

# **SGT UNIVERSITY**



**FACULTY OF BEHAVIOURAL SCIENCE  
DEPARTMENT OF CLINICAL PSYCHOLOGY**

**POST-GRADUATE PROGRAMME**

**COURSE SYLLABUS/CURRICULUM**

**MASTER OF (PSYCHOLOGY)  
(CLINICAL/ COUNSELING/ FORENSIC)**

**(SESSION 2020-22)**

**M.Sc. (Psychology) (Clinical/ Counseling/ Forensic)**  
**(2020-2022)**

**Semester-I (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090101	Cognitive Psychology	4	60	40	100	4
2	19090102	Practicum: Cognitive Psychology	8	40	60	100	4
3	19090103	Research Design & Methods	4	60	40	100	4
4	19090104	Theories of Personality	4	60	40	100	4
5	19090105	Applied Social Psychology	4	60	40	100	4
6	19090106	Practicum: Applied Social Psychology	8	40	60	100	4
TOTAL		6	32	320	280	600	24

### Cognitive Psychology (19090101)

**Course Objectives:** This is a 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 cognitive processes. The course advances their understanding of knowledge acquisition and organizational processes. The course opens the windows of the students to the modern concepts of artificial intelligence and machine problem solver.

**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 and to conduct experiments tapping the internal cognition and finding relevance in real life are the key competence of the students. 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 prepare the student for the futuristic development in the area of Neuro-cognition and artificial intelligence.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Cognitive Psychology</b> Nature of Cognitive Psychology, Current trends Paradigms in the study of Cognitive Psychology: Information Processing Approach, Connectivistic Approach, Evolutionary Approach, Methods of cognitive psychology: Experimentation and use of computer technology  <i>Cognitive Revolution</i> <i>Cog Lab</i>	<b>16</b> 5 6  5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Attention, Perception, Memory</b> Perception: Nature, Gestalt Approach, Bottom up and Top down processes. Attention: Nature and types, Selective Attention: Filter Theory, Memory: Types, Theories & Model: Information processing model, level of processing model.  <i>Late-Selection Theory, Schema Theory</i> <i>Retention Duration and Forgetting</i>	<b>16</b> 5 6  5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Higher Cognitive Processes</b> Language: The Structure of Language-Linguistic relativity hypothesis. Language acquisition. Thinking and Problem Solving: Types and steps.	<b>16</b> 5 6	<b>Must know</b>

	<p>Obstacles in problem solving.</p> <p>Reasoning: Nature, Types of reasoning, <b>Three Approaches to the Study of Reasoning</b></p> <p><i>Neuropsychological evidence of reasoning</i></p>	5	<p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>
<b>IV</b>	<p><b>Higher Cognitive Processes</b></p> <p>Decision Making: Nature and Phases, Cognitive illusions: Availability, Anchoring, Sunk Cost Effects, Illusory Correlation, Hindsight Bias, Confirmation Bias, Overconfidence</p> <p>Blocks to Problem Solving, Creativity, Critical Thinking</p> <p>Representativeness, Framing Effects in decision making</p> <p><b>Decision Making: Concept and Phases, Cognitive illusion in decision making</b></p> <p><i>Ways to improve decision making</i></p>	<p><b>16</b></p> <p>6</p> <p>5</p> <p>5</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>

## **Practicum –Cognitive Psychology (19090102)**

**Course Objectives:** The course is designed to acquire experimental skills to conduct study on the process of cognition. It shall challenge the students to operationalize constructs of cognition. They will also learn to collect data and analyses for reporting.

**Course Outcome:** The student will be able to measure and analyze the basic processes of cognition, such as concept learning, forgetting curve, short term memory, reaction time, measuring creativity and problem-solving through simple tasks and practical activities.

Contents	Teaching Hrs.	Domain
<b>Cognitive Psychology:</b> Trail making test	<b>32</b>	<b>Must know</b>
Memory techniques: Recall & Recognition	8	
Experiments in problem solving (Dunker's (1945)		
Candle problem for functional fixedness; 2 String	8	
Problem; Water Jug experiment by Luchin (1942, 1959)		
STM-Peterson paradigm	8	
Types of heuristics		
Concentration-letter cancellation task		
Serial position curve-verbal learning	8	
Parallel v/s serial processing		
<i>Memory process</i>		<i>Desirable to know</i>
<i>Classical experiment on Tolman's cognitive maps</i>		<i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

- Benjafield, J.G. (1992). *Cognition (2nd ed)*. New Jersey: Prentice Hall.
- Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. SAGE.
- Goldstein, E. B. (2007). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*. Wadsworth Cengage Learning.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi: Sage Publications.
- Sternberg, R.J. (2009). *Cognitive Psychology*. USA: Wadsworth.
- Esgate, A. Groome, D. Baker, K. Heathcote, D. Kemp, R. & Maguire, M. (2005). *An Introduction to Applied Cognitive Psychology*. Corriene Reed Psychology Press.
- Moore, J. (2013). Cognitive Psychology as a Radical Behaviorist Views It. *The Psychological Record*, 63 (3).
- Moore, J. (2010). What Do Mental Terms Mean? *The Psychological Record*, 60 (4).
- Barsalou, L. W. (1992). *Cognitive Psychology: An Overview for Cognitive Scientists*. Lawrence Erlbaum Associates.

### Research Design & Methods (19090103)

**Course Objectives:** The course has been designed to expose the students with basic methods of research to study behavior. They will learn different methods on selected problems as the core techniques. The students will also understand the procedures, precautions and errors in methods.

**Course Outcome:** At the end of this course, students will be able to understand the basic research designs and processes. They will be able to do review of literature, formulate research questions, and generate hypotheses. Student will be equipped to design research proposal and conduct researches. The students would learn to control the extraneous effects of unwanted variables in the research situation.

Unit	Contents	Teaching Hrs.	Domain
I	<b>Introduction to Psychological Research</b> Nature, purpose and scope of psychological research Pure v/s applied research; experimental v/s non-experimental research, Epidemiological research, Historical research, Ethnographic research Stages of Psychological Research	16 5 6 5	Must know
II	<b>Research Designs</b> Basic single factor designs: between- and within-group designs Advanced multifactor experimental designs: factorial designs Correlational design, Quasi-experimental design; Repeated measure design	16 5 6 5	Must know
III	<b>Types of Research</b> Ex Post Facto Research: Difference between Ex Post Facto and Experimental Design Laboratory Experiment: A laboratory experiment, Miller study of the learning of visceral responses; Field experiment and Field Study Survey Research: Types, Methodology, Application and advantages	16 5 6 5	Must know
IV	<b>Issues in psychological research</b> APA Code of Ethics Communicating Research Results: Writing Research proposals and Reports, Presentations and posters Reading, Reviewing and Replicating research. Using internet and computer software's for research, Emerging issues in psychological research	16 5 6 5	Must know

**Syllabus Books:**

- Broota, K.D. (2006). *Experimental design in behavioural research*. New age publishers.
- Gravelter, F.J. and Forzano, L.B. (2006). *Research Methods in Behavioral Sciences*. Singapore: Thomson-Wadsworth.
- Kerlinger, F.N. (2017). *Foundations of Behavioural Research*. Surjeet Publications.
- McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall

## Theories of Personality (19090104)

**Course Objectives:** Personality is a core content of main stream psychology, therefore each student shall be exposed with the basics of personality as construct, its dimensions, and theories. It shall also help the students to understand themselves as person or their self.

**Course Outcome:** At the end of the course students will obtain knowledge about human personality and its development as well as various theoretical perspectives and ideas of personality given by classic theorists. They will also obtain an understanding of normative as well as idiographic view of personality.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Key concepts</b> Personality: Perspectives Trait Approach: Allport's, R.B. Cattell's, Eysenck Types theory: Sheldon's classification  <i>Hippocrates' theory of personality</i>	<b>16</b> 5 6 5	<b>Must know</b>    <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Major Theories</b> Psychoanalytic approach: Freud (Division of mind, Division of personality, Stages of Personality Development) <i>Neo-Freudians' approach</i> Social cognitive view of Personality: Bandura's Reciprocal determinism and self-efficacy  <i>Cultural construction of self</i> <i>Dynamic aspects of self-concept</i>	<b>16</b> 5  6  5	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Other models</b> Humanism: Rogers view of self Existential: Rollo May, Frankl; Big five Model Eastern Views: Chark's Tridosha  <i>Comprehensive comparison of various theories of personality theory</i>	<b>16</b> 5 6 5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>IV</b>	<b>Recent Advancement</b> Advances in Personality Theories, Locus of control and personality Role of genetic factors in the development of personality  <i>Positive Psychology Personality Traits</i>	<b>16</b> 5 6 5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>



**Syllabus Books:**

- C. F. Halverson, C.F., Kohnstamm, G.A. and Martin, R.P. (1994). The Developing Structure of Temperament and Personality from Infancy to Adulthood. Lawrence Erlbaum Associates.
- Eysenck, H.J. and Eysenck, M.W. (1985). Personality and individual differences. Plenum: New York.
- Hall, C. and Lindzey, G. (1978). Theories of Personality. Wiley: New York.

## Applied Social Psychology (19090105)

**Course Objectives:** This field in psychology deals with social psychological theories, principles, research findings and experimental methods to understand social issues and to offer real- world solutions for a variety of social problems. It shall also help the students in understanding and finding a solution for their own problems.

**Course Outcome:** At the end of this course, students will be able to understand the social issues and apply practical suggestions for improving their own behavior in areas ranging from workplace productivity to daily life activities.

Unit	Content	Time (Hours)	Domain
<b>I</b>	<b>Introduction</b>	<b>16</b>	<b>Must know</b>
	Applied Social Psychology: Meaning, Nature and Fields	5	
	Social influences on behavior, Levels of analysis.	6	
	Methodological approaches: Participatory action and Learning research techniques.	5	
	<i>Current social issues.</i> <i>Case study of action research.</i>		<i>Desirable to Know</i> <i>Nice to Know</i>
<b>II</b>	<b>Applications</b>	<b>16</b>	<b>Must know</b>
	Applying Social Psychology- I: Environment, Population, Diversity.	5	
	Applying Social Psychology- II: Work, Unemployment and Poverty.	6	
	Applying Social Psychology- III: Health and Legal System.	5	
	<i>Attributional biases.</i> <i>Comparative data analysis of poverty in post-independence India.</i>		<i>Desirable to Know</i> <i>Nice to Know</i>
<b>III</b>	<b>Social problems –</b>	<b>16</b>	<b>Must know</b>
	Aggression and violence; Deprivation and Poverty.	5	
	Domestic Violence, Culture Shock and Uncertainty	6	
	Prejudice, Crime and Delinquency	5	
			<i>Desirable to Know</i> <i>Nice to Know</i>
<b>IV</b>	<b>Intervention and Evaluation</b>	<b>16</b>	<b>Must know</b>
	Social Cognition, Impression formation and conflict management.	5	
	Persuasion, Propaganda and campaigning.	6	
	Impact Analysis, Process of Intervention, Need for evaluation for effective programme.	5	
	<i>Case studies of social conflicts</i> <i>Psychosocial analysis of a flagship scheme.</i>		<i>Desirable to Know</i> <i>Nice to Know</i>

## **Practicum: Applied Social Psychology (19090106)**

**Course Objectives:** The course is designed to acquire experimental skills to conduct study on the process of social. It shall challenge the students to operationalize constructs of cognition. They will also learn to collect data and analyses for reporting.

**Course Outcome:** The student will be able to measure and analyze the basic processes of cognition, such as concept learning, forgetting curve, short term memory, reaction time, measuring creativity and problem-solving through simple tasks and practical activities.

Content	Time (Hours)	Domain
<b>C-PSY-P-14 Practicum: (any four to be reported)</b>	<b>32</b>	<b>Must know</b>
Attitude Scale	8	
A case study of Low SES.	8	
Prejudice Scale	8	
Focus group discussion on Road traffic accident victims (Bystander Effect)	8	
Altruism Scale		
Social Problem Scale		

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Aronson, E., Wilson, T.D. & Akert, R.M. (2010) *Social Psychology*. Boston: Prentice Hall.

