended Readings:**

1. Morgan, C.T. and King, R. (2017). Introduction to Psychology (7<sup>th</sup>edition). Tata McGraw Hill Publishing Company Limited, New Delhi
2. Ciccarelli, S. K. & White, J. N. (2017). Psychology (5<sup>th</sup> edition). Pearson Education.
3. Baron, R.A. (2005). Psychology: from science to practice. Pearson / Allyn and Bacon, Boston.
4. Feldman, R.S. (2017) – Understanding Psychology (10<sup>th</sup>edition). Mc Graw Hill, India
5. Hoeksema, S.N., Loftus, G., Fredrickson, B. & Lutz, C. (2014). Atkinson and Hilgard's Introduction to Psychology (16<sup>th</sup> edition). Cengage Learning EMEA.
6. Lefton, L. A. & Brannon, L. (2006). *Psychology* (9<sup>th</sup>edition). Pearson Education.
7. Meyer, G., and Ciccarelli, S. (2005). *Psychology*. Prentice Hall.
8. Zimbardo, P. G., & Gerrig, R. J. (1995). *Psychology and life* (14<sup>th</sup>edition). New York: Harper Collins College Publications.

**Personality and Behaviour (19020102)**

**B. Sc. Semester I**

**Batch 2021-22**

**4 Units (60 Hours)**

**Credit 4**

**Course Description:** This course will provide an overview of Personality Psychology and behaviour including the prevailing perspectives and to explain what makes people the way that they are and how science sorts this all out.

**Course Learning Rationale:**

1. To develop understanding among students about personality from different psychological perspectives.
2. To develop understanding among students regarding type and trait approaches to personality.
3. To understand the dynamics of development of personality.
4. To explain the variability in behaviour.

**Course Learning Outcome:** Upon successful completion of this course students will be able to:

- 1) Describe and compare the historical development and various perspectives of psychodynamic, traits, humanistic, behavioral, and cognitive perspectives on personality
- 2) To analyse a person's behavior, thinking patterns, or emotional reactions on the basis of personality theories
- 3) The students shall acquire the capability to evaluate one's behavioural patterns.
- 4) To have a competence to suggest/ recommend one to make choices as per their personality features.

	<b>COURSE LAYOUT</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>	<b>Lecture hrs.=60</b>
<b>S-1</b>		<b>Meaning of Personality</b>		<b>15 Hours</b>
	SLO-1	Definition of Personality, How Personality is related to	Lecture, Group, Discussion	3

		Psychology, Approaches to personality.		
	SLO-2	Type Approaches: Temperament: Humoral theories- Hippocrates, Sheldon and Kretchmer Approach.	Lecture, case study, Group discussion	3
	SLO-3	Trait Approach: Meaning of Traits, Allport- Types Approach.	Lecture, case study, Group discussion	3
	SLO-4	Heritability and Personality; Evaluation of Traits and Type approach	Lecture, case study, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion.	3
S-2		<b>Psychodynamic Perspective of Personality</b>		<b>15 Hours</b>
	SLO-1	Freud's theory of Personality: The nature of mind; Drives.	Lecture, Group discussion	3
	SLO-2	Freud's stages of Psychosexual development.	Lecture, Group discussion.	3
	SLO-3	Structure of Personality: Id, Ego, Superego.	Lecture, Group discussion,	3
	SLO-4	Ego defense mechanism- Repression and Ego defense.	Lecture, Group discussion,	3
	SLO-5	Assignment and activities	Reading and discussion.	3
S-3		<b>Humanistic and Psychosocial Approaches</b>		<b>15 Hours</b>
	SLO-1	Knowing the Theorist- Carl Rogers and Abraham Maslow.	Lecture, videos, group discussion.	3
	SLO-2	Self-actualization, Dispositional and Phenomenological aspect; Holistic Personality development.	Lecture, case study, Group discussion, Role play	3

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	SLO-3	Rogers' Positive regard and Child development, Rogers' view of the Self-concept.	Lecture, case study, Group discussion.	3
	SLO-4	Eriksson Psychosocial Theory. Application and Critical Evaluation.	Lecture and Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion	3
S-4	<b>Relationship between Personality and Behaviour</b>			<b>15 Hours</b>
	SLO-1	Relationship between Personality and Behaviour.	Lecture, case study, Group discussion.	3
	SLO-2	Personality in relation to development of positive personality traits.	Lecture, Group discussion,	3
	SLO-3	Personality and Maladaptive Traits. Development of Abnormal Personality Traits.	Lecture, case study, Group discussion.	3
	SLO-4	Albert Bandura Theory of Self-Efficacy Application and Critical Evaluation.	Lecture, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion	3

### Recommended Readings

Feist & Feist (2006). Theories of personality. McGraw –Hill, New York.

Hall, L. & Campbell (1998). Theories of personality, John Wiley & Sons, New York.

Schultz, D. P. & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.

**Psychological Experiments and Testing (19020103)**

**B. Sc. Semester I**

**Batch 2021-22**

**4 Unit (120 Hrs)**

**Credit 4**

**Internal Assessment 60 Marks**

**End Semester 40 Marks**

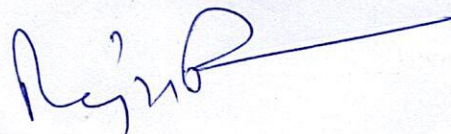
**Course Description:** Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

**Course Objective:**

5. To develop understanding among students about the measure of psychological research.
6. To enable students to conduct psychological experiments independently.
7. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
8. To develop understanding among students about the assessment of maladaptive personality traits.

**Course Outcome:** Upon successful completion of this course students will be able to:

1. The students will be able to understand about the measures of basic psychological research.
2. The students will be able to conduct psychological experiments independently.
3. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
4. The students will be able to assess and identify maladaptive personality traits.



	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
S-1	SLO-1	3 Hours	Introduction: Meaning, Nature, Definition, Scope and Steps of psychological experiments and testing.	Lecture and Discussion
	SLO-2	3 Hours	Span of attention / Preparing an interactive model of attention	Demonstration Practicum
	SLO-3	3 Hours	Simple Reaction time (Visual/ Auditory)	Demonstration Practicum
	SLO-4	3 Hours	Sustained attention-Cancellation task	Demonstration Practicum
	SLO-5	3 Hours	Assignment & activities	Reading and Discussion
S-2	SLO-1	3 Hours	Measurement of Illusion / Sensory adaptation: Tactual / Cold / Pressure	Demonstration Practicum
	SLO-2	3 Hours	Level of Aspiration	Demonstration Practicum
	SLO-3	3 Hours	Identification of basic emotions	Demonstration Practicum
	SLO-4	3 Hours	Short term Memory	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-3	SLO-1	3 Hours	Achievement motivation	Demonstration Practicum
	SLO-2	3 Hours	Temperament scale	Demonstration

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				Practicum
	SLO-3	3 Hours	Defense mechanism Inventory	Demonstration Practicum
	SLO-4	3 Hours	Eysenck Personality Inventory	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-4	SLO-1	3 Hours	Test of Maslow Need Hierarchy	Demonstration Practicum
	SLO-2	3 Hours	Self-efficacy scale	Demonstration Practicum
	SLO-3	3 Hours	Self-esteem Scale/ Self-concept Scale	Demonstration Practicum
	SLO-4	3 Hours	Free-word association test	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

#### Recommended Readings:

- Anastasi, A. & Urbina, S. (2016), *Psychological Testing (7<sup>th</sup> ed.)* Pearson Education
- Gregory, R. (2017). *Psychological Testing: History, Principles and Applications. (7<sup>th</sup> ed.)*. Pearson Education.
- Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.
- Baron, R.A. (2002). *Psychology (5<sup>th</sup> ed.)*. New Delhi: Pearson Education.
- Gerrig, R.F & Zimbardo, P.G. (2005). *Psychology & life*. Allyn& Bacon/New Delhi. Pearson Education.
- Hall C.S., Lindzey. G., & Campbell, J. B. (1998). *Theories of Personality*. John Wiley & Sons, Inc.

Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.

Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.

Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality. (8<sup>th</sup> ed.)*. New York: John Wiley & Sons, Inc.

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**2<sup>nd</sup> – Semester**

**SYLLABUS**

Faculty of Behavioural Sciences

FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH

CERTIFICATE LEVEL PROGRAM

SEM - II	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
	19020201	Abnormal Psychology	4		4	100
	19020202	Basic Counseling Processes and Methods	4		4	100
	19020203	Practicum Lab-II Clinical Assessment and Case Study Reports	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC01002	Environmental Studies	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

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## Abnormal Psychology (19020201)

B. Sc. Semester II

Batch 2021-22

4 Units (60 Hours)

Credit 4

**Course Description:** The course of abnormal psychology is basically designed to give a clear understanding of abnormal behaviour to the students with specific topics relevant in the present approach of study in the field. This course covers all the areas of concerned field with necessary details to better comprehend the mental health issues theoretically.

**Course Objective:**

1. The course is designed to familiarise the students with the abnormal patterns of human behaviour.
2. The standard classification system for mental abnormalities will be introduced to the students.
3. The students will be explained the causal factors responsible for abnormal behaviour.
4. The psychological aspects of substance use will be introduced during the course teaching.

**Course Outcome:**

1. The students would be able to differentiate the normal and abnormal behavioural patterns after the completion of the course.
2. The students would be able to understand the Indian approach of mental disorders with during the process of course learning.
3. After the completion of the course the students will be better informed about the underlying psycho-biological causal mechanism responsible for mental abnormality.
4. On completion of the course students would have understanding of specific behavioural anomalies.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction</b>		<b>15 hrs.</b>
	SLO-1	Abnormality –nature, Historical background; Indian concept of mental disorders	Lecture, Group Discussion	3
	SLO-2	Criteria: Statistical, Personal discomfort and Social	Lecture, Group discussion	3



	SLO-3	Assessment methods of mental disorders: Case study, Psychological tests and brain imaging techniques	Lecture, Group discussion, videos	3
	SLO-4	Classificatory systems; Need of classification; ICD 10 and DSM 5	Lecture, Group discussion, videos	3
	SLO-5	Assignment	Reading and discussion.	3
<b>S-2</b>	<b>Perspectives of abnormal behaviour</b>			<b>15 hrs.</b>
	SLO-1	Psychodynamic perspective of abnormal behaviour	Lecture, video, group discussion	3
	SLO-2	Biological perspective of abnormal behaviour	Reading and group discussion	3
	SLO-3	Socio-cultural perspective of abnormal behaviour	Reading and group discussion	3
	SLO-4	Behavioural and cognitive perspective of abnormal behaviour	Reading and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
<b>S-3</b>	<b>Psychological disorders (DSM 5) I</b>			<b>15 hrs.</b>
	SLO-1	Anxiety disorders: symptoms and causes of Panic disorder, generalized anxiety disorder	Lecture, video, Web information	3
	SLO-2	Symptoms and causes of Phobias,	Reading and group discussion	3
	SLO-3	Symptoms and causes of OCD	Lecture, Reading and group discussion	3
	SLO-4	Symptoms and causes of PTSD	Reading and discussion	3
	SLO-5	Assignment	Reading, writing and discussion	3
<b>S-4</b>	<b>Psychological disorders (DSM 5) II</b>			<b>15 hrs.</b>
	SLO-1	Schizophrenia: Symptoms, causes and types),	Lecture/ web info/ group discussion	3

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SLO-2	Personality disorders: Types, symptoms and causes	Lecture/ web info/case study and group discussion	3	
SLO-3	Mood disorders: symptoms and causal factors of depression, bipolar disorder	Lecture/ web info/case study, debate, and discussion	3	
SLO-4	Substance use disorders: Nature, symptoms and causes of alcoholism	Lecture/ web info/case study, demonstration, debate, and discussion	3	
SLO-5	Assignment	Reading and discussion	3	

**Recommended Books:**

1. Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15<sup>th</sup> ed.)*. New Delhi: Pearson Education.
2. Susan, N. (2020). *Abnormal Psychology (8<sup>th</sup> ed.)*. McGraw Hill Education, New York
3. Kearney, C.A. and Trull, T.J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage Learning
4. Barlow, D.H. and Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning
5. A. Carr. (2001). *Abnormal Psychology*. Psychology Press.
6. P. Bennett. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
7. S. Strack. (2006). *Differentiating Normal and Abnormal Personality*. Springer Publishing Company.

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## Basic Counseling Processes and Methods (19020202)

B. Sc. Semester II

Batch 2021-22

4 Units (60 Hours)

Credit 4

**Course Description:** This course is very significant in view of the counselling processes in the area of clinical psychology which deals with the theoretical details of the counseling processing and also explains clearly the methods for the same. It is a fundamental course for the students of clinical psychology who get an insight about the whole scenario of the psychological intervention planned for the restore behavioural normalcy. The methods of various types have been included in the course structure to understand them theoretically and also to evaluate their applicability in different situations.

### Course Objective:

1. The course also addresses several skills and theoretical issues related to variety of established techniques of counseling.
2. It is aimed to enable students the diversified approach of counselling prevailing in the modern time.
3. The course is explains the steps of counselling process as well as the methods used for the counselling processing.
4. The skills related to the counselling are explained with practical orientation.