Baron, R.A., Branscombe, N.R., Byne, D. & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson.

Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.

Myers, D.G. (2005). *Social Psychology*. New Delhi: Tata McGraw Hill.

Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi: Pearson.

Schneider, F.W., Gruman, A., Coult, L.M. (Eds). (2012). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage Publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures*. New Delhi: Sage Publications.

**Semester-II (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090201	Statistics in Psychology	4	60	40	100	4
2	19090202 / 19090203	Abnormal Psychology/ Forensic Psychology (Any one)	4	60	40	100	4
3	19090204 / 19090205	Practicum: Abnormal Psychology/ Forensic Psychology	8	40	60	100	4
4	19090206	Neuro-Psychology	4	60	40	100	4
5	19090207	Practicum: Neuro-Psychology	8	40	60	100	4
6	19090208	Human Values and Professional Ethics	4	30	20	50	2
7	19090209	Field training in Hospital/Juvenile home/Prison	4	20	30	50	2
TOTAL		7	36	310	290	600	24

## **Statistics in Psychology (19090201)**

**Course Objectives:** The course is aimed at data description, analysis and hypothesis testing. They will learn to use various statistical techniques for the purpose of testing the hypotheses as per designs. The course will enhance the computation skills of the students.

**Course Outcomes:** After going through the course students now know when and where to use a particular statistical test and provide the answers. They have now better analytical skills and make inferences from the data.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Statistics in Psychology</b> Concept, scope and purpose of statistics in psychology. Sample and population, sampling methods. Types of statistics: descriptive vs inferential, parametric vs non-parametric. Qualitative data analysis: Introduction, Different methods: Content analysis, Thematic analysis, Interpretative Phenomenological analysis  <i>Values and scores</i> <i>Levels of measurement</i>	<b>16</b> 5  5  6	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Descriptive statistics</b> Representation of data: frequency distribution, cumulative curve, pie charts, line graphs, bar diagrams Mean, median, mode: properties, calculation from grouped and ungrouped data. Variance, standard deviation, normal curve, z-scores, standard error, Percentiles, quartiles, confidence intervals.  <i>Box plots</i> <i>Outliers,</i>	<b>16</b> 5  6  5	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Inferential Statistics</b> Statistical inference and tests of significance of mean, t-test, Type I and Type II errors. Correlation: Pearson's r ANOVA: One-way, two-way; MANOVA ANCOVA	<b>16</b> 5  6 5	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>
<b>IV</b>	<b>Inferential Statistics (Non-Parametric)</b> Difference between Parametric and Non-Parametric Statistics, Spearman's rho. Chi square test.	<b>16</b> 5 6	<b>Must know</b>

	Mann Whitney U Test, W Test, Median test Friedman ANOVA  <i>Kruskall-Wallis test.</i>	5	<i>Desirable to know Nice to know</i>
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### **Syllabus Books:**

Bakeman, R.P.. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*.Lawrence Erlbaum Associates, 1992

Everitt, B.S. (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.

Garrett, P. (1968). *Statistics in Psychology and Education*.

Kault, D. (2003). *Statistics with Common Sense*.Greenwood Press, 2003

Michael Cowles. (2001). *Statistics in Psychology: An Historical Perspective*.Lawrence Erlbaum Associates.

Reichmann, W. J. (1961). *Use and Abuse of Statistics*.Oxford University Press.

Siegel, S. and Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

## Abnormal Psychology (19090202)

**Course Objectives:** The course is designed to know the students the abnormal side of behavior, psychopathology and the current systems of diagnosis such as ICD and DSM. The students will learn the symptoms and causes of various disorders along-with the criteria of abnormality.

**Course Outcomes:** Students now understand the difference between normal and abnormal behavior. They are aware of the symptoms and causes of various disorders. It will lay the foundations for them to go on higher studies in clinical psychology.

Unit	Content	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b> Mental Illness: Definition, Historical background, Paradigms in Psychopathology: Biological, Psychodynamic Humanistic, Cognitive- Behavior, Socio-cultural factors. Epidemiological studies: Prevalence, incidence and risk factors. Diagnosis: Nature and Importance; Classificatory Systems: DSM and ICD.  <i>Stress Diathesis model</i> <i>Critical evaluation of classificatory system.</i>	<b>16</b> 5  6  5	<b>Must know</b>          <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Anxiety, Mood and Dissociative Disorders</b> Anxiety disorder: Types_ Phobias and Generalized Anxiety Disorder, Clinical description, epidemiology, causes and treatment. Other Anxiety disorder: Clinical description, epidemiology, causes and treatment of Obsessive Compulsive Disorder. Mood Disorder: Clinical description, epidemiology, types, causes and treatment. Dissociative Disorders: Clinical description, Types; epidemiology, causes and treatment.  <i>Post-traumatic Stress Disorder</i> <i>Suicide- Epidemiology, Models, Preventive measures</i>	<b>16</b> 5  6  5	<b>Must know</b>          <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Schizophrenia,</b> Schizophrenia: Type and Epidemiology Signs and symptoms and Causes Pharmacological and Psychological Treatment. Schizotypal and Delusional Disorder, Signs and symptoms and Causes  <i>Milieu Therapy</i>	<b>16</b> 5 6  5	<b>Must know</b>          <i>Desirable to know</i> <i>Nice to know</i>





## Practicum: Abnormal Psychology (19090204)

**Course Objectives:** The course prepares the students to make practical testing of abnormal behavior and certain symptoms by using standardized psychological tests.

**Course Outcome:** After the course the students are more skilled in conducting the psychological tests of clinical importance. They are more skilled in diagnosing after hands on experience. Now they can prepare a complete profile of the patient/ subject and analyze for subsequent course of action.

Contents	Teaching Hrs.	Domain
<b>Psychology of Abnormal Behavior:</b>	<b>32</b>	<b>Must know</b>
Make an assignment on the changes made in the classificatory system from DSM-IV-TR to DSM- 5	8	
Clinical rating scales: HAM-A, HAM-D, YMRS, Y-BOCS for a patient suffering from mood disorder, Anxiety Disorder or Dissociative Disorder (depending on the requirement of the patient)	8	
Use of TLC scale/ PANSS/ BPRS on a patient of Schizophrenia	8	
Assignment on techniques used for cessation of Cigarette Smoking.	8	
Prepare a chart on the development of DSM system.		<i>Desirable to know</i>
Techniques for cessation of Alcohol Use disorder.		<i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

## **Forensic Psychology (19090203)**

**Course Objectives:** This course is designed with the aim to give the basic understanding to the students about the psychology behind crime and theories and types of crime. The course will focus on the interventional role of psychologist in investigation as well as assessment of criminal behavior. They will have knowledge of behavioral and personality signature markers.

**Course Outcomes:** After studying this course the students will understand the nature, types and theories in social and psychological perspective criminal behavior and its forensic aspects. They will have better understanding of behavioral signature markers of criminals.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b> Forensic Psychology: Definition; Difference between forensic and clinical psychology, History of Forensic Psychology, Issues and Emerging Trends in Forensic Psychology Types of offenders: Juvenile Offender, Violent Offenders, Sexual offender. Ethical principles and professional competencies	<b>16</b> 5 6 5	<b>Must know</b>
<b>II</b>	<b>Theories and Assessment of Criminology</b> Theories of Crime: Psychoanalytic; Eysenck's Biosocial Theory, Social Learning Theory. Identification and evaluation of criminal suspects, Risk assessment and Report Writing. Profile Analysis: FBI Profiling; Polygraph process and detection of lying, Narco analysis Eyewitness Testimony.	<b>16</b> 5 6 5	<b>Must know</b>
<b>III</b>	<b>Forensic Assessment</b> Approaches of forensic assessment, Forensic and clinical issues in the assessment of psychopathy, Evaluation of malingering and deception, Evaluation in delinquency cases, Psychological profile of criminals	<b>16</b> 5 6 5	<b>Must Know</b>
<b>IV</b>	<b>Prevention, Correction and Rehabilitation of Criminal/offender</b> Interviewing technique, Therapies: CBT, Relaxation, Recreational, yoga and meditation. Rehabilitation of offenders: Social skill training, Civil responsibility and community rehabilitation of offenders. Prevention: education of legal aspect. Role of Psychologist in crime prevention.	<b>16</b> 5 6 5	<b>Must know</b>

**Syllabus Books:**

Goldstein, A.M. (2003). *Forensic Psychology*, Vol 11, Handbook of Psychology, Volume 11. John Wiley & Sons.

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

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

### **Practicum: Forensic Psychology (19090205)**

**Course Objective:** This course is designed to develop deep understanding of factors promoting investigation of criminal behavior and its assessment. The focus will be on relevant psychological tools and profiling methodology.

**Course Outcomes:** After studying this course the students will gain deep understanding of factors promoting crime and establishing markers of criminals' behavior. They will be exposed to interaction and assessment in police and criminal justice system.

<b>Content</b>	<b>Time (Hours)</b>	<b>Domain</b>
<b>DSE-PSY-P-4 Practicum: (any four to be reported)</b>	<b>32</b>	<b>Must know</b>
Cognitive distortions and aggression	8	
Personality assessment of offenders	8	
Interviewing techniques with offenders	8	
Assessment of Malingering through Projective Tests	8	
Psychosocial Rehabilitation of offender		
Assessment of social skills among offenders		

**Note:** At least 4 practicals to be reported by every student.

## **Neuropsychology (19090206)**

**Course Objectives:** The course is designed to understand the organic basis of various behavioral problems with a special emphasis on brain dysfunction. The course covers some of the major neuro-psychological diseases such as brain injuries, tumors, vascular disorders and dementia etc.

**Course Outcome:** The students will be competent to make a difference between psychogenic and neurogenic behavioral disorders. They will now be more specialized clinical psychological exposure.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Neuropsychology</b> Nature and concept of neuropsychology, past history, current status and scope of neuropsychology. Brain (Structure and Functions) – hind brain, mid brain, and forebrain; Cerebral cortex and its lobular organization, sub-cortical regions, <b>Hemispheric asymmetry</b> <i>Frontal lobe and executive functions</i>	<b>16</b> 5 6 5	<b>Must know</b>  <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Neurochemistry</b> <b>Structure and function of cells</b> , Synaptic transmission; Neurotransmitters – classical, amino acids, neuropeptides <b>Role of neurotransmitters in various behaviors</b> <i>Dopaminergic pathways and relation to Schizophrenia</i>	<b>16</b> 5 6 5	<b>Must know</b>  <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Neuropsychiatric Disorders</b> Dementias- types, Alzheimer's Disease and Parkinson's Disease, causes and management Cerebrovascular disorders: ischemia, thrombosis, hemorrhage – symptoms, causes, management Tumors of the brain: types; head trauma: open head and closed head injuries - symptoms, causes, management <i>Classic Neuropsychological cases</i> <i>Age and Brain Changes</i>	<b>16</b> 5 6 5	<b>Must know</b>  <i>Desirable to know</i> <i>Nice to know</i>
<b>IV</b>	<b>Assessment, Treatment and Neuropsychological Rehabilitation.</b> Neuropsychological Assessments: Halsted-Reitan Neuropsychological Battery, Luria-Nebraska	<b>16</b> 5	<b>Must know</b>

	neuropsychological battery, AIIMS Battery, PGIBBD and other approaches Neuro-Plasticity; Neuropsychological recovery Neuropsychological Rehabilitation: Neuro-psychotherapy; Cognitive retraining and remediation.  <i>Neuropsychological rehabilitation in dementia</i> <i>Brain Computer Interphase- New generation prosthetics</i>	6 5	<i>Desirable to know</i> <i>Nice to know</i>
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## **Practicum –Neuropsychology (19090207)**

**Course Objectives:** The course is designed to acquire and transfer skill of conducting neuro-psychological testing on selected patients or normal subjects in laboratory. The course has focus on neuro-psychological assessment batteries available for Indian population.