### Course Outcome:

1. At the end of the course the students would be better placed with regard to the sound conceptual base of the counseling interventions.
2. The students will also identify several implications of different techniques of counseling.
3. It will help the students to prove themselves in future as better counselor.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Counselling</b>		<b>15 hrs.</b>
	SLO-1	Definition of Counselling and Psychotherapy; Current trends in the 21th century; Goals of Counselling	Lecture and Group Discussion	3
	SLO-2	Concerns and Contexts; Conducting an Interview; Assessment with Clients Constructing; Contextualizing	Lecture and Group discussion	3

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	SLO-3	Confrontation Skills; Influencing Skills – Strategies for Change, Skill Integration.	Lecture and Group discussion	3
	SLO-4	Integrating micro & macro skills with Theory; Ethical-Legal aspects of counselling	Lecture and Group discussion	3
	SLO-5	Assignment	Reading and discussion.	3
<b>S-2</b>	<b>Counselling Model and Developing Counseling Goals</b>			<b>15 hrs.</b>
	SLO-1	Stages of Counselling;	Lecture/ web info/ group discussion	3
	SLO-2	Conduction of first session and note taking; Training in one to one relationship and understanding the client; Basic Empathy and Probing	Lecture/ web info/ group discussion	3
	SLO-3	Assessment and Diagnosis in counselling	Lecture, Writing and group discussion	3
	SLO-4	Skills associated with developing goals and client's participation; Growth of the client	Lecture and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
<b>S-3</b>	<b>Methods of Counselling</b>			<b>15 hrs.</b>
	SLO-1	Clinical Decision Making and Treatment Planning; the role of theories of psychotherapy, choosing a theoretical orientation to therapy	Lecture, video, web information	3
	SLO-2	Psychoanalytic and psychodynamic theories; Ego Psychology; Object relations theory,	Lecture, web info, group discussion	3
	SLO-3	Existential therapy; Person centred therapy; Behavioural therapy and Transactional Analysis.	Lecture, case study, web information	3
	SLO-4	Self-Calming Approaches to Stress Management, Exposure Therapy and Strategies, Strategies for Working with Resistance, Self-Management Strategies	Lecture, web info, group discussion	3

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	SLO-5	Assignment	Reading, writing and discussion	3
<b>S-4</b>	<b>Termination and Follow-up</b>			<b>15 hrs.</b>
	SLO-1	Preparing the client for termination.	Lecture/ web info/ group discussion	3
	SLO-2	Discussing outcome criteria and client's satisfaction.	Lecture/ web info/case study and group discussion	3
	SLO-3	Follow-ups and proper referrals.	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Preventing the relapse of problems.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment	Reading and discussion	3

**Books Recommended:**

1. Gibson, R.L. (2005). *Introduction to Counseling and Guidance. 6<sup>th</sup>Ed.* New Delhi: Pearson Education.
2. Asch, M. (2000). *Principles of Guidance and Counseling 1<sup>st</sup>ed.* New Delhi: Sarup & Sons.
3. Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills.* Boston: Allan & Bacon.
4. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process, 5th edition,* Wasworth Brooks / Cole, Thomson Learning.
5. Ivey, Allen E. & Ivey, Mary B. (2007). *Intentional Interviewing and Counseling.* Thomson: Brooks/Cole. Evans,
6. David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). *Essential Interviewing: A Programmed Approach to Effective Communication.* Thomson: Brooks/Cole.
7. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual.* New Delhi: Sage Publications.

## Practicum Lab II: Clinical Assessment and Case Study Reports (19020203)

B. Sc. Semester II

Batch 2021-22

4 Unit (120 Hrs)

Credit 4

Internal Assessment 60 Marks

End Semester 40 Marks

**Course Description:** The course is basically designed to understand the techniques of clinical assessment and to have a first hand experience of preparing case study report. Various standardized tools have been included in the present syllabus to cover important aspects of clinical area related to mental health. It gives an ample space to understand variety of mental health issues and their assessment methods in detail. Case study reports are in-depth understanding of a particular case with reference to specific health issue and to analyze the same for better understanding.

### Course Objective:

1. To develop understanding among students about the measurement of mental health dimension.
2. To identify the specific details about different psychological traits with analysis.
3. To have in-depth study of particular mental health issue through case study report.
4. To develop a relational understanding for various mental health dimensions.

**Course Outcome:** Upon successful completion of this course students will be able:

1. To understand the nature of several mental issues.
2. To develop skill for detail analysis of any mental health disorder through case study.
3. To sensitize the people about mental health issues to make them more aware.
4. To develop a sense of quantification of psychological traits to better insight and comparison.

	COURSE LAYOUT	LECTURE/ HOUR	TOPICS	PEDAGOGY
S-1	SLO-1	3 Hours	Introduction: Nature of Clinical assessment and Case Study Reports	Lecture and Discussion
	SLO-2	3 Hours	Deprivation Scale	Demonstration Practicum
	SLO-3	3 Hours	Measurement of Anxiety	Demonstration Practicum

	SLO-4	3 Hours	Assessment of Depression	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-2	SLO-1	3 Hours	Insecurity Questionnaire/Test	Demonstration Practicum
	SLO-2	3 Hours	Case study of a depressive patient	Demonstration Practicum
	SLO-3	3 Hours	Mental Health Questionnaire	Demonstration Practicum
	SLO-4	3 Hours	Case study of a Substance Dependent person	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-3	SLO-1	3 Hours	Conducting a semi structured interview for counseling needs	Demonstration Practicum
	SLO-2	3 Hours	Coping Strategy test/Aggression Questionnaire	Demonstration Practicum
	SLO-3	3 Hours	Case study of a person with Behaviour Addiction	Demonstration Practicum
	SLO-4	3 Hours	Persuasion as an influencing skill	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion

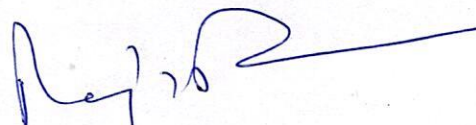
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S-4	SLO-1	3 Hours	Social Alienation Scale	Demonstration Practicum
	SLO-2	3 Hours	Case study of Phobia	Demonstration Practicum
	SLO-3	3 Hours	Case study of child with psychological issues	Demonstration Practicum
	SLO-4	3 Hours	Life Satisfaction Scale	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 tests/ case study reports signed by their respective teacher.

#### Recommended Readings:

1. Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15<sup>th</sup> ed.)*. New Delhi: Pearson Education.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
3. C. C. Diclemente. (2003). *Addiction and Change: How Addictions Develop and Addicted People Recover*. Guilford Press.
4. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process, 5th edition*, Wasworth Brooks / Cole, Thomson Learning.
5. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.





# SYLLABUS

3<sup>rd</sup> – Semester

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**Faculty of Behavioral Sciences**

**B. Sc. CLINICAL PSYCHOLOGY**

**DIPLOMA LEVEL PROGRAM**

<b>SEM- III</b>	<b>COURSE</b>	<b>NAME OF THE PAPER</b>	<b>HOURS/ WK</b>		<b>CREDIT</b>	<b>MARKS</b>
	19020301	Cognition and Behaviour	4		4	100
	19020302	Basic Research Methods and Statistics	4		4	100
	19020303	Practicum Lab-III Cognitive Assessment	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	Human values and ethics	2		2	50
	VAC- 1	Any one	2		2	50
				Total	20	500

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## Cognition and Behaviour (19020301)

B. Sc. Semester III  
Batch 2021-22

4 Units (60 Hours)

Credit 4

**Course Objectives:** This is discipline specific core course of Psychology particularly focusing on the present day general approach of cognition in Psychology. It aims at introducing all the concepts of cognition and the process.

**Course Outcome:** The course is designed to make the students familiar with the basic cognitive processes which regulate information processing between environment and the individuals. It focuses on different level of information processing starting with perception, through learning memory and higher order thinking. The methodology to investigate the cognitive processes to conduct experiments tapping the internal cognition and finding relevance in real life. The students will be able to understand their own knowledge acquiring process as well that of other. Upon completing the course they will be able to appreciate the problems as well as solution of Human cognition. It shall prepared the student for the futuristic development in the area of Neuro-cognition and artificial intelligence.

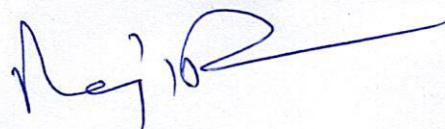
**Course Description:** The course is intended to familiarize the students regarding the cognition processes and understanding that how this is effecting the behavior. The theoretical concepts of cognition are enlisted in such a way that the students would develop better understanding with relevant information of required base.

**Course Objective:**

1. To make students aware of general approach of cognition in Psychology
2. It aims at introducing all the concepts of cognition and the process.
3. Interrelated nature of different concepts of cognition are to be highlighted.
4. Developmental aspect of cognition is also to be taught.
5. The students will be instructed to understand the historical conceptual development of cognition.

**Course Outcome:** On the completion of the course the students will be able to

1. Have a better insight about dynamic cognitive processes.
2. Understand the significant aspects of cognition.
3. Get a better understanding of process of decision making
4. For the futuristic development in the area of neuro-cognition
5. To focus on different level of information processing starting with perception, through learning memory and higher order thinking.



	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Cognition</b>		<b>15 hrs.</b>
	SLO-1	Cognition: Meaning and Nature; Cognition and Behaviour	Lecture, Group Discussion	3
	SLO-2	Influences on the study of cognition: structuralism, functionalism, behaviourism, Gestalt psychology	Lecture, Group discussion	3
	SLO-3	Methods of study: Introspection, Observation, experimental, Neuroimaging	Lecture, Group discussion, videos	3
	SLO-4	Information processing approach; connectionist approach	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
S-2		<b>Basic Processes I</b>		<b>15 hrs.</b>
	SLO-1	Perception; Nature, Bottom-up and Top down processes	Lecture, video, group discussion	3
	SLO-2	Attention: Neural basis; Selective attention, Vigilance behavior Theories of selective attention- Filter theory, Schema theory	Lecture and group discussion	3
	SLO-3	Memory: STM - Capacity, coding, Retrieval duration and forgetting, Retrieval of information	Lecture and group discussion	3
	SLO-4	LTM- Capacity, coding, Retrieval duration and forgetting, Retrieval of information	Lecture and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
S-3		<b>Processes and Manipulation of information</b>		<b>15 hrs.</b>
	SLO-1	Concept: Nature of concept- classical view, schemata view	Lecture, video, Web information	3

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	SLO-2	Language: Fundamental aspects of language,	Lecture and group discussion	3
	SLO-3	Language acquisition, Language comprehension processes – semantics; syntax	Lecture, and group discussion	3
	SLO-4	Problem solving: Problem solving cycle, Types of problems, Blocks of problem solving	Lecture and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Information use and Development</b>		<b>15 hrs.</b>
	SLO-1	Reasoning: Meaning, Approaches to reasoning:	Lecture/ web info/ group discussion	3
	SLO-2	Componential and Mental models; cognitive neuroscience of reasoning	Lecture/ web info and group discussion	3
	SLO-3	Decision making: Phases, Cognitive illusions	Lecture/ web info, debate, and discussion	3
	SLO-4	Cognitive development: Piagetian theory,	Lecture/ web info, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

**Recommended Readings:**

1. Galotti, K.M. (2008). *Cognitive Psychology*. Thomson.
2. Sternberg, R.J. (2009). *Cognitive Psychology*. Wadsworth
3. Eysenck, M.W. and Keane, M.T. (2003). *Cognitive Psychology*, Psychology Press
4. Morgan, C.T. and King, R. (2017). *Introduction to Psychology (7<sup>th</sup>edition)*. Tata McGraw Hill Publishing Company Limited, New Delhi
5. Feldman, R.S. (2017). *Understanding Psychology (10<sup>th</sup>edition)*. Mc Graw Hill, India
6. Lefton, L. A.& Brannon, L. (2006). *Psychology (9<sup>th</sup>edition)*. Pearson Education.
7. Meyer, G., and Ciccarelli, S. (2005). *Psychology*. Prentice Hall.



## Basic Research Methods and Statistics (19020302)

B. Sc. Semester III

Batch 2021-22

4 Units (60 Hours)

Credit 4

**Course Description:** It is a foundation course for fourth year of degree program by research. The hybrid course title is a combination of basic research methods and supporting beginner's statistics introduced to the students the procedure of scientific research in psychology. The course will help them to develop a sense of understanding for researches conducted in psychology and shall have a spillover advantage to all the courses.

**Course Objective:**

1. To expose the students with methods of studying behavior.
2. To understand different methods on selected problems as the core techniques.
3. To understand the procedures, precautions and errors in methods.

**Course Outcome:**

1. There will be understanding of the basic research designs and processes.
2. They will be able to do review of literature, formulate research questions, and generate hypotheses.
3. Student will be skilled to design research proposal and conduct researches.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Basics of Research Methods</b>		<b>15 hrs.</b>
	SLO-1	Concept; characteristics of scientific research; research in psychology	Lecture, Group Discussion	3
	SLO-2	Formulation of problems and Nature, types of variables	Lecture, Group discussion	3
	SLO-3	Meaning and formulation of hypotheses,	Lecture, Group discussion, videos	3
	SLO-4	Sampling and its types – probability and non-probability sampling	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
S-2		<b>Types of Research and Techniques of data collection</b>		<b>15 hrs.</b>
	SLO-1	Experimental research: laboratory and field experiments,	Lecture, video, and case of a classical experiment	3

	SLO-2	Sample survey, Questionnaire	Lecture, and hand on exercise	3
	SLO-3	Observation and Field studies	Lecture, Field visit Demonstration and group discussion	3
	SLO-4	Methods of research in Psychology: Case history, Interview	Lecture, Demonstration and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Introduction to Statistics and measures of central tendency</b>		<b>15 hrs.</b>
	SLO-1	Statistics: Meaning, scope and purpose	Lecture, video, Web information	3
	SLO-2	Frequency distributions of data	Lecture, and group discussion	3
	SLO-3	Graphic representation of data- Histogram, Polygon and Ogive	Lecture, Reading and group discussion	3
	SLO-4	Mean, median, and mode	Reading and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Variability and inferential Statistics</b>		<b>15 hrs.</b>
	SLO-1	Variability – Average Deviation, Quartile Deviation and Percentile, Standard deviation	Lecture/ web info/ group discussion	3
	SLO-2	Normal Distribution: Properties of normal curve; skewness and kurtosis	Lecture/ web info/case study and group discussion	3
	SLO-3	Standard error of mean, Confidence intervals	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Correlation-Coefficient–Product Moment and Spearman’s Rank Order Coefficient.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

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**Books ecommended:**

1. Kothari, C.R. (2004). *Research Mehtodology: Methods & Techniques*. New Age International. New Delhi, India.
2. Kerlinger, F. (2010). *Foundations of Behavioral Research*. New Delhi: Prism International.
3. Albon, A. . (2007). *Introducing Psychology through Research*. Open University Press.
4. Garrett, P. (1968). *Statistics in Psychology and Education*. New Delhi: Vakils.
5. Bakeman, R.P. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*. Lawrence Erlbaum Associates, 1992
6. Everitt B. S. . (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.
7. McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall
8. Siegel, S. and Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

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**Practicum Lab III: Cognitive Assessment (19020303)**

**B. Sc. Semester III  
Batch 2021-22**

**4 Unit (120 Hrs)**

**Credit 4**

**Internal Assessment 60 Marks**

**End Semester 40 Marks**

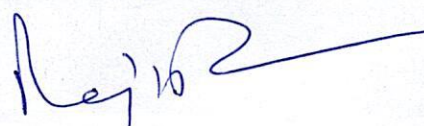
**Course Description:** Cognitive assessment is a very important area of psychology which deals with the understanding the procedure of assessment as well as promotes the individual with the applied aspect of cognition. Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

**Course Objective:**

9. To develop understanding among students about the measure of psychological research.
10. To enable students to conduct psychological experiments independently.
11. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
12. To develop understanding among students about the assessment of maladaptive personality traits.

**Course Outcome:** Upon successful completion of this course students will be able to:

5. The students will be able to understand about the measures of basic psychological research.
6. The students will be able to conduct psychological experiments independently.
7. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
8. The students will be able to assess and identify maladaptive personality traits.



	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
S-1	SLO-1	3 Hours	Introduction: Meaning, Nature, of cognitive assessment	Lecture and Discussion
	SLO-2	3 Hours	Eye Blink Conditioning	Demonstration Practicum
	SLO-3	3 Hours	Anagram solution- Language facilitation	Demonstration Practicum
	SLO-4	3 Hours	Auditory threshold- Audiometry	Demonstration Practicum
	SLO-5	3 Hours	Assignment & activities	Reading and Discussion
S-2	SLO-1	3 Hours	Visual After Image- Duration of inspection and image	Demonstration Practicum
	SLO-2	3 Hours	Perception of size and distance	Demonstration Practicum
	SLO-3	3 Hours	Complex Reaction Time	Demonstration Practicum
	SLO-4	3 Hours	Jensen's decision and motor reaction time	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-3	SLO-1	3 Hours	Kinesthetic figural after effect	Demonstration Practicum
	SLO-2	3 Hours	Tower of Hanoi-Problem solving	Demonstration Practicum

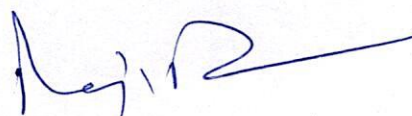
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	SLO-3	3 Hours	Wall and Candle problem solving	Demonstration Practicum
	SLO-4	3 Hours	Dual task paradigm- motor and verbal interference: language lateralization	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-4	SLO-1	3 Hours	LTM- Effect of clustering on acquisition and recall	Demonstration Practicum
	SLO-2	3 Hours	STM- Effect of chunk on capacity of STM	Demonstration Practicum
	SLO-3	3 Hours	Study of concept formation- categorization	Demonstration Practicum
	SLO-4	3 Hours	Card sorting – Effect of set sustaining	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

#### Recommended Books:

1. Baron, R.A. (2002). *Psychology (5<sup>th</sup> ed.)*. New Delhi: Pearson Education.
2. Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
3. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.
4. Galotti, K.M. (2008). *Cognitive Psychology*. Thomson.
5. Sternberg, R.J. (2009). *Cognitive Psychology*. Wadsworth
6. Feldman, R.S. (2017). *Understanding Psychology (10<sup>th</sup> edition)*. Mc Graw Hill, India



# SYLLABUS

4<sup>th</sup> – Semester

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## Faculty of Behavioral Sciences

### B. Sc. CLINICAL PSYCHOLOGY

#### DIPLOMA LEVEL PROGRAM

SEM- IV	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
	19020401	Clinical Psychology	4		4	100
	19020402	Psychotherapeutic Interventions	4		4	100
	19020403	Field Training	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	Soft Skills	2		2	50
	VAC- 1	Any one	2		2	50
				Total	20	500

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**Clinical Psychology (19020401)**  
**B. Sc. Semester IV**  
**Batch 2021-22**

**4 Units (60 Hours)**

**Credit 4**

**Course Description:** The course of clinical psychology is designed to give detail understanding of the theoretical as well as applied aspects of the area. It focuses on the basic essential dimensions related to the development of clinical psychology with different professional training and assessment techniques. It is providing detail insight of the existing practices in the field.

**Course Objective:**

1. The course aims at providing a good theoretical base for understanding of clinical psychology.
2. It also emphasizes on psychotherapeutic interventions to be used in understanding the mental health issues.
3. The course also addresses several issues related to variety of established techniques being used in present scenario.
4. It provides clear understanding of clinical practices.

**Course Outcome:**

1. At the end of the course the students would be better placed with regard to the sound conceptual base of the psychotherapeutic interventions.
2. They will also identify several implications of different intervention techniques.
3. It will help them to prove themselves in future as better clinical psychologists.
4. This course will give a deep insight about the historical as well as present scenario of clinical psychology.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Clinical Psychology</b>		<b>15 hrs.</b>
	SLO-1	Clinical Psychology: Nature, History: ancient views and recent developments.	Lecture, Group Discussion	3
	SLO-2	Training and professional development, Code of conduct and Ethics guidelines in Clinical Psychology	Lecture, Group discussion	3
	SLO-3	Development of standards of Clinical Psychology in India; IACP	Lecture, Group discussion, videos	3

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	SLO-4	Classification systems – Need, advantages and disadvantages; DSM and ICD;  Other Mental health professionals; multi-disciplinary teams	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Assessment in Clinical Psychology I</b>		<b>15 hrs.</b>
	SLO-1	Role of assessments in Clinical Psychology; Origins of Clinical Assessment.	Lecture, video, group discussion	3
	SLO-2	Process of Assessment; Clinical Interviewing: Purpose- Gathering Information for Assessment and Treatment,	Lecture and group discussion	3
	SLO-3	Establishing Rapport for Assessment and Treatment	Lecture and group discussion	3
	SLO-4	Skills of the interviewer; History Taking and MSE.	Lecture and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Assessment in Clinical Psychology II</b>		<b>15 hrs.</b>
	SLO-1	Models and methods of assessment: traditional or norm referenced assessment	Lecture, video, Web information	3
	SLO-2	Intelligence, achievement tests and tests for special abilities.	Lecture and group discussion	3
	SLO-3	Norm referenced and criteria based objective personality measures;	Lecture, and group discussion	3
	SLO-4	Role of Projective assessment and Behavioural Assessment in clinical psychology	Lecture and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Intervention Models and Areas of Application</b>		<b>15 hrs.</b>

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SLO-1	Models: Psychodynamic, Humanistic and Cognitive-Behavioural.	Lecture/ web info/ group discussion	3
SLO-2	Modes: Individual, Couples and Group Therapy.	Lecture/ web info and group discussion	3
SLO-3	Applications: Clinical Health Psychology, Clinical Geriatric Psychology, Child and Adolescent Psychology	Lecture/ web info, debate, and discussion	3
SLO-4	Contemporary and Future Role of Clinical Psychologists	Lecture/ web info, debate, and discussion	3
SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

**Recommended Books:**

1. Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. NewYork: Open University Press.
2. Brewer,K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
3. Hacker, J., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practices and ethics* . Delhi: Pearson Education.
4. Kramer, G. P., Bernstein, D. A., &Phares, V. (2014). *Introduction to clinical psychology. Upper Saddle River, NJ: Prentice-Hall*.
5. Phares, J.E., &Trull, J.T. (2000).*Clinical Psychology: Concept, Method & Profession*. Wadsworth.
6. Plante, T.G. (2004). *Contemporary Clinical Psychology, 4<sup>th</sup> Ed*. Wiley publishers. New York:US.
7. Pomerantz, & Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage publications.

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**Psychotherapeutic Intervention (19020402)**

**B. Sc. Semester IV**

**Batch 2021-22**

**4 Units (60 Hours)**

**Credit 4**

**Course Description:** The course is intended to give a detail understanding of the development of psychotherapeutic intervention in which the past and the present scenario is very well explained. All important approaches of the related area are included to have comparative understanding of the same. Mindfulness techniques are well explained for the better blending of recent development in the field with traditional approach.

**Course objectives:**

1. Student will develop the scientific understanding about psychotherapy
2. They will learn basic therapeutic skills of psychotherapy.
3. They will be provided hand on skills training in psychotherapy.
4. The course would also help in developing a comparative understanding of various approach in the area.

**Course Outcome:**

1. Students would be able to understand human behaviours in psychological perspective
2. They would be able to know the application of various psychotherapeutic approaches in clinical setting.
3. They will develop the aptitude of psychotherapist and skills required to deliver the psychotherapy.
4. At the end of the course the students will be able to have a better insight about the utility of different therapies in different mental health issues.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction</b>		<b>15 hrs.</b>
	SLO-1	Nature of psychotherapy: Understanding and definitions of psychotherapy	Lecture, Discussion	Group 3
	SLO-2	History and development of psychotherapy	Lecture, discussion	Group 3
	SLO-3	Process of psychotherapy	Lecture, discussion, videos	Group 3
	SLO-4	Client-therapist relationship, role and qualities of a good therapist	Lecture, discussion, videos	Group 3

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	SLO-5	Assignment & activities	Reading and discussion.	3
S-2		<b>Psychodynamic, Behavioural and Humanistic Psychotherapies</b>		<b>15 hrs.</b>
	SLO-1	Overview of Freudian approach of psychoanalysis: Theoretical background, techniques and application	Lecture, video, group discussion	3
	SLO-2	Understanding Behavioural Therapy: Theoretical Background, Techniques and application	Lecture and group discussion	3
	SLO-3	Overview of Client Centred Therapy: Theoretical Background, Techniques and Application	Lecture and group discussion	3
	SLO-4	Psychotherapy for Special Population: Geriatric, Child and Physical Illnesses.	Lecture and group discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3
S-3		<b>Supportive Psychotherapy and Cognitive-Behaviour Therapy</b>		<b>15 hrs.</b>
	SLO-1	Understanding and Techniques of Supportive Psychotherapy	Lecture, video, Web information	3
	SLO-2	Overview of Cognitive Behaviour Therapy	Lecture and group discussion	3
	SLO-3	Theoretical background, principles and applications of CBT	Lecture, and group discussion	3
	SLO-4	Process and Techniques used in CBT	Lecture and discussion	3
	SLO-5	Assignment & activities	Reading, writing and discussion	3
S-4		<b>Third Waves of Cognitive Behaviour Therapy and Ethical issues in psychotherapy</b>		<b>15 hrs.</b>
	SLO-1	Overview of Third way Psychotherapies;	Lecture/ web info/ group discussion	3

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		Difference between Third Wave Psychotherapies and CBT.		
SLO-2		Overview of Mindfulness Based Cognitive Therapy (MBCT): Techniques and Application	Lecture/ web info and group discussion	3
SLO-3		Overview of Dialectical Behaviour Therapy (DBT): Techniques and Application.	Lecture/ web info, debate, and discussion	3
SLO-4		Ethical issue in psychotherapy in practice.	Lecture/ web info, debate, and discussion	3
SLO-5		<b>Assignment &amp; activities</b>	Reading and discussion	3

**Recommended Readings:**

1. Wolberg, L.R. (2004). *The techniques of psychotherapy*. Kennedy Drive: Chevy Chase
2. Makover, R. B. (2017). *Basics of psychotherapy: A practical guide to improving clinical success*. American Psychiatric Association Publication: USA
3. Didonna, F. (2009). *Clinical handbook of mindfulness*. Springer: Italy
4. Back, J. S. (2011). *Cognitive therapy: Basic and beyond*. The Guildford publication: New York
5. Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
6. Gobbard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.
7. Segal, Z. V., Williams, J, MG & Teasdale, J. D. (2013). *Mindfulness based cognitive therapy for depression*. The Guildford Press: USA
8. Linehan, M. M. (2014). *DBT skills training manual*. The Guildford press: USA

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**Field Training (19020403)**

**B. Sc. Semester IV  
Batch 2021-22**

**Max Marks: 100 (Internal 60 External 40)**

**Credit: 4**

**Course Objectives:**

1. Field training is a skill enhancement course and therefore requires hands on experience.
2. University will select an institution/centre/ NGO working with care and treatment of patients/ challenged people.
3. Each student will go for two days at a centre duly approved by the Dean, Faculty of Behavioural Science.in consultation with the teacher incharge. It shall be a supervised training and the supervisor at the center shall maintain a record of attendance, work sheet and other log sheets. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for at-least 128 hours in a semester.

**Course Outcomes:**

1. Students will be able to observe cases of psychological disorders in real-life settings.
2. They will be able to assess and conceptualize mental health problems in a professional manner.
3. They will also observe mental health interventions being carried out in institutional setting and report the same

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# **SYLLABUS**

## **5<sup>th</sup> Semester**

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## Faculty of Behavioural Sciences

### FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH

#### DEGREE LEVEL PROGRAM

SEM - V	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
CORE-1	19020501	Cognitive Behaviour Therapy	4		4	100
CORE-2	19020502	Neuropsychology	4		4	100
CORE-3 (Practical)	19020503	Practicum- Psychodiagnostics	8		4	100
DSE-1	19020504	Childhood Psychopathology	4		4	100
DSE-2	19020505	Adolescent Psychopathology	4		4	100
DSE-3	19020506	Geriatric Psychopathology (Any two of the DSEs to be taken)	4		4	100
				Total	20	500

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**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Cognitive Behavior Therapy (Course Code: 19020501)**  
**Core Course**

**B. Sc. Semester V**

**Batch 2021-22**

**4 Units (60 Hours)**

**Course Description:** The course is designed to inculcate knowledge about Cognitive Behaviour Therapy in students. This course covers the historical development and current trend and practice in CBT. Overall, this curriculum would reduce the gap of theory and practice of CBT.