**Course Outcome:** The students after the hand on experience will be competent to handle diagnosis and assessment of patients with brain disorders. They are capable to analyse and make profile of patients.

Contents	Teaching Hrs.	Domain
<b>Biopsychology:</b>	<b>24</b>	<b>Must know</b>
AIIMS Battery (Adult)	4	
AIIMS Battery (Child)	4	
Neurofeedback/GSR	4	
EMG – a report on recording	4	
A case study of dementia patient	4	
PGIBBD	4	
Wisconsin Card Sorting Test (WCST)	4	
Trail Making Test	4	
Study of Variation of Stroop Effect	4	
<i>Perform an EEG</i>		<i>Desirable to know</i>
<i>Case study of stroke patient</i>		<i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Carlson. Physiological Psychology.

Faust, M. (2015). *The Handbook of Neuropsychology of Language*. NY: Wiley.

Goldstein, L.H. & McNeil. J.E. (2012). *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. NY: Wiley

Pinel, J.P. (2006). *Biopsychology*. Pearson Education, Inc.

Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson: Wadsworth.

## **Human Values and Professional Ethics (19090208)**

**Course Objectives:** The course is designed to inculcate a sense of ethics and morality in conducting as a professional, as an individual and as a responsible citizen. The course comprises of some key issues relevant in the present-day society since the beginning times. It will touch the core theories and principles relevant for all professions in general and psychologists in particular.

**Course Outcomes:** The course is expected to imbibe humane and positive thinking in the students. They will be able to spell out the philosophical basis of ethics, learn the different types of ethics, ethical theories, bioethics and environmental ethics as well as be able to critically evaluate various issues in professional ethics.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>An Introduction to Moral Philosophy and Applied Ethics:</b> Introduction, Understanding Declaration and Ethics and Bioethics, Universal Guidelines on Bioethics and Human Rights, Moral Development and Moral Theories, Principles of Benefit and Harm, Foundation of Bioethics, Historical Evolution	<b>16</b>  5  6  5	<b>Must know</b>
<b>II</b>	<b>Value of Human Life:</b> Autonomy, Informed consent, Persons without the capacity to consent, Privacy and confidentiality Bioethical Mediation, Respect for human vulnerability and personal integrity. Human Rights, Punishment, Suicide, Structures of Inequality: Caste and Poverty, Social responsibility and Public Health Bioethics.	<b>16</b>  5  6  5	<b>Must know</b>
<b>III</b>	<b>Ethics in the Public Domain:</b> Nature as Means or End, Respect for nature, Respect for, cultural diversity and pluralism, sharing of benefits, Protecting future generations, Disaster of Bioethics	<b>16</b>  5  6  5	<b>Must know</b>
<b>IV</b>	<b>Ethics in the Public Domain:</b> Professional Ethics and Public Policy, Medical Ethics: Surrogacy, Media Ethics – Privacy, Ethical Issues in Cyber space, Family and Marriage, Morality: Parents and Children. Specialty vs. Ethics	<b>16</b>  5  6  5	<b>Must know</b>



**Syllabus Books:**

Biological Psychology, 11<sup>th</sup> Edn by James W. Kalat, Cengage, 2014, Paperback, ISBN-10: 8131525260.

Gorman, P. (2004). *Motivation and Emotion*. Routledge.

Introduction to Biopsychology, 9<sup>th</sup> Edn by Pinel, J.P.J & Barnes, S.J., Pearson India, 2016, Paperback, 9789332575172.

### **Field training in Hospital/ Juvenile home/ Prison (19090209)**

Field training for acquiring interviewing skills is a **skill enhancement course** and therefore requires hands on experience. Each student will go to the field training in Hospital. The students under the guidance of a teacher will observe/interact with the population available at hospital.

They will observe/interact with the clients and prepare report on the basis of their training. Every student will submit the report based on their training under the supervision of the teacher before the commencement of final exams.

**Semester-III (Total Marks=650)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090308	Introduction to Clinical Psychology	4	60	40	100	4
2	19090309	Psycho-diagnostics	4	60	40	100	4
3	19090310	Psychotherapy-I	4	60	40	100	4
4	19090311	Practicum: Clinical Psychology	8	40	60	100	4
5	19090312	Practicum: Psychodiagnostics	8	40	60	100	4
6	19090313	Summer Training (Clinical)	4	20	30	50	2
7	19090314	Field Training	8	40	60	100	4
TOTAL		7	40	320	330	650	26

## Introduction to Clinical Psychology (19090308)

**Course Objectives:** The course aims at providing a good theoretical base for understanding of clinical psychology and psychotherapeutic interventions to be used in understanding the mental health issues. The course also addresses several issues related to variety of established techniques being used in present scenario so that they may become a practice- nor in clinical settings.

**Course Outcome:** At the end of the course the students would be better placed with regard to the sound conceptual base of the psychotherapeutic interventions. They will also identify several implications of different intervention techniques. It will help them to prove themselves in future as better clinical psychologists.

Unit	Content	Teaching Hrs.	Domain
I	<b>Introduction</b> Nature of the discipline Clinical Psychology, History: ancient views and recent developments. Training and professional development, Code of conduct and Ethics guidelines in Clinical Psychology, Development of standards of Clinical Psychology in India; IACP Classification systems – Need, advantages and disadvantages; DSM and ICD Other Mental health professionals; multi-disciplinary teams  <i>History of Clinical Psychology in India</i> <i>Training and Supervision in Clinical Psychology in India.</i>	<b>16</b> 5  6  5	<b>Must know</b>       <i>Desirable to know</i> <i>Nice to know</i>
II	<b>Assessment in Clinical Psychology</b> Role of assessments in Clinical Psychology; Origins of Clinical Assessment; Process of Assessment. Clinical Interviewing: Purpose- Gathering Information for Assessment and Treatment, Establishing Rapport for Assessment and Treatment; Skills of the interviewer; History Taking and MSE.  <i>Psychometric issues related to Assessment measures.</i> <i>Structuring clinical interview.</i>	<b>16</b> 5  6  5	<b>Must know</b>       <i>Desirable to know</i> <i>Nice to know</i>
III	<b>Assessment in Clinical Psychology</b> Models and methods of assessment: traditional or norm referenced assessment- intelligence, achievement tests and tests for special abilities. Norm referenced and criteria based objective personality measures; Role of Projective assessment and Behavioural Assessment in clinical psychology	<b>16</b> 5  6  5	<b>Must know</b>

<b>IV</b>	<b>Intervention Models and Areas of Application</b> Models: Psychodynamic, Humanistic, Existential, Cognitive-Behavioural, Integrative. Modes: Individual, Couples, Group & Family. Applications: Clinical Neuropsychology, Clinical Health Psychology, Clinical Geriatric Psychology, Forensic Psychology, Child and Adolescent Psychology, LGBT population. Contemporary and Future Role of Clinical Psychologists.  <i>Identifying appropriate interventions for different psychopathology.</i> <i>Psychological aspects of eyewitness testimony</i>	<b>16</b>  5  6  5	<b>Must know</b>          <i>Desirable to know</i> <i>Nice to know</i>
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### **Syllabus Books:**

Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.

Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers

Hacker, J., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practices and ethics*. Delhi: Pearson Education.

Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). *Introduction to clinical psychology*. Upper Saddle River, NJ: Prentice-Hall.

Phares, J.E., & Trull, J.T. (2000). *Clinical Psychology: Concept, Method & Profession*. Wadsworth.

Plante, T.G. (2004). *Contemporary Clinical Psychology, 4<sup>th</sup> Ed*. Wiley publishers. New York:US.

Pomerantz, & Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage publications.

## Psycho-diagnostics (19090309)

**Course Objectives:** The course is designed to know the special assessment methods of the clinical sample. The tests of clinical importance, special methods of clinical settings and integration of various tools and techniques for a complete profiling are to be integrated.

**Course Outcome:** Students after the course will have better know how of assessing patients. They have developed a comparative sense of assessing normal and clinical subjects. The skills requiring to diagnose shall have input of theory in this course.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Psycho-diagnostic Assessment</b> Nature, scope, and goals of assessment; Characteristics and types of psycho-diagnostic assessment. Process of assessment; psycho-diagnostic report writing. Ethical issues in assessment  <i>Prepare a report on a case</i> <i>Prepare a report on different psycho-diagnostic tools in Psychology lab of SGT University</i>	<b>16</b> 5  6  5	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Interviewing and Behavioral Observation Methods</b> Interviewing: nature and principles; process of intake interview, history taking and MSE. Interviewing skills – active listening, note-taking, reflecting, summarizing, questioning. Computer assisted interviews  <i>Prepare case history report of a patient with mental illness</i>	<b>16</b> 5  6  5	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Behavioral Observation and Intelligence Assessment</b> Behavioral observation – naturalistic observation, self-monitoring, controlled observation; Behavioral checklists, inventories and questionnaires. Intelligence: Indian and Western views; Criticisms of IQ Assessment. Intelligence tests: Stanford-Binet scales; Wechsler scales – WAIS, WISC, WPPSI; Indian tests- Bhatia's Battery, MISIC.	<b>16</b>  5  6  5	<b>Must know</b>
<b>IV</b>	<b>Personality Assessment</b> Objective Personality measures: 16 PF, NEO-5, MMPI; Semi-Projective: SSCT, WAT Projective techniques: TAT, Rorschach, Boston process approach, <b>Projective techniques for children and adolescents.</b>	<b>16</b> 5  6  5	<b>Must know</b>

	<i>DAPT</i>		<i>Desirable to know</i> <i>Nice to know</i>
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**Syllabus Books:**

- 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.

## Psychotherapy-I (19090310)

**Course Objectives:** The course aims at providing a good theoretical base for understanding the psychotherapeutic interventions to be used in understanding the mental health issues in case of abnormalities. The course also addresses several issues related to variety of established techniques being used in present scenario.

**Course Outcome:** At the end of the course the students would be better placed with regard to the sound conceptual base of the psychotherapeutic interventions. They will also identify several implications of different intervention techniques. It will help them to prove themselves in future as better clinical psychologists.

Unit	Content	Time (Hours)	Domain
<b>I</b>	<b>Introduction</b>	<b>16</b>	<b>Must know</b>
	Nature of psychotherapy; history and development of psychotherapy, process of psychotherapy	5	
	Client-therapist relationship, role and qualities of a good therapist	6	
	Ethics in psychotherapy, Mechanisms of change, defense mechanisms	5	
	Issues in Psychotherapy		Desirable to Know
	Risks in psychotherapy		Nice to Know
<b>II</b>	<b>Therapies</b>	<b>16</b>	<b>Must know</b>
	Psychoanalytical approach to treatment; free association; Interpretation of dreams, Therapeutic factors: resistance, transference and counter transference,	5	
	Humanistic therapy: meaning of existence and purpose in life,	6	
	Gestalt therapy, Constructivist Approaches: Solution focused and narrative therapy	5	
	Indian psyche		Desirable to Know
	Interpersonal psychotherapy		Nice to Know
<b>III</b>	<b>Behavioural Therapies</b>	<b>16</b>	<b>Must know</b>
	Principle of Behaviour Modification, Application and Techniques: Systematic Desensitization, Exposure therapies.	5	
	Principle of Cognitive Therapies: Application and Techniques: Cognitive Behavioural Therapy (CBT),	6	
	Rational Emotive Behavioural Therapy (REBT)	5	
			Desirable to Know
			Nice to Know
<b>IV</b>	<b>Integrative Psychotherapies</b>	<b>16</b>	<b>Must know</b>
	Multimodal Therapy: Goals, Assessment and treatment approach	5	
	Interpersonal Psychotherapy: Goals, Assessment and treatment approach	6	



	Psychodrama, Group Therapy and Creative art therapies	5	
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### **Syllabus Books:**

- Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
- Yalom, I. (2009). *The Gift of Therapy*. Harper Perennial: New York.
- Gobbard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.
- Klerman, M. M. Weissman, B. J. Rounsaville, E. S. Chevron. (1984). *Interpersonal Psychotherapy of Depression*. Basic Books.
- Mace, C.. (1995). *The Art and Science of Assessment in Psychotherapy*. Routledge.
- Fagan, P.J., Kaiser, M.D., Heavner, T.J.C. and Phillips, E.L. (1985). *Psychotherapy Revised: New Frontiers in Research and Practice*. Lawrence Erlbaum Associates, 1985.