**Course Objectives:**

1. To Develop the understanding about theoretical ground of CBT.
2. To develop understanding about techniques of CBT.
3. To develop understanding about application of CBT
4. Skills development for practicing CBT

**Course Outcomes:**

1. Students would be able to do theoretical formulation of mental disorders under models of CBT.
2. Students would learn different techniques of CBT.
3. Students would learn application of CBT for common mental disorders.
4. Skill development for practicing CBT.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Cognitive Behaviour Therapy (CBT)</b>		<b>15hrs</b>
	SLO-1	Introduction to CBT: Definition of CBT; General principles of Cognitive Behavioral treatment.	Lecture, Group Discussion	3
	SLO-2	Historical background of CBT: Early clinical applications of behavioral principles and operant techniques; Consolidation and integration of Cognitive and Behavioral approaches.	Lecture, Group discussion	4
	SLO-3	Cognitive- Behavioral assessment: Goals of cognitive- behavioral assessment, Modes of assessment and advantages of assessment.	Lecture, Group discussion, videos	3
	SLO-4	Behavioral interviewing: Stages, Behavioral	Lecture, Group	4

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		analysis, Self-monitoring.	discussion, videos	
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	1
<b>S-2</b>		<b>Techniques of CBT</b>		<b>15 hrs.</b>
	SLO-1	<b>Overview of treatment:</b> Developing the therapeutic relationship; Planning treatment and structuring sessions; significance of homework assignments in CBT.	Lecture, video, group discussion	3
	SLO-2	<b>Cognitive Conceptualization:</b> Beck's Cognitive Model (Core beliefs, Dysfunctional assumptions, Negative Automatic Thoughts, Negative Cognitive Triad, Beck's 11 Cognitive Distortions). Relationship of Behavior to Automatic Thoughts. Techniques used for identifying and evaluating Automatic Thoughts, Intermediate Beliefs and Core Beliefs (Socratic questioning, Guided Discovery, Downward Arrow Technique)	Reading and group discussion	4
	SLO-3	<b>Behavioral Activation:</b> Conceptualization of Inactivity, Lack of Mastery or Pleasure; Application of Activity Chart to assess the accuracy of predictions.	Reading and group discussion	4
	SLO-4	<b>Additional Cognitive Behavioral Techniques:</b> Problem Solving and Skills Training, Refocusing, Graded Task Assignments, Role Playing, Imagery, Cost-Benefit Analysis.	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	1
<b>S-3</b>		<b>Third wave CBT</b>		<b>15 hrs.</b>
	SLO-1	Introduction to third- wave CBT, mindfulness, and the integration of CBT and third wave therapies.	Lecture, video, Web information	3
	SLO-2	Dialectical Behaviour Therapy (DBT)	Reading and group discussion	4
	SLO-3	Acceptance and commitment therapy (ACT)	Lecture, Reading and group discussion	3
	SLO-4	Mindfulness Based Cognitive Behaviour Therapy (MBCT)	Reading and discussion	4
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	1

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S-4		Application of CBT	15 hrs.	
	SLO-1	CBT for Anxiety Disorders	Lecture/ web info/ group discussion	4
	SLO-2	CBT for Depression	Lecture/ web info/case study and group discussion	3
	SLO-3	CBT for OCD	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	CBT for Substance Abuse	Lecture, web info, debate, and discussion	4
	SLO-5	Assignment & activities	Submission/Present ation/ Seminar	1

**Recommended Readings:**

- Beck, J., (2011) *Cognitive Behaviour Therapy, Second edition: Basics and Beyond*, Guilford Press, New York
- Hawton, K., Salkovskis, P., Kirk, J., Clark, D., (1989) *Cognitive Behaviour Therapy for Psychiatric Problems: A Practical Guide*, Oxford University Press, New York.
- Neenan, M., Dryden, W. (2017) *Cognitive Behaviour Therapy 100 Key Points and Techniques* Second Edition. Routledge, New York.
- Robertson., D. (2010) *The Philosophy of Cognitive-Behavioural Therapy (CBT)*. Karnac Books Ltd, London
- Westbrook, D., Kennerley, H., Kirk, J. (2011) *An Introduction to Cognitive Behaviour Therapy Skills and Applications Second Edition*. SAGE, New Delhi.

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**Department of Clinical Psychology**

**Faculty of Behavioral Sciences**

**Neuropsychology (Course Code: 19020502)  
Core Course**

**B. Sc. Semester V**

**Batch 2021-22**

**4 Units (60 Hours)**

**Course Description:** Neuropsychology is a branch of psychology that applies the principles of biology to study how complex properties of brain allow behaviour to occur. This field of psychology takes an empirical and practical approach to studying the brain and behavior. Neuropsychologists study relationships between brain functions and behaviour; specifically, changes in thought and behaviour that relate to the brain's structural or cognitive integrity. Thus, neuropsychology is one way to study the brain by examining the behaviour it produces. The present module provides students with a basic understanding of Neuropsychology. The module rests on the following principles:

- Behaviour is a product of physiology.
- Our understanding of human behaviour is incomplete without taking the biological perspective into consideration.
- Any injury or disorders of brain will bring a related change in behaviour

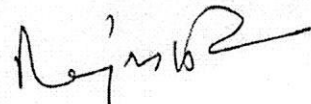
Neuropsychology draws information from many disciplines— anatomy, biology, biophysics, ethology, pharmacology, physiology, physiological psychology, and philosophy among them. Neuropsychological investigations into the brain-behavior relationship can identify impairments in behavior that result from brain trauma and from diseases that affect the brain.

**Course Objectives:** The comprehensive course objectives are:

1. To introduce the basic concept of Neuropsychology and to give an insight of the perspectives of brain and behaviour
2. To provide sufficient knowledge and information about the structure and function of brain.
3. To develop an understanding of major Neuro-psychiatric disorders.
4. To develop an understanding about the importance of Neuropsychological assessment.

**Course Outcomes:** This course introduces the basics of Neuropsychology. At the end, the students shall have an understanding of functioning of nervous system. How nervous system can shape and explain human behavior. By the end of this course, students should be able to:

1. Understand the critical importance of biological processes in shaping behaviour.
2. Demonstrate knowledge of research methods used in Neuropsychology.
3. Apply principles of neuropsychology to seek answers for psychological problems and disorders.
4. Identify signs and symptoms of neuropsychiatric disorders.
5. Carry out clinical interview and assessments.



	Course Layout	Topics	Pedagogy	Lecture Hours=60
<b>S-1</b>		<b>Introduction to Psychology</b>		<b>15 hrs.</b>
	SLO-1	Concept, Definition and scope/fields of Neuropsychology	Lecture, Group Discussion	3
	SLO-2	Neuropsychology as a science. Brief history of Neuropsychology with recent development and special reference to Neuropsychology in India.	Lecture, Group discussion	3
	SLO-3	Perspectives of brain and behavior: Aristotle, Descartes, Darwin	Lecture, Group discussion, videos	3
	SLO-4	Methods of Neuropsychology: Observation, Correlational and Experimental; Techniques: Electrophysiological, Radiological, and Magnetic	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-2</b>		<b>Central Nervous System</b>		<b>15 hrs.</b>
	SLO-1	Nervous system- Central and Peripheral nervous system	Lecture, video, group discussion	3
	SLO-2	Divisions and structures of the brain: Forebrain mid brain, hind brain	Lecture, video, group discussion	3
	SLO-3	Lobes of the brain	Lecture, video, group discussion	4
	SLO-4	Case studies related to Brain dysfunctions	Reading and group discussion	2
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-3</b>		<b>Neuro-diagnostics</b>		<b>15 hrs.</b>
	SLO-1	Introduction to Neuropsychological assessment	Lecture, video, Web information	3
	SLO-2	Special issues in Neuropsychological assessment	Reading and group discussion	3
	SLO-3	Essentials of the interview and clinical history	Lecture, Reading and group discussion	3
	SLO-4	Comprehensive Neuropsychological assessments: Halstead-Rietan approach, Luria Nabraska approach. Individualized Approach	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

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S-4	<b>Neuropsychological Disorders</b>		<b>15 hrs.</b>
	SLO-1	Aging and brain ,Dementia, Alzheimer's disease and Parkinson's disease: Types, causes, symptom and management	Lecture/ web info/ group discussion 3
	SLO-2	Cerebrovascular accidents: Types, causes, symptom and management	Lecture/ web info/case study and group discussion 3
	SLO-3	Traumatic brain injuries: Types, causes, symptom and management, Tumors of the brain	Lecture/ web info/case study, debate, and discussion 3
	SLO-4	Neuropsychological Rehabilitation	Lecture/ web info/case study, demonstration, debate, and discussion 3
SLO-5	Assignment & activities	Submission/Presentation/ Seminar 3	

**Recommended Readings:**

- Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology*. Macmillan.
- Zillmer, E. A., & Spiers, M. V. (2008). *Principles of neuropsychology*. Wadsworth/Thomson Learning.
- Morgan, J. E., & Ricker, J. H. (Eds.). (2017). *Textbook of clinical neuropsychology*. Taylor & Francis.
- Goldstein, L. H., & McNeil, J. E. (Eds.). (2013). *Clinical neuropsychology: A practical guide to assessment and management for clinicians*. Wiley-Blackwell.
- Pinel, J. P., & Barnes, S. (2017). *Biopsychology*. Pearson.

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**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Practicum - Psychodiagnostics (Course Code: 19020503)**  
**Core Course**  
**B. Sc. Semester V**  
**Batch 2021-22**

**4 Units (120 Hours)**

**Course Description:** The course is planned to give the insight about the practical performance of various tests related to psychodiagnostics. The tests are so included that they cover various dimensions of psychodiagnostics. It is designed to impart detail information to the students with specific behavioural dimension in each test. The variety of tests would also help in identifying the comparative nature of the tests included. The objectivity of assessment and measurement of the tests are well established therefore the reliability of the results are very high.

**Course Objective:** The course objectives are:

1. To familiarize the students with the standard procedure of conducting the tests.
2. To explain the students about the relevant controls to be taken for each test.
3. To educate the students about to note down the relevant minute details during the test duration of conduction.

**Course Outcome:**

1. On the completion of the course the students will be able to understand the required details for conducting the tests.
2. The students would be able to differentiate the response parameters related to concerned psychopathology.
3. The students will acquire the knowledge of obtaining introspection report of the subjects.

	Course Layout	Topics	Pedagogy	Lecture Hours=120
S-1				30 hrs.
	SLO-1	Assessment of Personality structure through Rorschach Inkblot Test (RIBT)	Lecture, Demonstration, Performance of Test	6
	SLO-2	IQ assessment of child through MISIC/WISC	Lecture, Demonstration, Performance of Test	6
	SLO-3	Behavioural Assessment- Child Behaviour Checklist (CBCL)	Lecture, Demonstration, Performance of Test	6
	SLO-4	Dynamics of Personality – TAT/CAT	Lecture, Demonstration, Performance of Test	6
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	6
S-2				30 hrs.
	SLO-1	Objective Personality Test- NEO-5	Lecture, Demonstration, Performance of Test	6
	SLO-2	Conflict assessment- Sacks Sentence Completion Test (SSCTS)	Lecture, Demonstration, Performance of Test	6

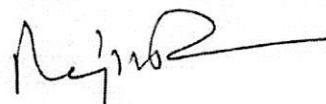
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	SLO-3	Adult IQ assessment- WAIS/BKT	Lecture, Demonstration, Performance of Test	6
	SLO-4	Neuropsychological assessment- PGIBBD/AIIMS Battery	Lecture, Demonstration, Performance of Test	6
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	6
<b>S-3</b>				<b>30 hrs.</b>
	SLO-1	Assessment of Socio-adaptive functioning- Vineland Social Maturity Scale (VSMS)	Lecture, Demonstration, Performance of Test	6
	SLO-2	Cognitive assessment- Mini Mental Status Examination (MMSE)	Lecture, Demonstration, Performance of Test	6
	SLO-3	Culture free IQ test- SPM/CPM	Lecture, Demonstration, Performance of Test	6
	SLO-4	Visuo-spatial ability test- Bender Gestalt Test (BGT)	Lecture, Demonstration, Performance of Test	6
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	6
<b>S-4</b>				<b>30 hrs.</b>
	SLO-1	Personality assessment through objective test: 16 PF	Lecture, Demonstration, Performance of Test	6
	SLO-2	Test to assess cognitive impairment: The Montreal Cognitive Assessment (MOCA)	Lecture, Demonstration, Performance of Test	6
	SLO-3	Personality assessment through projective test- DAPT	Lecture, Demonstration, Performance of Test	6
	SLO-4	Checklist to assess impairments in developmental areas: Developmental Psychopathology Checklist (DPCL).	Lecture, Demonstration, Performance of Test	6
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	6

Note: Any 12 Practical to be conducted and reported

**Recommended Readings:**

- Groth-Marnat, G. & Wright, A.J. (2016). *Handbook of Psychological Assessment*. NY: Wiley
- Anastasi, A. and Urbina, S. (2016). *Psychological Testing*. Pearson Education India.
- Plante, T.G. (2004). *Contemporary Clinical Psychology, 4<sup>th</sup> Ed.* Wiley publishers. New York:US.
- Kaplan, R. & Saccuzzo, D.P. (2012). *Psychological Testing: Principles, Applications, and Issues. 8<sup>th</sup> Ed.* Wadsworth Publishing.
- Domino, G. & Domino, M. (2006). *Psychological Testing: An Introduction, 2<sup>nd</sup> Ed.* Cambridge University Press.



**Department of Clinical Psychology**

**Faculty of Behavioral Sciences**

**Childhood Psychopathology (Course Code: 19020504)  
DSE Course**

**B. Sc. Semester V**

**Batch 2021-22**

**4 Units (60 Hours)**

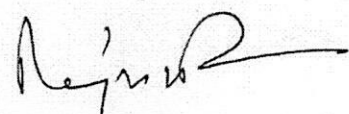
**Course Description:** The study of child psychopathology necessitates going upstream to determine what factors, including those before the child's birth, may contribute to their mental health and well-being. The course would enable the students to acquire knowledge of how some neurodevelopmental disorders runs in the families as there is strong genetic disposition and how effective screening and early prevention measures could benefit both the child and the caregivers. The course aims to provide the students with adequate skills to understand the importance of mental health which usually starts manifesting from the very early years of life.

**Course Objective:**

1. The course is designed to help the students understand the early and multiple factors contributing to psychopathology that emerges in childhood and some manifests later in life
2. To help the students conceptualize child mental health problems within a psychological framework considering contextual factors and to learn and carryout relevant assessments and management.
- 3.

**Course Outcome:**

1. Students would be able to understand the many causative factors that could lead to psychopathology in early years of childhood.
2. The students will understand to recognise the symptoms at the earliest.
3. The course will also make the students understand that how various early intervention programs could manage these conditions?



	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Infancy &amp; Childhood</b>		<b>15 hrs.</b>
	SLO-1	Infancy & Childhood: Introduction, concept of normal development.	Lecture, Group Discussion, PPT	3
	SLO-2	Physical and Psychological changes in Infancy & Childhood	Lecture, Group Discussion, PPT	3
	SLO-2	Dimensions of temperament.	Lecture, Group discussion	3
	SLO-3	Models of Child Psychopathology: Physiological, Psychodynamic, Behavioural and Cognitive, Family & Socio-cultural.	Lecture, Group discussion, PPT	3
	SLO-4	Assignment & activities	Submission/Presentation/Seminar	3
S-2		<b>Assessments of Childhood Psychopathology</b>		<b>15 hrs.</b>
	SLO-1	History taking in childhood disorders, Behavioural Observation	Lecture, Group discussion, case study	3
	SLO-2	Behavioural checklists: DPCL, CBCL	Lecture, Group discussion, role play, case study	3
	SLO-3	Assessments tools: VSMS, SFBT	Lecture, Group discussion, role play, case study	3
	SLO-4	Rating scales: ISAA, Vanderbilt ADHD rating scale.	Lecture, Group discussion, role play, case study	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		<b>Neurodevelopmental disorders</b>		<b>15 hrs.</b>
	SLO-1	Intellectual disability: prevalence, classification, symptoms, causal factors, management	Lecture, PPT, group discussion	3
	SLO-2	Autism spectrum disorder: prevalence, types, symptoms, causal factors, management	Lecture, PPT, group discussion	3
	SLO-3	Specific Learning Disability: prevalence, types, symptoms, causal factors, management	Lecture, PPT, group discussion	3
	SLO-4	ADHD: prevalence, symptoms,	Lecture, PPT, group	3

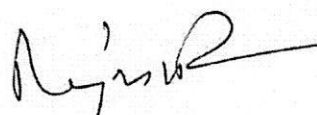
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		comorbidity with conduct disorders, causal factors & management	discussion	
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-4</b>		<b>Behavioural &amp; Emotional disorders of Childhood</b>		<b>15 hrs.</b>
	SLO-1	Conduct disorders: prevalence, symptoms, causal factors & management	Lecture/ PPT / group discussion	3
	SLO-2	Emotional disorders: Separation anxiety disorder and Phobic anxiety disorder.	Lecture/ PPT and group discussion	3
	SLO-3	Elective mutism and Reactive attachment disorder: symptoms, causal factors and management.	Lecture/ PPT, and discussion	3
	SLO-4	Elimination disorders: Enuresis, encopresis- prevalence, symptoms, causal factors, management	Lecture, PPT and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

**Recommended Readings:**

- Beauchaine, T. & Hinshaw, S. (2017). *Child and Adolescent Psychopathology*. NY: Wiley.
- Cicchetti, D. (2016). *Developmental Psychopathology, Vol. 3 & 4*. NY: Wiley.
- Parritz, R., & Troy, M. (2013). *Disorders of childhood: Development and psychopathology*. Nelson Education.
- Rutter, M. (2008). *Rutter's child and adolescent psychiatry*. Malden, Mass: Blackwell Pub.
- Sadock, B.J. & Sadock, V.A. and Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (11th. Ed.)*. Philadelphia: Lippincott Williams & Wilkins.
- World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. Geneva: World Health Organization.



**Department of Clinical Psychology**

**Faculty of Behavioral Sciences**

**Adolescent Psychopathology (Course Code: 19020505)  
DSE Course**

**B. Sc. Semester V**

**Batch 2021-22**

**4 Units (60 Hours)**

**Course Description:** Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good mental and physical health. Adolescents experience rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them. Physical, emotional and social changes, including exposure to poverty, abuse, or violence, can make adolescents vulnerable to mental health problems. Adolescents with mental health conditions are particularly vulnerable to social exclusion, discrimination, stigma (affecting readiness to seek help), educational difficulties, risk-taking behaviours, physical ill-health, and human rights violations.

**Course Objectives:**

1. To help students develop an awareness of the range of mental health challenges that could emerge during adolescence.
2. To help them understand the many ways in which developmental factors, culture, and societal and familial practices, shape the clinical presentation of mental health disorders during adolescence.
3. To help students develop an awareness of the scope of protective and supportive environments in the family, at school and in the wider community, for the management of adolescent psychopathology.

**Course Outcomes:** The course is a beginner's guide to understanding adolescent psychopathology and its management. The expected course outcomes are:-

1. Students would be able to demonstrate an understanding of clinically significant, behavioural and psychological syndromes of adolescent psychopathology.
2. Students would be able to understand the theoretical foundations underlying adolescent psychopathology.
3. The role of mental health professionals, caregivers and members of society in the management of adolescent psychopathology.

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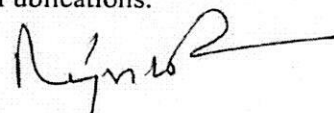
	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Adolescent Psychopathology: Introduction</b>		15 hrs.
	SLO-1	Definition of adolescence, adolescent psychopathology; prevalence of adolescent mental health problems in the world and in India.	Lecture, Group Discussion	3
	SLO-2	Emotional disorders: Clinical features of adolescent depression, anxiety disorders-GAD, Phobia, Panic disorder; OCD.	Lecture, Group discussion, videos	3
	SLO-3	Psychosis (adolescent onset): clinical features, types, and management of schizophrenia.	Lecture, Group discussion, videos	3
	SLO-4	Development of personality disorders: Introduction to personality disorders: types as per DSM 5; deliberate self harm (DSH), suicide and substance abuse.	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-2		<b>Aetiology: Theoretical underpinnings of adolescent psychopathology</b>		15 hrs.
	SLO-1	Psychodynamic perspectives: Freud's Theory of Personality; Attachment theory by Bowlby and Ainsworth; Object-Relations theory by Klein.	Lecture, video	3
	SLO-2	Behavioural perspectives: Principles of Bandura's Social Learning theory and Social Cognitive theory.	Lecture, video, group discussion	3
	SLO-3	Cognitive perspectives: Principles of Beck's Cognitive theory, concept of core beliefs, dysfunctional assumptions.	Lecture, video, group discussion	3
	SLO-4	Humanistic perspectives: Roger's conception of self and personality development.	Lecture, video, group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-3		<b>Aetiology: Psychosocial underpinnings of adolescent psychopathology</b>		15 hrs.
	SLO-1	Mental health determinants: Resilience; the coping process; emotional intelligence.	Lecture, video, group discussion	3

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	<b>SLO-2</b>	Social challenges: role of peer pressure; bullying; body image concerns, stigma; lack of access to quality support and care; impact of poverty.	Lecture, video, group discussion	3
	<b>SLO-3</b>	Exposure to early adversity: Impact of trauma; emotional, physical, sexual abuse; neglect and role of parenting	Lecture, Reading and group discussion	3
	<b>SLO-4</b>	Media influence: Impact of social media on self concept and personality; cyber-bullying; gaming addiction.	Newspaper reading and fact finding, group discussion	3
	<b>SLO-5</b>	Assignment & activities	Submission/Presentation/ Seminar	3
<b>S-4</b>		<b>Modes of management</b>		<b>15 hrs.</b>
	<b>SLO-1</b>	Interventions for emotional regulation: The four skill modules of Dialectical Behaviour Therapy	Lecture/ web info/ group discussion	3
	<b>SLO-2</b>	Cognitive Strategies: Distraction; guided imagery; creative problem solving techniques.	Lecture/ web info/case study and group discussion	3
	<b>SLO-3</b>	Relaxation strategies: Deep breathing and mindfulness techniques	Lecture/ web info/case study, debate, and discussion	3
	<b>SLO-4</b>	Interventions to enhance alternatives to risk taking behaviours: Lifestyle modifications, exercise and sleep hygiene.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	<b>SLO-5</b>	Assignment & activities	Submission/Presentation/ Seminar	3

### Recommended Readings:

- Ahuja, N., & Vyas, J. N. (1999). Textbook of postgraduate psychiatry.
- Beck, J. S. (2020). *Cognitive behavior therapy: Basics and beyond*. Guilford Publications.
- Boyle, G. J., Matthews, G., & Saklofske, D. H. (Eds.). (2008). *The SAGE handbook of personality theory and assessment, Vol. 2. Personality measurement and testing*. Sage Publications, Inc.
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology*. Pearson Education India.
- Feist, J., Feist, G. J., & Roberts, T. A. (2006). Theories of personality.
- Hurlock, E. B. (1953). *Developmental psychology*.
- Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry*. Williams & Wilkins Co.
- Linehan, M. (2014). *DBT? Skills training manual*. Guilford Publications.



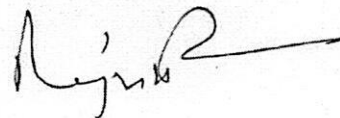
**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Geriatric Psychopathology (Course Code: 19020506)**  
**DSE Course**  
**B. Sc. Semester V**  
**Batch 2021-22**

**4 Units (60 Hours)**

**Course Description:** Ageing is a natural process. As human being grows old various physical and psychological changes occur. This course is directed to differentiate between normal and pathological aging. The course will help in understanding the vital role of psychology in the health of the elderly population along with an idea of major psychiatric and neurological disorders. You will learn about the biological basis of aging with an understanding of theoretical background. You will be familiarized with dementia and Parkinson's disease and how does it manifest. Knowledge of various diagnostic tools to assess cognitive functioning will help you to develop understanding and skills to identify these issues in common person. This will help you to develop the understanding and skills to think like a psychologist and will process the information you encounter in day-to-day living differently from a layman.

**Course Objectives:** Geriatric Psychopathology is a course which introduces the students to psychological issues in old age and builds the foundation about the basic important areas of geriatric psychopathology. The comprehensive course objectives are:

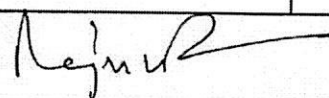
1. To focus on the behaviour, competence, deficits and challenges in the aged populations.
2. They will understand the basic assessment techniques for assessing specific cognitive impairment in aging.
3. Conceptualize specific geriatric mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and idea about relevant treatment/management.
4. Understanding and assessment of psychological abilities that deplete as aging occurs such as memory, learning capabilities, and coordination etc.
5. Familiarity with techniques in rehabilitating persons with mental health problems in old age.



**Course Outcomes:**

1. The students are competent to understand the psychodynamics of the aged people.
2. The students are able to assess and measure the cognitive decline in elderly.
3. Besides being sensitive to the need of this age category the students are equipped to provide geriatric care.
4. They are acquainted with some rehabilitation for aged people suffering from neurological and psychiatric disorders.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to psychopathology in elderly</b>		<b>15 hrs.</b>
	SLO-1	Concept of ageing – Normal ageing versus pathological aging,	Lecture, Group Discussion	3
	SLO-2	Biological basis of aging, Theories of aging: Biological, Psychological and Social theories.	Lecture, Group discussion	3
	SLO-3	Physical, cognitive and personality changes in aging	Lecture, Group discussion, videos	3
	SLO-4	Psychosocial issues with geriatric population.	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		<b>Neurodegeneration</b>		<b>15 hrs.</b>
	SLO-1	Dementia: Mild cognitive impairment, Alzheimer's Disease symptoms, causes and management.	Lecture, video, group discussion	3
	SLO-2	Other types of dementia : Vascular, Lewy Body Disease, Frontotemporal dementia : Symptoms, causes and management	Reading and group discussion	3
	SLO-3	Parkinson's Disease symptoms, causes and management.	Reading and group discussion	3
	SLO-4	Cognitive reserves	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		<b>Other major late life disorders</b>		<b>15 hrs.</b>
	SLO-1	Psychiatric illnesses in elderly: Depression, Anxiety Disorders, Sleep Disorders, Chronic pain.	Lecture, video, Web information	3



	SLO-2	Delirium, Psychosis and substance abuse	Reading and group discussion	3
	SLO-3	Physical health issues in elderly.	Lecture, Reading and group discussion	3
	SLO-4	Coping with Death, Dying, and Bereavement.	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-4</b>		<b>Assessment and interventions</b>		<b>15 hrs.</b>
	SLO-1	Neuropsychological assessment: Mini mental status examination, Montreal Cognitive Assessment, Clinical dementia rating scale, Geriatric depression rating scale.	Lecture/ web info/ group discussion	3
	SLO-2	Neuroimaging techniques for neurodegeneration in elderly population	Lecture/ web info/case study and group discussion	3
	SLO-3	Therapies in dementia : Validation therapy, reality orientation, and reminiscence therapy	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Computer based cognitive interventions in dementia	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

**Recommended Readings:**

- Arking, R. (2006). *The Biology of Aging: Observations and Principles*. Oxford University Press.
- Belsky, J.K., (1990). *The Psychology of Ageing, Theory, Research and Interventions*, CA : Books / Cole Pubs Company
- Charles, Susan T., ed. (2009). *Current Directions in Adulthood and Aging*. New York: Pearson.
- Holden, U. P., & Woods, R. T. (1995). *Positive approaches to dementia care*. Edinburgh: Churchill Livingstone.
- Hofer, S.M. and Alwin, D.E. (2008). *Handbook of Cognitive Ageing: Interdisciplinary Perspectives*. London: Sage.
- Meara, J., & Koller, W. C. (Eds.). (2000). *Parkinson's Disease and Parkinsonism in the Elderly*. Cambridge University Press.
- Morris, R. G. (1996). *The cognitive neuropsychology of Alzheimer-type dementia*. Oxford University Press..
- Palmore, E.B., Whittington, F. and Kunkel, S. (2009). *The International Handbook on Aging: Current Research and Developments*.(3rd Ed.). Praeger
- Whitbourne, Susan Krauss (2008). *Adult Development and Aging: Biopsychosocial Perspectives*, 3rd edition. Hoboken, NJ: Wiley and Sons.