### **Practicum: Clinical Psychology (19090311)**

**Course Objectives:** The purpose of the course is to acquaint them with various psychotherapies and to acquire some skills to practice them.

**Course Outcome:** Doing practical with certain diagnostic tools and some intervention techniques, the students shall now have a feeling of competence. Through this they have direct interaction with patients and thus earned a clinical confidence.

Contents	Teaching Hrs.	Domain
<b><u>C-PSY-P-7,8,9 (A)</u></b>	<b>32</b>	<b>Must know</b>
Case history of a Clinically diagnosed patient		
MSE of a patient with psychological illness	8	
Measurement of Special Abilities in a child		
Measuring levels of substance addiction	8	
Assessment of Intelligence for Mental Retardation		
Exposure / Implosion to a Sensory Stimulus	8	
Exposure Therapy (Invivo/Invintro)	8	
Projective personality test using DAPT		
Assessment of defenses through TAT		
Assessment of Cognitive Distortion		
<i>Hierarchy construction of a Phobic Patient</i>		<i>Desirable to know</i> <i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

### **Practicum: Psychodiagnostics (19090312)**

**Course Objectives:** The purpose of the course is to give first hand training to the students in the area of psychodiagnostics.

**Course Outcome:** Doing practical with certain diagnostic tools, the students shall now have a feeling of competence. Through this they have direct interaction with patients and thus earned a clinical confidence.

Contents	Teaching Hrs.	Domain
<b><u>C-PSY-P-7,8,9 (A)</u></b>	<b>32</b>	<b>Must know</b>
Assessment of Personality through objective measures (MMPI Clinical Scales)	8	
Projective techniques of personality measurement (TAT)	8	
<b>Administration and Interpretation of MISIC</b>	8	
Assessment using behavioural observation methods	8	
<b>Personality structure through Ink Blots</b>		

**Note:** At least 4 practicals to be reported by every student.

### **Summer Training (19090313)**

**Course Objectives:** The objective of this course is to engage the students during the summer vacation in some organization for the purpose of acquiring field experience and also to keep in touch with the subject during long vacation

**Course Outcomes:** Summer training (clinical) is a skill enhancement course and requires a hands on training. The two months' summer training starts soon after the 2<sup>nd</sup> semester examination shall be undertaken by every candidate in an institute/hospital/clinic/NGO/industry/service center to be approved by the Dean of the Faculty. It shall be a supervised training with a professional who will certify the attendance. Every candidate will submit a report which shall be evaluated by a procedure stipulated by the faculty

### **Field Training (19090314)**

Field training for acquiring interviewing skills is a **skill enhancement course** and therefore requires hands on experience. Each student will go to the field training in Hospital. The students under the guidance of a teacher will observe/interact with the population available at hospital.

They will observe/interact with the clients and prepare report on the basis of their training. Every student will submit the report based on their training under the supervision of the teacher before the commencement of final exams.

**Semester-IV (Total Marks=650)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090405 / 19090406	Child and Adolescent Psychopathology/ Psychology of Aging	4	60	40	100	4
2	19090408	Personality Disorders	4	60	40	100	4
3	19090401	Psychotherapy-II	4	60	40	100	4
4	19090402 / 19090403	Practicum: Child and Adolescent Psychopathology/ Psychology of Aging	8	40	60	100	4
5	19090407	Practicum: Personality Disorders and Psychotherapy	8	40	60	100	4
6	19090404	Dissertation	12	60	90	150	6
TOTAL		6	40	320	330	650	26

**Total Credits: 100**

## **Child & Adolescent Psychopathology (19090405)**

**Course Objectives:** The course is designed to know the students the abnormal side of behavior, psychopathology in children and adolescents as per the current systems of diagnosis such as ICD and DSM. The students will learn the symptoms and causes of various disorders along-with the criteria of abnormality in young ages.

**Course Outcome:** Students now understand the difference between normal and abnormal behavior in childhood and adolescence. They are aware of the symptoms and causes of various disorders occurring in younger ages. It will lay the foundations for them to go on higher studies in clinical psychology.

Unit	Content	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b> Defining the disorders of infancy, childhood and adolescence Normal development and temperament Models of child psychopathology: Physiological, Psychodynamic, Behavioural and Cognitive, Humanistic, Family, Socio-cultural Assessment and Diagnosis in Children and Adolescents: nature, techniques of assessment: interview, standardized tests, observation  <i>Child Personality Inventory</i> <i>Describe current perspectives on anxiety and depression during childhood</i>	<b>16</b> 5  6  5	<b>Must know</b>        <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Neurodevelopmental disorders</b> Intellectual disability: classification of intellectual disability, symptoms, causal factors, management ADHD and tic disorder: prevalence, symptoms, causal factors, co-morbidity, management Autism spectrum disorder: types, prevalence, symptoms, causal factors, management  <i>Prepare a management program of a mentally retarded child</i> <i>History of autism and its management</i>	<b>16</b> 5  6  5	<b>Must know</b>        <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Neurodevelopmental disorders and Adolescent Psychopathologies</b> Specific Learning Disability: types, prevalence, symptoms, causal factors, management Disruptive, impulse-control and conduct disorders: types, prevalence, symptoms, causal factors, management <b>Adolescent substance use disorder, Psychological issues with adolescents</b>	<b>16</b>  5  6  5	<b>Must know</b>        
<b>IV</b>	<b>Other Child and Adolescent Psychopathologies</b>	<b>16</b>	<b>Must know</b>

	Anxiety disorders: Separation anxiety disorder, Selective Mutism, Phobia	5	<i>Desirable to know</i> <i>Nice to know</i>
	Mood Disorders: Depressive Disorder, Bipolar Disorder-symptoms, causal factors, management	6	
	Elimination disorders: Enuresis, encopresis- prevalence, symptoms, causal factors, management	5	
	<i>Behavior therapy of a child with ADHD</i> <i>Childhood sexual abuse</i>		

### **Syllabus Books:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5™)*. American Psychiatric Pub.

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.

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.



**Psychology of Aging (19090406)**

**Course Objectives:** The objective of the course is to focus on the behavior, competence, deficits and challenges in the aged populations. They will understand the basic theories of development and clinical aspects in the aging aged.

**Course Outcome:** The students are competent to understand the psychodynamics of the aged people. Besides being sensitive to the need of this age category the students are equipped to provide geriatric care. They are acquainted with some prosthetics and rehabilitation for disabled aged people.

Unit	Content	Time (Hours)	Domain
<b>I</b>	<b>Introduction to Geropsychology</b>	<b>16</b>	<b>Must know</b>
	Nature, scope and applications	5	
	Concept of ageing and successful ageing- characteristics and developmental tasks	6	
	Theories of Aging: biological, psychological and social	5	
	<i>Indian views of old age</i>		<i>Desirable to Know</i>
	<i>Population Aging: Global indices and Implications.</i>		<i>Nice to Know</i>
<b>II</b>	<b>Demands of old age</b>	<b>16</b>	<b>Must know</b>
	Physical changes – changes in sensory and motor abilities, muscle atrophy, ailments;	5	
	Cognitive changes – attention, memory, cognitive deficits, cognitive assessment;	6	
	Personality changes – self-concept, interests and moral orientation.	5	
	<i>The changing Family system in India</i>		<i>Desirable to Know</i>
	<i>Wisdom and ageing</i>		<i>Nice to Know</i>
<b>III</b>	<b>Challenges of old age</b>	<b>16</b>	<b>Must know</b>
	Coping with loneliness, bereavement, and death; mental health and illness in old age	5	
	Societal changes and impact on elderly	6	
	Changing role as grand-parents, social and family adjustments in late life, professional care for elderly	5	
	<i>Ageing in the Future</i>		<i>Desirable to Know</i>
			<i>Nice to Know</i>
<b>IV</b>	<b>Contemporary Concerns of elderly</b>	<b>16</b>	<b>Must know</b>
	Positive ageing: positive mental health in adulthood and ageing – factors, longevity, and successful ageing; individual differences in ageing.	5	
	Interface between mental and physical health, policies and services for the elderly; safety and security in urban settings.	6	
		5	

	<i>Elderly care in Urban areas</i>		<i>Desirable to Know Nice to Know</i>
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### **Syllabus Books:**

Arking, R. (2006). *The Biology of Aging: Observations and Principles*. Oxford University Press.

Bee, H. and Bjorklund, B.R. (2003). *Journey of Adulthood*. Prentice Hall.

Belsky, J.K., (1990). *The Psychology of Ageing, Theory, Research and Interventions*, CA: Books / Cole Pubs Company

Chadha, N., K., (1997) - *Aging and the Aged – Challenges before Indian Gerontology*.

Charles, Susan T., ed. (2009). *Current Directions in Adulthood and Aging*. New York: Pearson.

Hofer, S.M. and Alwin, D.E. (2008). *Handbook of Cognitive Ageing: Interdisciplinary Perspectives*. London: Sage.

Manuck, S.B., Jennings, R., Rabin, B.S. and Baum, A. (2000). *Behavior, Health, and Aging*. Lawrence Erlbaum Associates.

Palmore, E.B., Whittington, F. and Kunkel, S. (2009). *The International Handbook on Aging: Current Research and Developments*. (3rd Ed.). Praeger

Sokolovsky, J. (2009). *The Cultural Context of Aging: Worldwide Perspectives*. Praeger.

Whitbourne, Susan Krauss (2008). *Adult Development and Aging: Biopsychosocial Perspectives*, 3rd edition. Hoboken, NJ: Wiley and Sons.

## **Practicum: Child & Adolescent Psychopathology (19090402)**

**Course Objectives:** The course prepares the students to make practical testing of abnormal behavior and certain symptoms by using standardized psychological tests in children and adolescents.

**Course Outcome:** After the course the students are more skilled in conducting the psychological tests of clinical importance in younger ages. They are more skilled in diagnosing after hands on experience with children and adolescents.

Contents	Teaching Hrs.	Domain
<b>DSE-P-04 (A): Practicum: Child &amp; Adolescent Psychopathology</b>	<b>32</b>	<b>Must know</b>
Conducting history for understanding child psychopathology focusing on detailed child's birth and developmental aspects, childhood home environment, schooling and child's temperament/traits and behavior	8	
Administration and interpretation of child's intellectual functioning using VSMS, DST, WISC/MISC	8	
Administration and scoring of CAT/TAT for understanding child/adolescents dynamic of personality.	8	
Administration, scoring and interpretation of Child Behavior Checklist and Problem Behavior Checklist,		
Administration, scoring and interpretation of Vanderbilt ADHD Diagnostic Rating Scale and ADHD symptoms checklist-4	8	
Conducting interview with autistic child and using appropriate screening and diagnostic tools.		
Assessment of Learning difficulty/Disability using suitable screening and diagnostic tools		
Preparing a chart on Parent Management Training module		
Learning Cognitive Retraining (Attention and Executive Function Training) in ADHD/LD		

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Parritz, R., & Troy, M. (2013). *Disorders of childhood: Development and psychopathology*. Nelson Education

Sadock, B.J. & Sadock, V.A. and Ruiz, P. (2015). Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences/clinical psychiatry (11th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5<sup>TM</sup>)*. American Psychiatric Pub.

Beauchaine, T. & Hinshaw, S. (2017). *Child and Adolescent Psychopathology*. NY: Wiley.

Cicchetti, D. (2016). *Developmental Psychopathology, Vol. 3 & 4*. NY: Wiley.