# SYLLABUS

## 6<sup>th</sup> Semester

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## Faculty of Behavioural Sciences

### FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH

#### DEGREE LEVEL PROGRAM

SEM – VI	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
CORE- 1	19020601	Behavioural Medicine	4		4	100
CORE- 2	19020602	Recent Advances in Psychotherapy	4		4	100
DSE- 1	19020603	Internship in clinical settings	12		6	150
DSE- 2A	19020605	Forensic Psychology	4		4	100
DSE- 2B	19020606	Practicum: Forensic Psychology	4		2	50
DSE- 3	19020607	Project Report	12		6	150
				Total	20	500

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**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Behavioural Medicine (Course Code: 19020601)**  
**Core Course**  
**B. Sc. Semester VI**  
**Batch 2021-22**

**4 Units (60 Hours)**

**Course Description:** Behavioural medicine has emerged as a speciality subject in last two decades and is currently focus of many research studies. It covers a vast range of topics viz the attitude and behaviour towards health behaviour, healthy life style adoption for prevention of illness, health and illness models, role of stress and psychosocial factors in disease formation and their progression, management and coping with chronic diseases, pain management, rehabilitation for disability and terminal illnesses etc. The field has many aspects common with health psychology, psychosomatic disorders, life style diseases and psychoneuroimmunology.

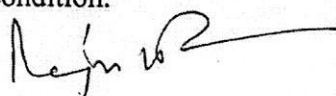
The curriculum aims at covering the aspects of mind-body connection, psychosocial and personality factors in maintaining good health, role of stress in health in illness, understanding of disease process in various modalities of physiological systems, pain perception, psychological interventions in chronic medical conditions, pain and terminal diseases. The pedagogy would include lecture, lecture/discussion. Lecture/presentation, videos, quiz tests and home assignments.

**Course Objectives:**

1. To develop basic understanding of behavioural medicine and related concepts.
2. To understand the role of stress in health and illness and its management; and understand the functioning of psychoneuroimmunology.
3. To understand functioning of various physiological systems and their disorders; and understand psychological aspects involved.
4. To understand perception of pain, disability, terminal illness and grief; and learn their psychological management.

**Course Outcomes:**

1. Students would be able to understand the basic concepts of behavioural medicine and its importance in maintaining good health.
2. Students would be able to understand the role of stress in various disease formation and apply the knowledge in management of stress.
3. Students would be able to learn about various chronic disease processes and apply the knowledge gained for amelioration of patient's condition.



4. Student would be able to understand pain and its management by psychological means; deal with the psychological aspects of management of terminal stage of disease and grieving process.

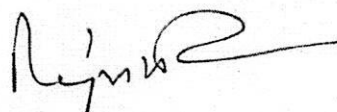
	COURSE LAYOUT	TOPICS	PEDAGOGY	LECTURE (HOURS) 60
S 1	<b>Introduction to Behavioural Medicine and Concepts of Health</b>			<b>15 hrs.</b>
	SLO 1	Definition and understanding of behavioural medicine, health psychology, psychosomatic disorders, life style diseases and psychoneuroimmunology.	Lecture/discussion	3
	SLO 2	Models of health and illness: WHO, Health Belief, Theory of planned behaviour	Lecture/presentation	3
	SLO 3	Health promoting and compromising behaviours, Primary and secondary prevention of illness	Lecture/discussion	3
	SLO 4	Lifestyle, personality, Psychosocial and cultural factors in health and illness	Lecture/discussion	3
	SLO 5	Assignment and Activity	Submission/Presentation/ Seminar	3
<b>Stress and Illness</b>				<b>15 hrs</b>
S 2	SLO 1	Concept of homeostasis and allostasis	Lecture/discussion	2
	SLO 2	Role of nervous, endocrine and immune systems in maintaining good health and preventing illness	Lecture/videos	4
	SLO 3	Stress and disease formation	Lecture/presentation	3
	SLO 4	Management of stress and coping skills	Lecture/presentation	3
	SLO 5	Assignment and Activity	Submission/Presentation/	3

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			Seminar	
<b>S 3</b>	<b>Disorders and management of certain physiological systems</b>			<b>15 hrs</b>
	SLO 1	Disorders of Cardiovascular System	Lecture/videos	4
	SLO 2	Disorders of Respiratory System	Lecture/videos	4
	SLO 3	Disorders of Digestive System	Lecture/videos	3
	SLO 4	HIV/AIDS	Lecture/videos	2
	SLO 5	Assignment and Activity	Submission/Presentation/Seminar	2
<b>S 4</b>	<b>Management of pain and Disability due to Chronic Disorders</b>			<b>15 hrs</b>
	SLO 1	Pain perception theories	Lecture/presentation	3
	SLO 2	Psychological management of pain	Lecture/presentation	3
	SLO 3	Rehabilitation of disability	Lecture/discussion	4
	SLO 4	Role and functions of psychologist in terminal and grief process; Future of behaviour medicine	Lecture/discussion	4
	SLO 5	Assignment and Activity	Submission/Presentation/Seminar	2

**Recommended Readings:**

- Curtis, A. (2002). Health Psychology. Routledge: London.  
 Ogden, J. (2012). Health Psychology – A Textbook. McGraw Hill: London  
 Baum, A., Revenson, T.A. and Singer, J.E. (2001). Handbook of Health Psychology. Lawrence Erlbaum Associates.  
 Crossley, M.L. (2000). Rethinking Health Psychology. Open University Press.  
 Houdmont, J. and Leka, S. (2010). Contemporary Occupational Health Psychology: Global Perspectives on Research and Practice. Wiley Blackwell.  
 Walker, J. (2001). Control and the Psychology of Health: Theory, Measurement, and Applications. Open University Press,  
 Pitts, M. and Phillips, K. (1998). The Psychology of Health: An Introduction. Routledge.  
 Bellack, A. S. & Hersen, M. (1995). Comprehensive Clinical Psychology. Vol 8 (Health Psychology. Elsevier Science Ltd.  
 Dimatteo, M.R. & Martin, L. R. (2018). Health Psychology. ISBN 978-93-868-7384-2  
 Ghosh, M. (2015). Health Psychology: Concepts in Health and Well-being. ISBN 978-93-325-37620



**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Recent Advances in Psychotherapy (Course Code: 19020602)**  
**Core Course**  
**B. Sc. Semester VI**  
**Batch 2021-22**

**4 Units (60 Hours)**

**Course Description:** With time a major shift in therapeutic practice has been observed, interpersonal concepts are focused more rather than intrapsychic concepts and systematic techniques have been developed to define the therapeutic focus. Trends in service delivery clearly indicate an increase in brief psychotherapy. This will help you in understanding the basic concepts and will also develop good therapeutic skills which can further motivate you to contribute to society in a scientific way.

**Course Objectives:** Recent Advances in Psychotherapy is a course which builds the foundation of the current practices. The comprehensive course objectives are:

1. To provide sufficient knowledge and information about the basic theories related to psychotherapy.
2. To orient the students with the code of ethics and process of psychotherapy.
3. To provide knowledge of recent advances in psychotherapy.
4. To orient the students about the wellness model.

**Course Outcomes:** It is a beginner's course to introduce the basic aspects of psychotherapy.

1. The students will be able to understand the basic ethical principles.
2. The students will be able to understand the recent advancements and their applications.
3. The students will be able to understand and apply the shift of illness towards wellness.
4. The students will be able to learn and apply the recent treatments for various psychopathological illnesses.

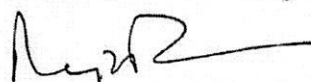
	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Psychotherapy</b>		<b>15 hrs.</b>
	SLO-1	What is Psychotherapy & Process of Psychotherapy	Lecture, Group Discussion	3
	SLO-2	Basic Ingredients of Psychotherapy	Lecture, Group discussion	3
	SLO-3	Effectiveness of Psychotherapy	Lecture, Group discussion, videos	3
	SLO-4	Therapeutic alliance, Qualities of a good therapist	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		<b>Evidence-Based Practices</b>		<b>15 hrs.</b>

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	SLO-1	History of EBP, Strength & Challenges	Lecture, video, group discussion	3
	SLO-2	Cognitive Behavior Therapy: Thought Record, Activity Scheduling	Reading and group discussion	3
	SLO-3	Dialectical Behavior Therapy: Mindfulness, Distress Tolerance, Interpersonal Effectiveness, Emotional Regulation	Reading and group discussion	3
	SLO-4	Family Therapy: Strategic, Structural, Systemic, Narrative, Transgenerational	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-3</b>		<b>Third Wave Psychotherapy</b>		<b>15 hrs.</b>
	SLO-1	Acceptance Commitment Therapy: Techniques- Acceptance, Cognitive Diffusion, Being Present, Self as context, Values, Committed Action	Lecture, video, Web information	3
	SLO-2	Solution-focused Therapy: Processes	Reading and group discussion	3
	SLO-3	Emotion-Focused Therapy: Techniques	Lecture, Reading and group discussion	3
	SLO-4	Mindfulness-Based Therapies: MBCT, MBSR	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-4</b>		<b>Psychotherapy in Practice</b>		<b>15 hrs.</b>
	SLO-1	Rational Emotive Behavior Therapy: Benefits & Effectiveness	Lecture/ web info/ group discussion	3
	SLO-2	Exposure Response Prevention: Graded Exposure, Flooding	Lecture/ web info/case study and group discussion	3
	SLO-3	Motivational Interviewing and Enhancement Therapies: MET & MI	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Ethics in Psychotherapy	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

**Recommended Readings:**

Wolberg, L.R. (2004). The techniques of psychotherapy. Kennedy Drive: Chevy Chase



- Makover, R. B. (2017). Basics of psychotherapy: A practical guide to improving clinical success. American Psychiatric Association Publication: USA
- Didonna, F. (2009). Clinical handbook of mindfulness. Springer: Italy
- Back, J. S. (2011). Cognitive therapy: Basic and beyond. The Guildford publication: New York
- Hersen, M. & Sledge, W. (2002). Encyclopedia of psychotherapy. Academic Press.
- Gobbard, G. Beck, J. Holmes, J. (2007). Oxford Textbook of Psychotherapy. OUP:London.
- Segal, Z. V., Williams, J, MG & Teasdale, J. D. (2013). Mindfulness based cognitive therapy for depression. The Guildford Press: USA
- Linehan, M. M. (2014). DBT skills training manual. The Guildford press: USA

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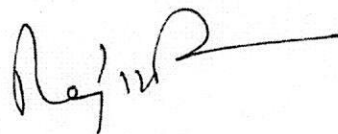
**Faculty of Behavioral Sciences**  
**Internship in Clinical Settings (Course Code: 19020603)**  
**DSE Course**  
**B. Sc. Semester VI**  
**Batch 2021-22**

**6 Credits (180 Hours)**

Internship in clinical settings is a course related to a training in field and is a skill enhancement course and therefore requires hands on experience. Each student will select an institution/center/ NGO working with care and treatment of patients/ challenged people. This will be approved by the Dean, FBS. Each student will be allowed to go for this internship for 5 weeks immediately after the examination of 5<sup>th</sup> Semester. It shall be a supervised training and the supervisor at the center shall maintain a record of attendance, work sheet and other log sheets. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for this at-least 180 hours during the period of 5 weeks.

The student will be able to observe cases of psychopathology in real-life settings and be able to assess and conceptualize mental health problems in a professional manner. They will also observe mental health interventions being carried out in institutional setting and report the same through case studies and vignettes.

After the completion of this internship the regular classroom teaching will commence in the department.





**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Forensic Psychology (Course Code: 19020605)**  
**DSE Course**  
**B. Sc. Semester VI**  
**Batch 2021-22**

**4 Units (60 Hours)**

**Course Description:** This course is designed with the aim to generate comprehensive understanding in the students about application of psychological facts and principles into the legal system. Through this course the student will gain knowledge about several aspects of forensic psychology including crime, its types and theoretical views, nature and scope of forensic psychology, Ethics and professional competencies required to have in a forensic psychologist, Theories of criminal behavior, legal and investigative aspects related to forensic psychology, and correctional aspects of criminal population.

**Course Objectives:**

1. The course is formulated to help students gain compressive knowledge about several aspects of forensic psychology.
2. The course will help students to gain understanding about practical aspects of forensic psychology including nature and scope of forensic psychology, tools and techniques used in forensic psychology, ethics and professional competencies in forensic psychology.
3. The course will allow students to learn about criminological aspects related to crime and criminal behaviour
4. The course will allow students to acquire knowledge about legal and investigative aspects of forensic psychology.
5. The course will allow students to acquire knowledge about clinical and interventional aspects of forensic psychology.

**Course Outcomes:**

On successfully completion of the course the student will gain

1. Compressive knowledge about several aspects of forensic psychology.
2. Understanding about practical aspects of forensic psychology including nature and scope of forensic psychology, tools and techniques used in forensic psychology, ethics and professional competencies in forensic psychology.
3. Knowledge about criminological aspects related to crime and criminal behaviour
4. Knowledge about legal and investigative aspects of forensic psychology.
5. Knowledge about clinical and interventional aspects of forensic psychology.



	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1	Unit-I	<b>Introduction to Forensic Science and Forensic Psychology</b>		<b>15 hrs.</b>
	SLO-1	Concept of forensic science and forensic psychology, its uses, its social importance, and scope in India,	Lecture, Group Discussion	3
	SLO-2	Role of psychology in relation to the legal framework	Lecture, Group discussion	3
	SLO-3	Ethical principles	Lecture, Group discussion, videos	3
	SLO-4	Professional competencies	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2	Unit-II	<b>Criminology</b>		<b>15 hrs.</b>
	SLO-1	Concept of Crime and Criminal Behavior, Types of Crime, Theories of criminal behavior	Lecture, video, group discussion	3
	SLO-2	Risk assessment and Report Writing.	Reading and group discussion	3
	SLO-3	Identification and Evaluation of Criminal Suspects,	Reading and group discussion	3
	SLO-4	Research Methods in Criminology	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3	Unit-III	<b>Legal and investigative aspects</b>		<b>15 hrs.</b>
	SLO-1	Rights of victims and accused	Lecture, Video, Web information	3
	SLO-2	Personal injury litigation,	Reading and group discussion	3
	SLO-3	Portrait parole procedure,	Lecture, Reading and group discussion	3
	SLO-4	Psychological Profiling, Offender profiling, Polygraphy Testing, Narco Analysis, Brain profiling,	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-4	Unit IV	<b>Treatment and Rehabilitation of Criminal/offender</b>		<b>15 hrs.</b>
	SLO-1	Psychological disorders and crime	Lecture/ web info/ group discussion	3
	SLO-2	Interviewing technique,	Lecture/ web info/case	3

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			study and group discussion	
	SLO-3	Therapy interfering behaviour	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Rehabilitation of violent offenders Civil responsibility and community rehabilitation of offender	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

**Recommended Readings:**

Irving B. Weiner & Randy K. Otto, (2013). *The Handbook of Forensic Psychology*, 4<sup>th</sup> edi., John Wiley & Sons, Inc., Hoboken, New Jersey.

Jenifer M. Brown & Elizabeth A. Campbell, (2010). *The Cambridge Handbook of Forensic Psychology*, Cambridge University Press Cambridge, UK

Herbert N. Weissman and Deborah M. Debow (2003) *Ethical Principles and Professional competencies*, Handbook of Psychology, Volume II, Forensic Psychology, page; 33-55

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Department of Clinical Psychology

Faculty of Behavioral Sciences

Practicum: Forensic Psychology (Course Code: 19020606)  
DSE Course

B. Sc. Semester VI

2021-22

Credits 2 (60 Hours)

**Course Description:** The course intends to give an insight into the forensic psychology with some practical inputs of measurement of related phenomena. It gives an understanding of profiling and specific thinking patterns related to criminal behavior.

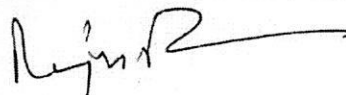
**Course Objectives:**

1. This course will help students to do and act instrumentally on the course content in theory.
2. They will learn to select appropriate tools, instruments and other materials to conduct class room experiments in the laboratory with fellow classmates.
3. They will also acquire skills how to deal with a human subjects related to forensic phenomenon.

**Course Outcomes:**

1. The students will be able to understand basic processes related to forensic psychology.
2. The students will be able to assess some specific behavioural patterns related to criminal reactions.
3. In the end of the course the students will be able to prepare and differentiate the profiling of criminals from non-criminal profiles.
4. In the end of the course the students will be able to assess different traits and aspects related to workplace.

Sr. No.	Content	Time (60 Hours)	Padeogy
1	Hare Psychopathy Checklist	10	Demonstration and performance of test
2	NEO-Five Factor Inventory	10	Demonstration and performance of test
3	Criminal Sentiment Scale	10	Demonstration and performance of test
4	Criminal Thinking Styles	10	Demonstration and performance of test
5	Social Problem Solving Scale	10	Demonstration and performance of test



6	Interpersonal Reactivity Index	10	Demonstration and performance of test
7	Psychological Profiling		Demonstration and performance of test
8	Cognitive Interview		Demonstration and performance of test

**Note:** Any Six practical to be conducted and reported.

**Recommended Readings:**

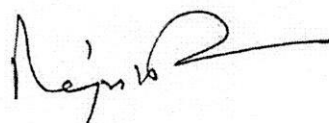
Hare, R. D. (1991). The Hare Psychopathy Checklist-Revised. Toronto, ON: Multi-Health Systems.

Costa, P. T., McCrae, R. R. (1992). NEO PI-R professional manual: Revised NEO Personality Inventory (NEO PI-R) and NEO Five-Factor Inventory (NEO-FFI) Odessa, FL: Psychological Assessment Resources.

Simourd DJ. The Criminal Sentiments Scale-Modified and Pride in Delinquency Scale: Psychometric properties and construct validity of two measures of criminal attitudes. Criminal Justice and Behavior. 1997; 24:52-70.

Walters GD. (2006.)The Psychological Inventory of Criminal Thinking Styles (PICTS) professional manual. Allentown, PA: Center for Lifestyle Studies;

Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. JSAS Catalog of Selected Documents in Psychology, 10, 85.



**Faculty of Behavioral Sciences**  
**Project Report (Course Code: 19020607)**  
**DSE Course**  
**B.Sc. Semester VI**  
**Batch 2021-22**

**6 Credits (180 Hours)**

Preparation of a project report is a skill enhancement course which is designed to train the students for surveying, data collection, tool selection/standardization, statistical analysis and report writing. For this course every student will be allotted a supervisor from the Department by the Dean, FBS, in the 5<sup>th</sup> Semester and will start working under his/her guidance and submit a report before the commencement of the examination of 6<sup>th</sup> semester. Students will submit the three hardbound copies of the project report to the department.

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# SYLLABUS

7<sup>th</sup> Semester

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## Faculty of Behavioural Sciences

### FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH

#### DEGREE LEVEL PROGRAM

SEM – VII	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
CORE- 1	19020701	Experimental Designs	4		4	100
CORE- 2	19020702	Qualitative Methods and Analysis	4		4	100
CORE- 3 (Practical)	19020703	Review paper on a selected area of Dissertation (Synopsis)	4		2	50
DSE- 1	19020704	Advanced Research Methods	4		4	100
DSE- 2	19020705	SPSS based statistical techniques for Psychology	4		4	100
DSE- 3	19020706	Epidemiological Research on Mental Health (Any two of the DSEs to be taken)	4		4	100
				Total	18	450

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**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Experimental Designs (Paper Code: 19020701)**

**Core Course**

**B. Sc. Semester VII**

**Batch 2021-22**

**4 Units (60 Hours)**

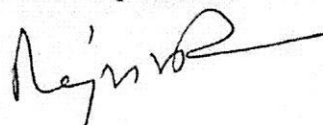
**Course Description:** Objective analysis is very important for any scientific study to increase its reliability and using it for future direction. In this regard the course of Experimental Design is very important as it covers the statistical techniques, assumptions of their use and interpretation of the outcome. It intends to have scientific experimental designs to make students comprehend the details of scientific planning and its appropriate statistical use.

**Course Objectives:**

1. The course will educate students with the theoretical assumptions of experimental design.
2. It will also elaborate the planning and presentation outlines for any experiment.
3. The students will be familiarized with different experimental designs with their assumptions and applicability.
4. The course will provide an insight for multiple options for combinations and settings of proposed experimental plan.

**Course Outcomes:**

1. On the completion of the course the students will be able to have a clear idea about the type of experimental plan for any specific investigation.
2. The students will have an understanding about the appropriate controls for the proposed investigation to ensure the scientific outcome.
3. The students will be equipped with the understanding of the use of suitable experimental design for the research to be undertaken.
4. The course is comprehensive, and, in the end, it will develop a comparative perspective for various experimental plan with their utility and theoretical explanation.



	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Overview of Experimentation</b>		<b>15 hrs.</b>
	SLO-1	Nature of Science	Lecture, Discussion, Group	3
	SLO-2	Psychological Experimentation: an application of scientific method	Lecture, discussion, Group	3
	SLO-3	Experimental Plan: Experiment as a method of obtaining the evidence report	Lecture, discussion, videos, Group	3
	SLO-4	Types of Experiments	Lecture, discussion, videos, Group	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		<b>Planning an Experiment _ Outline</b>		<b>15 hrs.</b>
	SLO-1	Conducting an Experiment	Lecture, video, discussion, group	3
	SLO-2	Writing up an experiment	Reading and discussion, group	3
	SLO-3	Experimental Control, Determining extraneous variables	Reading and discussion, group	3
	SLO-4	Techniques of control: Elimination, constancy of conditions, balancing – counter balancing; randomization	Reading and discussion, group	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		<b>Experimental Designs: Outline, Conducting and Analysis</b>		<b>15 hrs.</b>
	SLO-1	Two Randomized Groups, Two Matched groups	Lecture, video, Web information	3
	SLO-2	The case of more than two randomized	Reading and discussion, group	3
	SLO-3	Randomized group Design	Lecture, Reading and group discussion	3
	SLO-4	Latin square Design; Greco Latin Square designs	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-4		<b>Factorial Designs</b>		<b>15 hrs.</b>
	SLO-1	Single factor experiments- separate group design; Single factor experiments – Repeated measures on the same elements	Lecture, discussion, group	3
	SLO-2	Multifactor Design: Two factor design- Separate and Repeated;; Three factor	Lecture and group	3

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		design- Separate and Repeated	discussion	
	SLO-3	Multivariate Designs: Case of two dependent variables, covariates; More than two dependent variables	Lecture, debate, and discussion	3
	SLO-4	Correlational study designs; Quasi Experimental Designs	Lecture, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

**Recommended Readings:**

Kerlinger, F. (2010). *Foundations of Behavioral Research*. New Delhi: Prism International.

Broota, K.D. (2006). *Experimental Design in Behavioural Research*. New Age publisher. New Delhi

McGuigan, F.J. (1969). *Experimental Psychology*. Princeton Hall, new Delhi

Winer, B.J. (1971). *Statistical Principles in Experimental Design*. McGraw Hill, New Delhi

*Signature*

**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Qualitative Methods and Analysis (Paper Code: 19020702)**

**Core Course**

**B. Sc. Semester VII**

**Batch 2021-22**

**4 Units (60 Hours)**

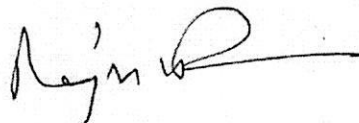
**Course Description:** The course of qualitative analysis is gaining popularity in psychology because the nature of responses and issues under consideration. In this view the interpretation of data only based on quantitative analysis may not be desirable. Therefore, the present course is a comprehensive course to educate the students to very essential qualitative data analysis to better understand the behaviour.

**Course Objectives:**

1. To understand the inherent meaning of the responses.
2. To train the students with theme-based analysis and several recent methods of qualitative research.
3. To have a relative understanding of the various methods of qualitative analysis and their appropriate use in research.
4. To sensitize the students with ethical issues in this context of qualitative analysis.

**Course Outcomes:**

1. On the completion of the course the students will be able to use the qualitative methods of analysis in psychology.
2. The students will acquire the ability to judge the relevance of the qualitative methods in specific situation and objectively interpret the data.
3. The course will also develop the skills of extracting meaningful information from the subjects through the techniques used for data collection in such research.



	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction</b>		<b>15 hrs.</b>
	SLO-1	Nature of Qualitative Research: Meaning	Lecture, Group Discussion	3
	SLO-2	Need to conduct Qualitative Research	Lecture, Group discussion	3
	SLO-3	Formulating qualitative research questions. Developing a conceptual framework.	Lecture, Group discussion, videos	3
	SLO-4	Designing outlining qualitative studies. Choosing methods and Choosing ICT.	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		<b>Methods</b>		<b>15 hrs.</b>
	SLO-1	In-depth interview, Meaning Purpose, Developing an Interview Guide; Conducting the interview; Animating interview Narratives	Lecture, video, group discussion	3
	SLO-2	Focus Group discussions: Meaning; developing the discussing guide; Preparing and Conducting FGD.	Reading and group discussion	3
	SLO-3	Narrative Enquiry- cases, categories and focus on telling a story context	Reading and group discussion	3
	SLO-4	Discourse analysis: Discursive and naturally occurring talk; Conversation analysis	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		<b>Data Analysis – I</b>		<b>15 hrs.</b>
	SLO-1	Foundations of Grounded Theory; Principles, Process, data Interpretation; developing Codes; Coding Data;	Lecture, video, Web information	3
	SLO-2	Visual Data: Images, photographs. Embodies action:	Reading and group discussion	3

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		Visual and social images		
	SLO-3	Textual Data Analysis: Analyzing documentary realities; Internet research	Lecture, Reading and group discussion	3
	SLO-4	Interpretative phenomenological analysis	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-4</b>		<b>Issues in Qualitative Research</b>		<b>15 hrs.</b>
	SLO-1	The nature of Qualitative Data Analysis; Eliciting data online; Using Enacted Methods.	Lecture/ web info/ group discussion	3
	SLO-2	Qualitative Secondary research: Meaning, Role of theory, exploring documents, Locating and Securing data, Managing and Analyzing data.	Lecture/ web info/case study and group discussion	3
	SLO-3	Ethics in qualitative research; The integrity of Qualitative Research; Methodological Purposiveness, Methodological congruence	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Computer assisted programs to analyze data	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

**Recommended Readings:**

- Henrink, M, Hutter, I AND Bailey, A. (2011). Qualitative Research Methods, SAGE, New Delhi
- Solomans, J. (2016). Doing Qualitative research Online. SAGE, New Delhi
- Silverman, D. (2011). Qualitative Research, SAGE, New Delhi
- Lichtman, M. (2014). Qualitative research for the Social Sciences, SAGE, New Delhi
- Richards, L. and Morse, J.M. (2013). Qualitative Methods, 3<sup>rd</sup> Ed. SAGE, New Delhi
- Hesse-Biber, S.N. and Leavy, P. (2011). The Practice of Qualitative research. SAGE, new Delhi
- Largan, C. and Morris, T (2019). Qualitative Secondary research. SAGE, New Delhi.
- Smith, J.A. (2008). Qualitative Psychology: A practical Guide to Research methods, New Delhi SAGE

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**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Review Paper on a Selected Area of Dissertation (Synopsis)**

**(Paper Code: 19020703)**

**Core Course**

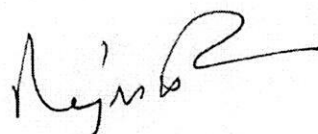
**B.Sc. Semester VII**

**Batch 2021-22**

**2 Credit**

This paper is very important part of four-year degree program with research, and it is designed to have a very good understanding of the research proposal which the students will undertake for the dissertation to be submitted in 8<sup>th</sup> Semester. In this course student will be allocated a supervisor by the Dean FBS. The student will explore the area of his/her research to be undertaken for dissertation in consultation with his/her supervisor. The student is supposed to have an exhaustive review in that chosen area of the selected topic of dissertation. Various aspects of doing of review will be understood by the student. This exercise will help the students in identifying different trends of research and will also help in finalizing the problem of dissertation as it will help in identifying the gap in knowledge in concerned field. His/her ability to understand the theoretical inputs in the literature will be sharpened to have better analytical understanding in the process. This will not only help theoretically but also give a very good understanding of the methodology to be undertaken for doing the research.