## **Practicum: Psychology of Aging (19090403)**

**Course Objectives:** The course is designed to have direct interaction with aged population, knowledge about tools, assess the problems being faced by them and having direct experience of institutionalized and community living aged.

**Course Outcome:** Students are competent to face and handle this special stratum of population. The course will enhance their sensitization and giving care to the geriatric population.

Content	Time (Hours)	Domain
<b>DSE-P-03 (A): Practicum: Psychology of Aging</b>	<b>32</b>	<b>Must know</b>
Interviewing an elderly for developmental tasks in old age (e.g. maintaining a standard of living, assisting children with the transition into adulthood, and adjusting to the physiological changes)	8	
Conducting and reporting a MMSE in an old person.	8	
Visit to old age home and interaction with inmates.	8	
Speaking to a grand-parent regarding views on disciplining young children.	8	
Filling out a questionnaire on attitudes towards death and dying in a community setting.		
Comparative study of end of life rituals in different religions.		
Exploring rural-urban differences in ageing in India		
Case study of an old person with memory deficits.		

### **Syllabus Books:**

- Bee, H. and Bjorklund, B.R. (2003). *Journey of Adulthood*. Prentice Hall.
- Hofer, S.M. and Alwin, D.E. (2008). *Handbook of Cognitive Ageing: Interdisciplinary Perspectives*. London: Sage.
- Chadha, N., K., (1997) - *Ageing and the Aged – Challenges before Indian Gerontology*.
- Sokolovsky, J. (2009). *The Cultural Context of Aging: Worldwide Perspectives*. Praeger.
- Palmore, E.B., Whittington, F. and Kunkel, S. (2009). *The International Handbook on Aging: Current Research and Developments.(3rd Ed.)*. Praeger
- Arking, R. (2006). *The Biology of Aging: Observations and Principles*. Oxford University Press.
- Manuck, S.B., Jennings, R., Rabin, B.S. and Baum, A. (2000). *Behavior, Health, and Aging*. Lawrence Erlbaum Associates.
- Belsky, J.K., (1990). *The Psychology of Ageing, Theory, Research and Interventions*, CA: Books / Cole Pubs Company
- Whitbourne, Susan Krauss (2008). *Adult Development and Aging: Biopsychosocial Perspectives*, 3rd edition. Hoboken, NJ: Wiley and Sons.
- Charles, Susan T., ed. (2009). *Current Directions in Adulthood and Aging*. New York: Pearson.

## **Practicum: Personality Disorders and Psychotherapy (19090407)**

**Course Objectives:** The course prepares the students to make practical testing of personality disorders and certain symptoms by using standardized psychological tests.

The purpose of the course is to acquaint them with various psychotherapies and to acquire some skills to practice them. They will also need to use certain diagnostic tools before the therapies.

**Course Outcomes:** After the course the students are more skilled in conducting the psychological tests of clinical importance. They are more skilled in diagnosing personality and conduct disorders. The students will be doing practical some intervention techniques

Contents	Teaching Hrs.	Domain
<b>Practicum: Personality Disorders and Psychotherapy</b>	<b>32</b>	<b>Must know</b>
Administration of Temperament Characteristic Inventory (TCI), scoring and Interpretation.	8	
Conducting interview of parent and individual thorough International Personality Disorder Examination, its scoring and interpretation	8	
Administration, scoring and interpretation of MCMI	8	
Administration, scoring and interpretation of NEO-PI-R	8	
Watching a movie focused on the character of any personality disorder and preparing a report.	8	
Conceptually learning and preparing a chart of clusters of personality disorders		
Conceptually learning and preparing a module of Linehan's Biosocial theory for borderline Personality Disorder on chart		
Conceptually learning and prepare a char on Didactical Behavior Therapy		
Thought record form		
Functional analysis for childhood problem		
Token economy chart for ADHD child		
Identification of cognitive distortion in speech sample of depressed patient		
Assessment of mindfulness among students		
Case formulation by Systematic Desensitization		
Prepare a skilled based model of DBT		

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5™)*. American Psychiatric Pub.

Magnavita, J. J. (Ed.). (2004). *Handbook of personality disorders: Theory and practice*. John Wiley & Sons.

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

- Maj, M. (2005). *Personality Disorders*. NY: Wiley
- Freeman, A. & Reinecke, M. (2007). *Personality Disorders in Childhood and Adolescence*. NY: Wiley
- Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
- Yalom, I. (2009). *The Gift of Therapy*. Harper Perennial: New York.
- Gobard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.
- Klerman, M. M. Weissman, B. J. Rounsaville, E. S. Chevron. (1984). *Interpersonal Psychotherapy of Depression*. Basic Books.
- Mace, C.. (1995). *The Art and Science of Assessment in Psychotherapy*. Routledge.
- Fagan, P.J., Kaiser, M.D., Heavner, T.J.C. and Phillips, E.L. (1985). *Psychotherapy Revised: New Frontiers in Research and Practice*. Lawrence Erlbaum Associates, 1985

## Personality Disorders (19090408)

**Course Objectives:** The course is designed to know the students the abnormal side of personality and related psychopathology as per the current systems of diagnosis such as ICD and DSM. The students will learn the symptoms and causes of various personality disorders.

**Course Outcome:** Students now understand the difference between normal and abnormal personality. They are aware of the symptoms and causes of various personality disorders occurring in people. It will lay the foundations for them to go on higher studies in clinical psychology.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b> Nature of personality disorders: Criteria for diagnosis of a Personality disorder; Classification Culture and Gender related issues in diagnosis of Personality Disorders  <i>MCMI, RIBT</i> <i>Evidence for diagnostic validity of personality disorders</i>	<b>16</b> 5 6 5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Personality disorders - Cluster A</b> Paranoid Personality disorder: Clinical description, Prevalence, Etiology, Treatment, Prognosis Schizoid Personality disorders: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis Schizotypal Personality Disorder: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis  <i>Historical figures with personality disorders</i>	<b>16</b> 5 6 5	<b>Must know</b>       <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Personality disorders - Cluster B</b> Anti-social Personality Disorder: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis Narcissistic Personality: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis Histrionic Personality Disorder: Clinical description Borderline Personality: Clinical description, Borderline Personality organization, Prevalence, Etiology, Treatment, and Prognosis  <i>Importance of therapeutic alliance in treatment of personality disorders</i>	<b>16</b> 5 6 5	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>
<b>IV</b>	<b>Other Personality Disorders – Cluster C</b>	<b>16</b>	<b>Must know</b>

Obsessive Compulsive Personality disorder: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis	5	
Dependent Personality Disorder	6	
Anxious and Avoidant Personality Disorder: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis	5	
Research on Personality Disorders: Issues		
<i>Personality disorders and creativity</i>		<i>Desirable to know</i>
<i>Gender and personality disorders: role of cultural and political factors</i>		<i>Nice to know</i>

### **Syllabus Books:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5<sup>TM</sup>)*. American Psychiatric Pub.

Freeman, A. & Reinecke, M. (2007). *Personality Disorders in Childhood and Adolescence*. NY: Wiley

Magnavita, J. J. (Ed.). (2004). *Handbook of personality disorders: Theory and practice*. John Wiley & Sons.

Maj, M. (2005). *Personality Disorders*. NY: Wiley

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



## Psychotherapy-II (19090401)

**Course Objectives:** The course aims at providing a good theoretical base for understanding the psychotherapeutic interventions to be used in understanding the mental health issues in case of abnormalities. The course also addresses several issues related to variety of established techniques being used in present scenario.

**Course Outcome:** At the end of the course the students would be better placed with regard to the sound conceptual base of the psychotherapeutic interventions. They will also identify several implications of different intervention techniques. It will help them to prove themselves in future as better clinical psychologists.

Unit	Content	Time (Hours)	Domain
<b>I</b>	<b>Evidence based Psychotherapies</b>	<b>16</b>	<b>Must know</b>
	Evidence in psychotherapies, empirical basis of therapies: Importance and limitations of psychotherapy research	5	
	Objectivity-subjectivity issues, biases and cultural factors, client factors, therapist factors	6	
	Guidelines of evidence-based practice, randomized controlled trials, improving quality of research in psychotherapy	5	
	<i>Psychotherapy Supervision</i> <i>Meta-analysis in psychotherapy research</i>		<i>Desirable to Know</i> <i>Nice to Know</i>
<b>II</b>	<b>Cognitive and Behavioural Psychotherapy</b>	<b>16</b>	<b>Must know</b>
	Cognitive conceptualization, identifying and evaluating automatic thoughts, modifying beliefs	5	
	Techniques of classical conditioning: flooding, systematic desensitization, aversion therapy;	6	
	Techniques of operant conditioning: contingency management, modeling, extinction, token economy	5	
	<i>Core Beliefs</i> <i>Anger Management</i> <i>Applied behaviour analysis</i>		<i>Desirable to Know</i> <i>Nice to Know</i>
<b>III</b>	<b>Application of CBT</b>	<b>16</b>	<b>Must know</b>
	Applications of Cognitive Behavioral Therapy in Obsessive Compulsive Disorder, Anxiety disorder	5	
	Applications of Cognitive Behavioral Therapy in Depression and Mood disorder	6	
	Applications of Cognitive Behavioral Therapy in Personality Disorder and Psychosis	5	
	<i>CBT Model of Depression</i>		<i>Desirable to Know</i> <i>Nice to Know</i>
<b>IV</b>	<b>Third Wave Psychotherapies</b>	<b>16</b>	<b>Must know</b>

	Introduction, difference between traditional CBT and Third wave and Empirical basis of third wave therapies	6	Desirable to Know Nice to Know
	Dialectical Behavioural Therapy: Introduction and different techniques of DBT	5	
	Mindfulness based cognitive Therapy: Introduction and different techniques of DBT	5	
	Acceptance and Commitment Therapy MBSRT		

### **Syllabus Books:**

Fagan, P.J., Kaiser, M.D., Heavner, T.J.C. and Phillips, E.L. (1985). *Psychotherapy Revised: New Frontiers in Research and Practice*. Lawrence Erlbaum Associates, 1985

Gobbard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.

Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.

Klerman, M. M. Weissman, B. J. Rounsaville, E. S. Chevron. (1984). *Interpersonal Psychotherapy of Depression*. Basic Books.

Mace, C.. (1995). *The Art and Science of Assessment in Psychotherapy*. Routledge.

Yalom, I. (2009). *The Gift of Therapy*. Harper Perennial: New York.

### **Dissertation (19090404)**

Dissertation is a skill enhancement course focusing on skills like surveying, data collection, tools selection/standardization, statistical analytical skills and report writing.

Dean, FBS shall allot a supervisor to all candidates in semester 3<sup>rd</sup> who will start working under his/her guidance and submit a report before the commencement of the examination of 4<sup>th</sup> semester. Students will submit the hardbound copy to the department.

# **SGT UNIVERSITY**



**FACULTY OF BEHAVIOURAL SCIENCE  
DEPARTMENT OF CLINICAL PSYCHOLOGY**

**POST-GRADUATE PROGRAMME**

**COURSE SYLLABUS/CURRICULUM**

**MASTER OF SCIENCE (PSYCHOLOGY)  
(CLINICAL/ COUNSELING/ FORENSIC)**

**(SESSION 2020-22)**

**M.Sc. (Psychology) (Counseling)**  
**(2020-2022)**

**Semester-I (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090101	Cognitive Psychology	4	60	40	100	4
2	19090102	Practicum: Cognitive Psychology	8	40	60	100	4
3	19090103	Research Design & Methods	4	60	40	100	4
4	19090104	Theories of Personality	4	60	40	100	4
5	19090105	Applied Social Psychology	4	60	40	100	4
6	19090106	Practicum: Applied Social Psychology	8	40	60	100	4
TOTAL		6	32	320	280	600	24

### Cognitive Psychology (19090101)

**Course Objectives:** This is a 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 cognitive processes. The course advances their understanding of knowledge acquisition and organizational processes. The course opens the windows of the students to the modern concepts of artificial intelligence and machine problem solver.