For final evaluation the Review, which will be prepared in the form of a synopsis of the Dissertation, must be submitted in hard copy duly signed by the respective supervisor before the final examination of the semester.



	SLO-3	Other Methods of Knowing: Intuition, Introspection and Phenomenological experience	Lecture, discussion, videos	Group	3
	SLO-4	Approaches in acquiring knowledge; Distinguishing science from pseudo-science	Lecture, discussion, videos	Group	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar		3
<b>S-2</b>		<b>Research types</b>			<b>15 hrs.</b>
	SLO-1	Survey Research: Types response Bias;	Lecture, video, discussion	group	3
	SLO-2	Survey Research: Sampling issues; Culture and sampling issues	Reading and discussion	group	3
	SLO-3	Evaluation Research: Program monitoring; impact assessment:	Reading and discussion	group	3
	SLO-4	Evaluation Research: Efficiency analysis; Information utilization	Reading and discussion	group	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar		3
<b>S-3</b>		<b>Methods and Designs</b>			<b>15 hrs.</b>
	SLO-1	Mediation, Moderation, and modeling in multivariate context	Lecture, video, information	Web	3
	SLO-2	Longitudinal designs- Trend, Cohort, Panel studies, Issues	Reading and discussion	group	3
	SLO-3	Single participant Research Methods	Lecture, Reading and group discussion		3
	SLO-4	Higher order factorial designs	Reading and discussion		3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar		3
<b>S-4</b>		<b>Relevant Issues</b>			<b>15 hrs.</b>
	SLO-1	Mixed Method Research- Quantitative and qualitative	Lecture/ web info/ discussion	group	3
	SLO-2	Meta Analysis	Lecture/ web info/case study and discussion	group	3
	SLO-3	Generalization – Internal and external validity	Lecture/ web info/case study, debate, and discussion		3
	SLO-4	Ethical Guidelines for Psychology Research; APA Report Writing	Lecture/ web info/case study, demonstration, debate, and discussion		3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar		3

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**Recommended Readings:**

Bart., L. W., Cunningham, J.L. and Pittenger, D.J. (2010). Research Methods for Behavioral Sciences. John Wiley, NY.

Merling, B. (2018). Research Methods in Psychology (3<sup>rd</sup> Ed), Norton & Company, NY

Nestor, P.G. and Schutt, R.K. (2015). Research Methods in Psychology. SAGE: New Delhi

Beins, B.C. (2019). Research Methods: A tool for life (4<sup>th</sup> Ed). Cambridge University Press, Cambridge, UK

Whitley, B.E. Jr and Kite, M.E. (2013). Principles of Research in Behavioral Science. (3<sup>rd</sup> Ed), Routledge: New York.

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**Department of Clinical Psychology**

**Faculty of Behavioural Sciences**

**Advanced Research Methods (Paper Code: 19100704)**

**DSE Course**

**B. Sc. Semester VII**

**Batch 2021-22**

**4 Units (60 Hours)**

**Course Description:** The course is designed to develop a better understanding of advanced research methods. These methods will give a deep knowledge of various research designs which are used to know the objective information from research plan. It will include some very relevant theoretical issues also to have a good insight about the research methods and about the outcomes.

**Course Objectives:**

1. To educate the students with latest methods of research.
2. To develop a comprehensive knowledge about various theoretical issues in present day scenario.
3. To help students in acquiring higher order research methods and designs.

**Course Outcomes:**

1. On the completion of the course the students will be able to have a deep knowledge of various advanced research methods used in psychology.
2. The course will also develop a sound base of theoretical understanding among the students for using appropriate research methods as per the relevance of the research program.
3. The students will also be able to have a comparative view of various research methods and their assumptions with outcome analysis.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Introduction</b>		<b>15 hrs.</b>
	SLO-1	Scientific thinking; Science as method of knowing;	Lecture, Group Discussion	3
	SLO-2	The scientific method; The Goals of Science	Lecture, Group discussion	3

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Department of Clinical Psychology

Faculty of Behavioral Sciences

SPSS Based Statistical Techniques for Psychology (Course Code: 19020705)

DSE Course

B Sc Semester VII

2021-22

4 Units (60 Hours)

**Course Description:** The course emphasizes practical training of analysis of data using software package for social sciences. It is an upskilling of the course's students have gone through on research methods, statistics, and advance experimental designs. The course introduces them slowly from initial level analysis to higher order multivariate research. Its unique andrology is a mixture of initially lecturing then demonstrating in the classroom and asking the students to sharpen the skills by exercising on various data sets, some may be obtained through simulated designs.

**Course Objectives**

1. The course has an important objective to familiarize the students with the use of SPSS based statistical programs for analysis.
2. The course will give insight into the appropriate steps for analyzing the data.
3. The package of software of SPSS will be taught for with different statistical tests.
4. The course also emphasises on the interpretation of the output.

**Course Outcomes:**

1. On the completion of the course, they will be able to understand the use of SPSS for psychological research.
2. The analysis of tests with specific assumptions will be explained to the students.
3. The students will be able to differentiate the use of specific statistical methods for the analysis of data as per the design of the study.
4. The students will be able to use the higher order statistics through SPSS.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		SPSS – the basics		15 hrs.
	SLO-1	Introduction, viewing options in SPSS, defining variable parameters, Entering Data, Syntax	Lecture, Demonstration and Practical Exercise	3
	SLO-2	Measuring normal distribution, Statistical assessment of normal distribution	Lecture, Demonstration and Practculm Excercise	3

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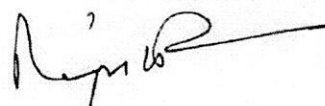
	SLO-3	Adjusting non-normal data, Homogeneity of between-group variance, Sphericity of within group variance	Lecture, Demonstration and Practical Exercise	3
	SLO-4	Statistical significance, Significance, and hypotheses, Measuring statistical significance,	Lecture, Demonstration and Practical Exercise	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-2</b>		<b>Specific Analysis-I</b>		<b>15 hrs.</b>
	SLO-1	Effect size, Statistical Power, measuring effect size and power using G* Power	Lecture, Demonstration and Practical Exercise	3
	SLO-2	Correlation: What is correlation? Pearson's correlation, Spearman's rank correlation, Kendall's Tau-b, Biserial (and point-biserial) correlation	Lecture, Demonstration and Practical Exercise	3
	SLO-3	Independent t-test: How SPSS performs an independent t-test? Interpretation of output, Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-4	Related t-test: What is related t-test? How SPSS performs the related t-test, Interpretation of output, Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-3</b>		<b>Specific Analysis-II</b>		<b>15 hrs.</b>
	SLO-1	Independent one-way ANOVA: How SPSS performs independent one-way ANOVA? Interpretation of output, Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-2	Repeated-measures one-way ANOVA: How SPSS performs Repeated-measures one-way ANOVA? Interpretation of output, Effect size and power;	Lecture, Demonstration and Practical Exercise	3
	SLO-3	Independent multi-factorial ANOVA: How SPSS performs independent multi-factorial ANOVA? Interpretation of output, Effect size and power; Repeated-measures multi-factorial ANOVA: How SPSS performs repeated-measures multi-factorial ANOVA? Effect size and power; Mixed multi-factorial ANOVA: How SPSS performs mixed multi-factorial ANOVA? Effect size and power	Lecture, Demonstration and Practical Exercise	3

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	SLO-4	Multivariate analysis: Meaning, How SPSS performs MANOVA? Interpretation of output, Effect size and power, Repeated-measures MANOVA: How SPSS performs repeated-measures MANOVA? Interpretation of output, Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
<b>S-4</b>		<b>Specific Analysis-III</b>		<b>15 hrs.</b>
	SLO-1	Analysis of covariance: How SPSS performs ANCOVA? Effect size and power; MANCOVA: multivariate analysis of covariance, How SPSS performs MANCOVA, Effect size and power;	Lecture, Demonstration and Practical Exercise	3
	SLO-2	Linear and multiple linear regression: Simple linear regression, Effect size and power; Multiple linear regression: How SPSS performs multiple linear regression; Logistic regression: What is (binary) logistic regression? How SPSS performs logistic regression	Lecture, Demonstration and Practical Exercise	3
	SLO-3	Non-parametric tests: Mann-Whitney U test- How SPSS performs the Mann-Whitney U test? Wilcoxon signed-rank test – How SPSS performs Wilcoxon signed-rank test; Kruskal-Wallis test – How SPSS performs Kruskal-Wallis test?; Friedman's ANOVA – how SPSS performs performs Friedman's ANOVA?	Lecture, Demonstration and Practical Exercise	3
	SLO-4	Factor analysis: How SPSS performs principal components analysis? Writing up results	Lecture, Demonstration and Practical Exercise	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

**Recommended Readings:**

Andrew Mayers (2013). Introduction to Statistics and SPSS in Psychology. Pearson Education Limited, London.



- Stevens, J.P. (1992) Applied Multivariate Statistics for the Social Sciences (2nd edn). Hillsdale, NJ: Erlbaum
- Brace, N., Kemp, R. and Snelgar, R. (2006) SPSS for Psychologists: A guide to data analysis using SPSS for Windows (3rd edn). London: Routledge.
- Coakes, S.J. and Steed, L.G. (2007) SPSS: Analysis without anguish: version 14.0 for Windows. Brisbane: John Wiley & Sons Australia Ltd
- Field, A. (2009) Discovering Statistics using SPSS (3rd edn). London: Sage.
- Agresti, A. (1996) An Introduction to Categorical Data Analysis. New York: John Wiley and Sons
- Cohen, J. (1988) Statistical Power Analysis for the Behavioral Sciences (2nd edn) Hillsdale, NJ: Erlbaum

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**Department of Clinical Psychology**

**Faculty of Behavioural Sciences**

**Epidemiological Research on Mental Health (Paper Code: 19020706)**

**DSE Course**

**B. Sc. Semester VII**

**Batch 2021-22**

**4 Credits**

**Course Description:** The course aims at identifying a community and conduct a survey for the incidence, prevalence and symptoms of psychological disorders. Such a survey will be done by following cohort methodology or case control study after identifying some of the typical cases related to that illness in the same community. The students while doing epidemiological research will be focusing upon socio-cultural correlates of psychological disorders and mental health. Certainly, they will also be listing physical, ecological and economic conditions while recording their observations.

The focus of discussion may preferably on psychological issues. The pedagogy of the course will be from classroom to the community and shuttling back and forth. The teacher shall be working as mentor of 5 students who will schedule the epidemiological research and shall maintain the logbook and diary. The evaluation shall be based on theory as well as practicum to be evaluated by the mentor concerned.

**Course Objectives:**

1. To provide the students a theoretical understanding of the epidemiological research method.
2. To provide the students an exposure to community life.
3. They will learn cohort studies, case control techniques.
4. They will acquire capacity to conduct small level community trial.

**Course Outcomes:**



1. The course shall provide an experiential opportunity to each candidate for conducting a field epidemiological survey.
2. The course will provide them competence of conducting cohort studies.
3. The students shall have experience and exercise of mixed method approach of data collection.
4. The course will help them to develop a holistic perspective in regard to a psychological disorders/diseases/mental health.

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# SYLLABUS

8<sup>th</sup> Semester

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## Faculty of Behavioural Sciences

### FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH

#### DEGREE LEVEL PROGRAM

SEM – VIII	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
CORE- 1 (Practical)	19020801	Research paper Publication / Submission			3	75
CORE- 2 (Practical)	19020802	Dissertation			12	300
CORE- 3 (Practical)	19020803	Viva voce			3	75
				Total	18	450

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**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Research Paper Submission/ Publication (Paper Code: 19020801)**

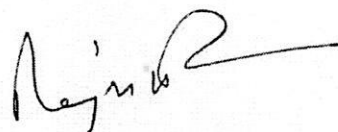
**Core Course**

**B Sc Semester VIII**

**Batch 2021-22**

**3Credits (75Marks)**

The course has been designed to encourage the students for doing research. This course is concerned with the doing all activities related to the research, planning research, data collection, analysis of data, writing a research article. In this regard he/she will be allotted a supervisor by the Dean, FBS to guide in this regard. Students will communicate the research paper to at-least peer reviewed journal. The submission for publication or publication in the desired journal is must for the students. The same must be done before the final semester examination/evaluation. A hard copy of the research paper, submitted for publication or published duly certified by the concerned supervisor must be submitted by each student before the final semester examination as per the instruction of the Dean, FBS. The student must submit the details of the Journal in which the paper has been sent for publication with his/her signature duly certified by the supervisor. For publication of research the student will have to follow the guidelines of plagiarism etc.



**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Dissertation (Paper Code: 19020802)**

**Core Course**

**B Sc Semester VIII**

**Batch 2021-22**

**12 Credits (300Marks)**

The Dissertation is a major part of the research orientation in the 8<sup>th</sup> Semester and in this regard the work of review must have been done by each student in the 7<sup>th</sup> semester. As per the review, submitted in the form of a synopsis in the previous semester, the student should undertake a full research work plan under the guidance of the supervisor allotted by the Dean, FBS. In this regard the student will submit a time line of the work to be done in this regard as per the instruction of the supervisor. This detail time line must be submitted in the beginning of the semester. The committee of the Department, constituted by the Dean, FBS, will review the progress and keep the record of the progress of the students.

The students will submit the three hard copies, duly signed by the supervisor, in the department well before the final examination/ evaluation.



**Department of Clinical Psychology**  
**Faculty of Behavioral Sciences**  
**Viva Voce (Paper Code: 19020803)**

**Core Course**

**B Sc Semester VIII**

**Batch 2021-22**

**3Credits (75Marks)**

Viva voce is related to the Dissertation submitted by the student in this semester. It will be conducted as per the guidelines of the University. The details in this regard will be informed to the department. The research topic, review, methodology, analysis of results, interpretation of results etc. would comprise the viva voce as usual.