**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 and to conduct experiments tapping the internal cognition and finding relevance in real life are the key competence of the students. 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 prepare the student for the futuristic development in the area of Neuro-cognition and artificial intelligence.

Unit	Contents	Teaching Hrs.	Domain
I	<b>Introduction to Cognitive Psychology</b> Nature of Cognitive Psychology, Current trends Paradigms in the study of Cognitive Psychology: Information Processing Approach, Connectivistic Approach, Evolutionary Approach, Methods of cognitive psychology: Experimentation and use of computer technology  <i>Cognitive Revolution</i> <i>Cog Lab</i>	16 5 6  5	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
II	<b>Attention, Perception, Memory</b> Perception: Nature, Gestalt Approach, Bottom up and Top down processes. Attention: Nature and types, Selective Attention: Filter Theory, Memory: Types, Theories & Model: Information processing model, level of processing model.  <i>Late-Selection Theory, Schema Theory</i> <i>Retention Duration and Forgetting</i>	16 5 6  5	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
III	<b>Higher Cognitive Processes</b>	16	<b>Must know</b>

	<p>Language: The Structure of Language-Linguistic relativity hypothesis. Language acquisition.</p> <p>Thinking and Problem Solving: Types and steps.</p> <p>Obstacles in problem solving.</p> <p>Reasoning: Nature, Types of reasoning, <b>Three Approaches to the Study of Reasoning</b></p> <p><i>Neuropsychological evidence of reasoning</i></p>	<p>5</p> <p>6</p> <p>5</p>	<p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>
<b>IV</b>	<p><b>Higher Cognitive Processes</b></p> <p>Decision Making: Nature and Phases, Cognitive illusions: Availability, Anchoring, Sunk Cost Effects, Illusory Correlation, Hindsight Bias, Confirmation Bias, Overconfidence</p> <p>Blocks to Problem Solving, Creativity, Critical Thinking</p> <p>Representativeness, Framing Effects in decision making</p> <p><b>Decision Making: Concept and Phases, Cognitive illusion in decision making</b></p> <p><i>Ways to improve decision making</i></p>	<p><b>16</b></p> <p>6</p> <p>5</p> <p>5</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>

**Practicum –Cognitive Psychology (19090102)**

**Course Objectives:** The course is designed to acquire experimental skills to conduct study on the process of cognition. It shall challenge the students to operationalize constructs of cognition. They will also learn to collect data and analyses for reporting.

**Course Outcome:** The student will be able to measure and analyze the basic processes of cognition, such as concept learning, forgetting curve, short term memory, reaction time, measuring creativity and problem-solving through simple tasks and practical activities.

Contents	Teaching Hrs.	Domain
<b>Cognitive Psychology:</b>	<b>32</b>	<b>Must know</b>
Trail making test		
Memory techniques: Recall & Recognition	8	
Experiments in problem solving (Dunker's (1945)		
Candle problem for functional fixedness; 2 String	8	
Problem; Water Jug experiment by Luchin (1942, 1959)		
STM-Peterson paradigm	8	
Types of heuristics		
Concentration-letter cancellation task		
Serial position curve-verbal learning	8	
Parallel v/s serial processing		
<i>Memory process</i>		<i>Desirable to know</i>
<i>Classical experiment on Tolman's cognitive maps</i>		<i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

**Syllabus Books:**

- Benjafield, J.G. (1992). *Cognition (2nd ed)*. New Jersey: Prentice Hall.
- Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. SAGE.
- Goldstein, E. B. (2007). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*. Wadsworth Cengage Learning.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi: Sage Publications.
- Sternberg, R.J. (2009). *Cognitive Psychology*. USA: Wadsworth.
- Esgate, A. Groome, D. Baker, K. Heathcote, D. Kemp, R. & Maguire, M. (2005). *An Introduction to Applied Cognitive Psychology*. Corriene Reed Psychology Press.
- Moore, J. (2013). Cognitive Psychology as a Radical Behaviorist Views It. *The Psychological Record*, 63 (3).
- Moore, J. (2010). What Do Mental Terms Mean? *The Psychological Record*, 60 (4).
- Barsalou, L. W. (1992). *Cognitive Psychology: An Overview for Cognitive Scientists*. Lawrence Erlbaum Associates.



### Research Design & Methods (19090103)

**Course Objectives:** The course has been designed to expose the students with basic methods of research to study behavior. They will learn different methods on selected problems as the core techniques. The students will also understand the procedures, precautions and errors in methods.

**Course Outcome:** At the end of this course, students will be able to understand the basic research designs and processes. They will be able to do review of literature, formulate research questions, and generate hypotheses. Student will be equipped to design research proposal and conduct researches. The students would learn to control the extraneous effects of unwanted variables in the research situation.

Unit	Contents	Teaching Hrs.	Domain
I	<b>Introduction to Psychological Research</b> Nature, purpose and scope of psychological research Pure v/s applied research; experimental v/s non-experimental research, Epidemiological research, Historical research, Ethnographic research Stages of Psychological Research	16 5 6 5	Must know
II	<b>Research Designs</b> Basic single factor designs: between- and within-group designs Advanced multifactor experimental designs: factorial designs Correlational design, Quasi-experimental design; Repeated measure design	16 5 6 5	Must know
III	<b>Types of Research</b> Ex Post Facto Research: Difference between Ex Post Facto and Experimental Design Laboratory Experiment: A laboratory experiment, Miller study of the learning of visceral responses; Field experiment and Field Study Survey Research: Types, Methodology, Application and advantages	16 5 6 5	Must know
IV	<b>Issues in psychological research</b> APA Code of Ethics Communicating Research Results: Writing Research proposals and Reports, Presentations and posters Reading, Reviewing and Replicating research.	16 5 6 5	Must know

	Using internet and computer software's for research, Emerging issues in psychological research		
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**Syllabus Books:**

Broota, K.D. (2006). *Experimental design in behavioural research*. New age publishers.

Gravelter, F.J. and Forzano, L.B. (2006). *Research Methods in Behavioral Sciences*.

Singapore: Thomson-Wadsworth.

Kerlinger, F.N. (2017). *Foundations of Behavioural Research*. Surjeet Publications.

McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall

### Theories of Personality (19090104)

**Course Objectives:** Personality is a core content of main stream psychology, therefore each student shall be exposed with the basics of personality as construct, its dimensions, and theories. It shall also help the students to understand themselves as person or their self.

**Course Outcome:** At the end of the course students will obtain knowledge about human personality and its development as well as various theoretical perspectives and ideas of personality given by classic theorists. They will also obtain an understanding of normative as well as idiographic view of personality.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Key concepts</b> Personality: Perspectives Trait Approach: Allport's, R.B. Cattell's, Eysenck Types theory: Sheldon's classification  <i>Hippocrates' theory of personality</i>	<b>16</b> 5 6 5	<b>Must know</b>    <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Major Theories</b> Psychoanalytic approach: Freud (Division of mind, Division of personality, Stages of Personality Development) <i>Neo-Freudians' approach</i> Social cognitive view of Personality: Bandura's Reciprocal determinism and self-efficacy  <i>Cultural construction of self</i> <i>Dynamic aspects of self-concept</i>	<b>16</b> 5  6  5	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Other models</b> Humanism: Rogers view of self Existential: Rollo May, Frankl; Big five Model Eastern Views: Chark's Tridosha  <i>Comprehensive comparison of various theories of personality theory</i>	<b>16</b> 5 6 5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>IV</b>	<b>Recent Advancement</b> Advances in Personality Theories,	<b>16</b> 5	<b>Must know</b>

	Locus of control and personality Role of genetic factors in the development of personality  <i>Positive Psychology Personality Traits</i>	6 5	  <i>Desirable to know</i> <i>Nice to know</i>
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### **Syllabus Books:**

C. F. Halverson, C.F., Kohnstamm, G.A. and Martin, R.P. (1994). The Developing Structure of Temperament and Personality from Infancy to Adulthood. Lawrence Erlbaum Associates.

Eysenck, H.J. and Eysenck, M.W. (1985). Personality and individual differences. Plenum: New York.

Hall, C. and Lindzey, G. (1978). Theories of Personality. Wiley: New York.

## Applied Social Psychology (19090105)

**Course Objectives:** This field in psychology deals with social psychological theories, principles, research findings and experimental methods to understand social issues and to offer real- world solutions for a variety of social problems. It shall also help the students in understanding and finding a solution for their own problems.

**Course Outcome:** At the end of this course, students will be able to understand the social issues and apply practical suggestions for improving their own behavior in areas ranging from workplace productivity to daily life activities.

Unit	Content	Time (Hours)	Domain
<b>I</b>	<b>Introduction</b>	<b>16</b>	<b>Must know</b>
	Applied Social Psychology: Meaning, Nature and Fields	5	
	Social influences on behavior, Levels of analysis.	6	
	Methodological approaches: Participatory action and Learning research techniques.	5	
	<i>Current social issues.</i> <i>Case study of action research.</i>		
<b>II</b>	<b>Applications</b>	<b>16</b>	<b>Must know</b>
	Applying Social Psychology- I: Environment, Population, Diversity.	5	
	Applying Social Psychology- II: Work, Unemployment and Poverty.	6	
	Applying Social Psychology- III: Health and Legal System.	5	
	<i>Attributional biases.</i> <i>Comparative data analysis of poverty in post-independence India.</i>		
<b>III</b>	<b>Social problems –</b>	<b>16</b>	<b>Must know</b>
	Aggression and violence; Deprivation and Poverty.	5	
	Domestic Violence, Culture Shock and Uncertainty	6	
	Prejudice, Crime and Delinquency	5	
			<i>Desirable to Know</i> <i>Nice to Know</i>

<b>IV</b>	<b>Intervention and Evaluation</b>	<b>16</b>	<b>Must know</b>
	Social Cognition, Impression formation and conflict management.	5	
	Persuasion, Propaganda and campaigning.	6	
	Impact Analysis, Process of Intervention, Need for evaluation for effective programme.	5	
	<i>Case studies of social conflicts</i>		<i>Desirable to Know</i>
	<i>Psychosocial analysis of a flagship scheme.</i>		<i>Nice to Know</i>

### **Practicum: Applied Social Psychology (19090106)**

**Course Objectives:** The course is designed to acquire experimental skills to conduct study on the process of social. It shall challenge the students to operationalize constructs of cognition. They will also learn to collect data and analyses for reporting.

**Course Outcome:** The student will be able to measure and analyze the basic processes of cognition, such as concept learning, forgetting curve, short term memory, reaction time, measuring creativity and problem-solving through simple tasks and practical activities.

Content	Time (Hours)	Domain
<b>C-PSY-P-14 Practicum: (any four to be reported)</b>	<b>32</b>	<b>Must know</b>
Attitude Scale	8	
A case study of Low SES.	8	
Prejudice Scale	8	
Focus group discussion on Road traffic accident victims (Bystander Effect)	8	
Altruism Scale		
Social Problem Scale		

**Note:** At least 4 practicals to be reported by every student.

#### **Syllabus Books:**

Aronson, E., Wilson, T.D. & Akert, R.M. (2010) *Social Psychology*. Boston: Prentice Hall.

Baron, R.A., Branscombe, N.R., Byne, D. & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson.

Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.

Myers, D.G. (2005). *Social Psychology*. New Delhi: Tata McGraw Hill.

Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi: Pearson.

Schneider, F.W., Gruman, A., Coult, L.M. (Eds). (2012). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage Publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures*. New Delhi: Sage Publications.

**Semester-II (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090201	Statistics in Psychology	4	60	40	100	4
2	19090202 / 19090203	Abnormal Psychology/ Forensic Psychology (Any one)	4	60	40	100	4
3	19090204 / 19090205	Practicum: Abnormal Psychology/ Forensic Psychology	8	40	60	100	4
4	19090206	Neuro-Psychology	4	60	40	100	4
5	19090207	Practicum: Neuro-Psychology	8	40	60	100	4
6	19090208	Human Values and Professional Ethics	4	30	20	50	2
7	19090209	Field training in Hospital/Juvenile home/Prison	4	20	30	50	2
TOTAL		7	36	310	290	600	24



### **Statistics in Psychology (19090201)**

**Course Objectives:** The course is aimed at data description, analysis and hypothesis testing. They will learn to use various statistical techniques for the purpose of testing the hypotheses as per designs. The course will enhance the computation skills of the students.

**Course Outcomes:** After going through the course students now know when and where to use a particular statistical test and provide the answers. They have now better analytical skills and make inferences from the data.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Statistics in Psychology</b> Concept, scope and purpose of statistics in psychology. Sample and population, sampling methods. Types of statistics: descriptive vs inferential, parametric vs non-parametric. Qualitative data analysis: Introduction, Different methods: Content analysis, Thematic analysis, Interpretative Phenomenological analysis  <i>Values and scores</i> <i>Levels of measurement</i>	<b>16</b> 5  5  6	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Descriptive statistics</b> Representation of data: frequency distribution, cumulative curve, pie charts, line graphs, bar diagrams Mean, median, mode: properties, calculation from grouped and ungrouped data. Variance, standard deviation, normal curve, z-scores, standard error, Percentiles, quartiles, confidence intervals.  <i>Box plots</i> <i>Outliers,</i>	<b>16</b> 5  6  5	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Inferential Statistics</b> Statistical inference and tests of significance of mean, t-test, Type I and Type II errors. Correlation: Pearson's r ANOVA: One-way, two-way; MANOVA ANCOVA	<b>16</b> 5  6 5	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>

<b>IV</b>	<b>Inferential Statistics (Non-Parametric)</b>	<b>16</b>	<b>Must know</b>
	Difference between Parametric and Non-Parametric	5	
	Statistics, Spearman's rho. Chi square test.	6	
	Mann Whitney U Test, W Test, Median test	5	
	Friedman ANOVA		
	<i>Kruskall-Wallis test.</i>		<i>Desirable to know</i>
			<i>Nice to know</i>

### **Syllabus Books:**

Bakeman, R.P.. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*.Lawrence Erlbaum Associates, 1992

Everitt, B.S. (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.

Garrett, P. (1968). *Statistics in Psychology and Education*.

Kault, D. (2003). *Statistics with Common Sense*.Greenwood Press, 2003

Michael Cowles. (2001). *Statistics in Psychology: An Historical Perspective*.Lawrence Erlbaum Associates.

Reichmann, W. J. (1961). *Use and Abuse of Statistics*.Oxford University Press.

Siegel, S. and Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

## **Abnormal Psychology (19090202)**

**Course Objectives:** The course is designed to know the students the abnormal side of behavior, psychopathology and the current systems of diagnosis such as ICD and DSM. The students will learn the symptoms and causes of various disorders along-with the criteria of abnormality.

**Course Outcomes:** Students now understand the difference between normal and abnormal behavior. They are aware of the symptoms and causes of various disorders. It will lay the foundations for them to go on higher studies in clinical psychology.

Unit	Content	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b>	<b>16</b>	<b>Must know</b>
	Mental Illness: Definition, Historical background,	5	
	Paradigms in Psychopathology: Biological,	6	
	Psychodynamic Humanistic, Cognitive- Behavior,		
	Socio-cultural factors.		
	Epidemiological studies: Prevalence, incidence and risk factors.	5	
	Diagnosis: Nature and Importance; Classificatory Systems: DSM and ICD.		
	<i>Stress Diathesis model</i>		<i>Desirable to know</i>
	<i>Critical evaluation of classificatory system.</i>		<i>Nice to know</i>
<b>II</b>	<b>Anxiety, Mood and Dissociative Disorders</b>	<b>16</b>	<b>Must know</b>
	Anxiety disorder: Types_ Phobias and Generalized Anxiety Disorder, Clinical description, epidemiology, causes and treatment.	5	
	Other Anxiety disorder: Clinical description, epidemiology, causes and treatment of Obsessive Compulsive Disorder.	6	
	Mood Disorder: Clinical description, epidemiology, types, causes and treatment.	5	
	Dissociative Disorders: Clinical description, Types; epidemiology, causes and treatment.		
	<i>Post-traumatic Stress Disorder</i>		<i>Desirable to know</i>
	<i>Suicide- Epidemiology, Models, Preventive measures</i>		<i>Nice to know</i>
<b>III</b>	<b>Schizophrenia,</b>	<b>16</b>	<b>Must know</b>
	Schizophrenia: Type and Epidemiology	5	
	Signs and symptoms and Causes	6	
	Pharmacological and Psychological Treatment.		
	Schizotypal and Delusional Disorder, Signs and symptoms and Causes	5	



## Practicum: Abnormal Psychology (19090204)

**Course Objectives:** The course prepares the students to make practical testing of abnormal behavior and certain symptoms by using standardized psychological tests.

**Course Outcome:** After the course the students are more skilled in conducting the psychological tests of clinical importance. They are more skilled in diagnosing after hands on experience. Now they can prepare a complete profile of the patient/ subject and analyze for subsequent course of action.

Contents	Teaching Hrs.	Domain
<b>Psychology of Abnormal Behavior:</b>	<b>32</b>	<b>Must know</b>
Make an assignment on the changes made in the classificatory system from DSM-IV-TR to DSM- 5	8	
Clinical rating scales: HAM-A, HAM-D, YMRS, Y-BOCS for a patient suffering from mood disorder, Anxiety Disorder or Dissociative Disorder (depending on the requirement of the patient)	8	
Use of TLC scale/ PANSS/ BPRS on a patient of Schizophrenia	8	
Assignment on techniques used for cessation of Cigarette Smoking.	8	
Prepare a chart on the development of DSM system.		
Techniques for cessation of Alcohol Use disorder.		
		<i>Desirable to know</i> <i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

## Forensic Psychology (19090203)

**Course Objectives:** This course is designed with the aim to give the basic understanding to the students about the psychology behind crime and theories and types of crime. The course will focus on the interventional role of psychologist in investigation as well as assessment of criminal behavior. They will have knowledge of behavioral and personality signature markers.

**Course Outcomes:** After studying this course the students will understand the nature, types and theories in social and psychological perspective criminal behavior and its forensic aspects. They will have better understanding of behavioral signature markers of criminals.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b> Forensic Psychology: Definition; Difference between forensic and clinical psychology, History of Forensic Psychology, Issues and Emerging Trends in Forensic Psychology Types of offenders: Juvenile Offender, Violent Offenders, Sexual offender. Ethical principles and professional competencies	<b>16</b> 5 6 5	<b>Must know</b>
<b>II</b>	<b>Theories and Assessment of Criminology</b> Theories of Crime: Psychoanalytic; Eysenck's Biosocial Theory, Social Learning Theory. Identification and evaluation of criminal suspects, Risk assessment and Report Writing. Profile Analysis: FBI Profiling; Polygraph process and detection of lying, Narco analysis Eyewitness Testimony.	<b>16</b> 5 6 5	<b>Must know</b>
<b>III</b>	<b>Forensic Assessment</b> Approaches of forensic assessment, Forensic and clinical issues in the assessment of psychopathy, Evaluation of malingering and deception, Evaluation in delinquency cases, Psychological profile of criminals	<b>16</b> 5 6 5	<b>Must Know</b>
<b>IV</b>	<b>Prevention, Correction and Rehabilitation of Criminal/offender</b> Interviewing technique, Therapies: CBT, Relaxation, Recreational, yoga and meditation. Rehabilitation of offenders: Social skill training, Civil responsibility and community rehabilitation of offenders. Prevention: education of legal aspect. Role of Psychologist in crime prevention.	<b>16</b> 5 6 5	<b>Must know</b>

**Syllabus Books:**

Goldstein, A.M. (2003). *Forensic Psychology*, Vol 11, Handbook of Psychology, Volume 11. John Wiley & Sons.

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

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

### **Practicum: Forensic Psychology (19090205)**

**Course Objective:** This course is designed to develop deep understanding of factors promoting investigation of criminal behavior and its assessment. The focus will be on relevant psychological tools and profiling methodology.

**Course Outcomes:** After studying this course the students will gain deep understanding of factors promoting crime and establishing markers of criminals' behavior. They will be exposed to interaction and assessment in police and criminal justice system.

<b>Content</b>	<b>Time (Hours)</b>	<b>Domain</b>
<b>DSE-PSY-P-4 Practicum: (any four to be reported)</b>	<b>32</b>	<b>Must know</b>
Cognitive distortions and aggression	8	
Personality assessment of offenders	8	
Interviewing techniques with offenders	8	
Assessment of Malingering through Projective Tests	8	
Psychosocial Rehabilitation of offender		
Assessment of social skills among offenders		

**Note:** At least 4 practicals to be reported by every student.



## **Neuropsychology (19090206)**

**Course Objectives:** The course is designed to understand the organic basis of various behavioral problems with a special emphasis on brain dysfunction. The course covers some of the major neuro-psychological diseases such as brain injuries, tumors, vascular disorders and dementia etc.

**Course Outcome:** The students will be competent to make a difference between psychogenic and neurogenic behavioral disorders. They will now be more specialized clinical psychological exposure.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Neuropsychology</b> Nature and concept of neuropsychology, past history, current status and scope of neuropsychology. Brain (Structure and Functions) – hind brain, mid brain, and forebrain; Cerebral cortex and its lobular organization, sub-cortical regions, <b>Hemispheric asymmetry</b>  <i>Frontal lobe and executive functions</i>	<b>16</b> 5  6  5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Neurochemistry</b> <b>Structure and function of cells</b> , Synaptic transmission; Neurotransmitters – classical, amino acids, neuropeptides <b>Role of neurotransmitters in various behaviors</b>  <i>Dopaminergic pathways and relation to Schizophrenia</i>	<b>16</b> 5 6 5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Neuropsychiatric Disorders</b> Dementias- types, Alzheimer's Disease and Parkinson's Disease, causes and management Cerebrovascular disorders: ischemia, thrombosis, hemorrhage – symptoms, causes, management Tumors of the brain: types; head trauma: open head and closed head injuries - symptoms, causes, management  <i>Classic Neuropsychological cases</i> <i>Age and Brain Changes</i>	<b>16</b> 5  6  5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>

<b>IV</b>	<b>Assessment, Treatment and Neuropsychological Rehabilitation.</b>	<b>16</b>	<b>Must know</b>
	Neuropsychological Assessments: Halsted-Reitan	5	
	Neuropsychological Battery, Luria-Nebraska neuropsychological battery, AIIMS Battery, PGIBBD and other approaches	6	
	Neuro-Plasticity; Neuropsychological recovery		
	Neuropsychological Rehabilitation: Neuro-psychotherapy; Cognitive retraining and remediation.	5	
	<i>Neuropsychological rehabilitation in dementia</i>		<i>Desirable to know</i>
	<i>Brain Computer Interphase- New generation prosthetics</i>		<i>Nice to know</i>

### **Practicum –Neuropsychology (19090207)**

**Course Objectives:** The course is designed to acquire and transfer skill of conducting neuropsychological testing on selected patients or normal subjects in laboratory. The course has focus on neuro-psychological assessment batteries available for Indian population.

**Course Outcome:** The students after the hand on experience will be competent to handle diagnosis and assessment of patients with brain disorders. They are capable to analyse and make profile of patients.

Contents	Teaching Hrs.	Domain
<b>Biopsychology:</b>	<b>24</b>	<b>Must know</b>
AIIMS Battery (Adult)	4	
AIIMS Battery (Child)	4	
Neurofeedback/GSR	4	
EMG – a report on recording	4	
A case study of dementia patient	4	
PGIBBD	4	
Wisconsin Card Sorting Test (WCST)	4	
Trail Making Test	4	
Study of Variation of Stroop Effect	4	
<i>Perform an EEG</i>		<i>Desirable to know</i>
<i>Case study of stroke patient</i>		<i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

#### **Syllabus Books:**

Carlson. Physiological Psychology.

Faust, M. (2015). *The Handbook of Neuropsychology of Language*. NY: Wiley.

Goldstein, L.H. & McNeil. J.E. (2012). *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. NY: Wiley

Pinel, J.P. (2006). *Biopsychology*. Pearson Education, Inc.

Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of neuropsychology*.

Thompson: Wadsworth.

## Human Values and Professional Ethics (19090208)

**Course Objectives:** The course is designed to inculcate a sense of ethics and morality in conducting as a professional, as an individual and as a responsible citizen. The course comprises of some key issues relevant in the present-day society since the beginning times. It will touch the core theories and principles relevant for all professions in general and psychologists in particular.

**Course Outcomes:** The course is expected to imbibe humane and positive thinking in the students. They will be able to spell out the philosophical basis of ethics, learn the different types of ethics, ethical theories, bioethics and environmental ethics as well as be able to critically evaluate various issues in professional ethics.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>An Introduction to Moral Philosophy and Applied Ethics:</b> Introduction, Understanding Declaration and Ethics and Bioethics, Universal Guidelines on Bioethics and Human Rights, Moral Development and Moral Theories, Principles of Benefit and Harm, Foundation of Bioethics, Historical Evolution	<b>16</b>  5  6  5	<b>Must know</b>
<b>II</b>	<b>Value of Human Life:</b> Autonomy, Informed consent, Persons without the capacity to consent, Privacy and confidentiality Bioethical Mediation, Respect for human vulnerability and personal integrity. Human Rights, Punishment, Suicide, Structures of Inequality: Caste and Poverty, Social responsibility and Public Health Bioethics.	<b>16</b> 5  6  5	<b>Must know</b>
<b>III</b>	<b>Ethics in the Public Domain:</b> Nature as Means or End, Respect for nature, Respect for, cultural diversity and pluralism, sharing of benefits, Protecting future generations, Disaster of Bioethics	<b>16</b> 5 6  5	<b>Must know</b>
<b>IV</b>	<b>Ethics in the Public Domain:</b> Professional Ethics and Public Policy, Medical Ethics: Surrogacy,	<b>16</b> 5	<b>Must know</b>

	Media Ethics – Privacy, Ethical Issues in Cyber space, Family and Marriage,	6	
	Morality: Parents and Children. Specialty vs. Ethics	5	

**Syllabus Books:**

Biological Psychology, 11<sup>th</sup> Edn by James W. Kalat, Cengage, 2014, Paperback, ISBN-10: 8131525260.

Gorman, P. (2004). *Motivation and Emotion*. Routledge.

Introduction to Biopsychology, 9<sup>th</sup> Edn by Pinel, J.P.J & Barnes, S.J., Pearson India, 2016, Paperback, 9789332575172.

**Semester-III (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090315	Approaches to Counseling	4	60	40	100	4
2		Practicum: Approaches to Counseling	4	30	20	50	2
3	19090316	Counseling Process	4	60	40	100	4
4	19090319	Practicum: Counseling Process	4	30	20	50	2
5		Case Study Reports (Summer Break)	-	30	20	50	2
6	19090323	Field Training in Counseling	8	60	40	100	4
7	19090317/ 19090318	Community Psychology/ Psychology of Ageing	4	60	40	100	4
8	19090320/ 19090321	Practicum-Community Psychology/ Psychology of Ageing	4	30	20	50	2
TOTAL		8	32	360	240	600	24

## Approaches to Counseling (19090315)

**Course Objectives:** The objective of the course is to aware the students about the basics of Counseling and enable them to differentiate between guidance, counseling and psychotherapy. This will help them to learn theories and approaches of counseling. This will facilitate the students to understand important areas of life requiring counseling.

**Course Outcomes:** The course will enable the students to have a clear understanding of various approaches to counseling to analyze the importance of educational, career, social and moral guidance services in the learning situation. It will provide students sound theoretical base for skills and techniques of counseling.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Psychodynamic Approach</b> Views and Development of Psychodynamic approach Theories of human nature and personality: Sigmund Freud, Erikson, Karen Horney and Winnicott. Therapeutic relationship Techniques and limitations of psychoanalysis  <i>Brief -psychodynamic therapy</i> <i>Contemporary psychodynamic therapy and its future</i>	<b>22</b> 7 8 7	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Cognitive-Behavioural Approach</b> Views and Evolution of the approach. Cognitive and Behavioural theories of human nature and personality: Ivan Pavlov and Skinner, Ellis and Beck Therapeutic relationship. Techniques and limitations of behavioural approach.  <i>Behavioural modification techniques</i> <i>Applied Behavior Analysis</i>	<b>21</b> 7 6 8	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Humanistic Approach</b> Views and Evolution of Humanistic Approach. Humanistic theories of human nature and personality: Carl Roger and Abraham Maslow. Therapeutic relationship. Therapeutic techniques and limitations of humanistic approach.  <i>Self-Actualization Inventory</i> <i>Commentary on 'Toward a Psychology of Being'</i>	<b>21</b> 7 7 7	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>

### **Practicum: Approaches to Counseling**

**Course Objectives:** To make the students able to assess an individual on the various approaches such as humanistic, behavioral, cognitive and psychodynamic in relation to career, vocation, interest, intelligence, marital satisfaction, compatibility etc. The student would be able to observe and actively analyze and compare various approaches.

**Course Outcomes:** The students now are capable to use various inventories related to aptitude, interest and IQ. They have the competence to do assessment, prepare profile and understand the counseling needs.

Contents	Teaching Hrs.	Domain
<b>C-PSY-P-07 (B): Practicum: Approaches to Counseling</b>	<b>32</b>	<b>Must know</b>
To study the conflict among adolescents		
To study the conflict among mature adults- Eriksonian Approach	8	
To analysis dreams	8	
To study the collective unconscious in an ethnic group	8	
Study of self-actualization		
To study the schema's in a person facing adjustment problems	8	

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6<sup>th</sup>Ed. New Delhi: Pearson Education.

Asch. M. (2000). *Principles of Guidance and Counseling* 1<sup>st</sup>ed. New Delhi: Sarup & Sons.

Fay Short and Phil Thomas (2015) *Core Approaches in Counselling and Psychotherapy*. Routledge: New York

Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.

Balkin, R. & Kleist, D. (2016). *Counseling Research: A Practitioner-Scholar Approach*. NY: Wiley.

Kottler, A. & Balkin, R. (2016). *Relationships in Counseling and the Counselor's Life*. NY: Wiley.



### Counseling Process (19090316)

**Course Objectives:** This course is designed to understand the dynamic process of counseling through its various stages from beginning to the end. It will help them to visualize what transpires between counselor and counselee and the way relationship with client comes up.

**Course Outcomes:** On completion of the course the students will be able to see the stages and time course of interaction between counselor and the client. They will be able to chart out and fix-up various activities in different time slots. The micro skills of time management and outcome assessment will be sharpened.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Initial Stages and Rapport building</b> Conduction of first session and note taking Developing communication and attending skills Training in one to one relationship and understanding the client Learning basic and advanced empathy  <i>Prepare notes of a session of counseling</i> <i>Demonstrate empathy skills in a role play session</i>	<b>22</b> 7 8  7	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Developing Counseling Goals</b> Assessing client problems Process and outcome goals Skills associated with developing goals and client's participation Growth of the client  <i>Identify goals of a counselee</i> <i>Demonstrate skills in a role play session</i>	<b>21</b> 7 6  8	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Termination and Follow-up</b> Preparing the client for termination Discussing outcome criteria and client's satisfaction Follow-ups and proper referrals Preventing the relapse of problems  <i>Outline progress of a client in sessions</i> <i>Suggest ways to prevent relapse and barriers in remission</i>	<b>21</b> 7 7  7	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>

### **Practicum: Counseling Process (19090319)**

**Course Objectives:** The practicum will provide the opportunity to establish an initial relationship with the client, strengthening it, taking it to desirable consequence. With hands on experience students will develop a frame work to select the relevant testing and assessment sessions.

**Course Outcomes:** After doing practical exercise with subjects in the field or laboratory, the students will be able to acquire necessary skills for successful outcome for the resolution of the client's problems. After going through an experiential handling of the complete episode, the students as counselor would be able to select necessary tools and therapeutic approach.

Contents	Teaching Hrs.	Domain
<b>C-PSY-P-08- (B): Practicum: Counseling Process</b>	<b>32</b>	<b>Must know</b>
Practice Active listening and feedback skills in small groups	8	
Emotional awareness and empathy	8	
Need assessment based on Maslow's Hierarchy		
Identify sources of Interpersonal conflict	8	
Practice writing problem statements and goal setting with the help of case snippets	8	
Conducting a mock termination-session with client		

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6<sup>th</sup>Ed. New Delhi: Pearson Education.

Asch. M. (2000). *Principles of Guidance and Counseling* 1<sup>st</sup>ed. New Delhi: Sarup& Sons.

Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.

Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process*, 5<sup>th</sup> edition, Wasworth Brooks / Cole, Thomson Learning.

## **Case Study Report-Summer**

**Course Objectives:** The objective of this course is to engage the students during the summer vacation in some organization for the purpose of acquiring field experience and also to keep in touch with the subject during long vacation through selection of certain cases facing some problem of adjustments.

**Course Outcomes:** Summer training is a skill enhancement course and requires a hands on training. The two months' summer training starts soon after the 2<sup>nd</sup> semester examination shall be undertaken by every candidate in an institute/hospital/clinic/NGO/ industry/ service center to be approved by the Dean of the Faculty. It shall be a supervised training with a professional who will certify the attendance. Every candidate will submit a report which shall be evaluated by a procedure stipulated by the faculty.

### **Field Training in Counseling (19090323)**

**Course Objectives:** Field training is a skill enhancement course and therefore requires hands on experience. Each student will select an institution/center/ NGO / school/ family welfare centre. Each student will go for two days at a center duly approved by the Dean, Faculty of Behavioural Science. 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:** The student will be able to observe cases facing adjustment problems in real-life settings and be able to assess and conceptualize adjustment problems in a professional manner. They will also observe counseling interventions being carried out in institutional setting and report the same through case studies and vignettes.

## Community Psychology (19090317)

**Course Objectives:** This course provides an overview of theory, research and action in community psychology. Community psychology is the study and application of psychological solutions to community-based social, mental health, and environmental problems. It also explores the relationships between stressful environments, supportive social systems, and individual and family well-being. It emphasizes values, applied research, and action all focused on promoting the welfare of the whole community, especially under-served populations.

**Course Outcomes:** This course will help the students to focus on people's and communities' strengths, not just their deficits, and on prevention, self-help, empowerment, cultural diversity, and changing local conditions through organizational, community, and societal-level action and help to analyse the meaning of change in social settings.

Unit	Content	Time (Hours)	Domain
<b>I</b>	<b>Introduction</b>	<b>22</b>	<b>Must know</b>
	Definition and history of Community Psychology;	8	
	Types of Communities: Locality based and Relational.	8	
	Fields of Community Psychology- health and environment.	6	
	Models of Community Psychology: Ecological level analysis of community, Conceptual level model, Biopsychosocial model.		
	<i>Sustainability and growth.</i>		<i>Desirable to Know</i>
	<i>Ethnicity and community.</i>		<i>Nice to Know</i>
<b>II</b>	<b>Core values and Interventions:</b>	<b>21</b>	<b>Must know</b>
	Individual and family wellness; Sense of community; Respect for human diversity.	7	
	Social justice; Empowerment and citizen participation; Collaboration and Community Strength.	6	
	Community development and empowerment and supportive functions.	8	
	<i>Case studies in India.</i>		<i>Desirable to Know</i>
	<i>Social accounting in Community intervention program.</i>		<i>Nice to Know</i>
<b>III</b>	<b>Health Promotion:</b>	<b>21</b>	<b>Must know</b>
	Need and Process of community organization for health promotion.	7	

	Epidemiology and prevalence study methods.	7	
	Community Program for child and maternal health, physically challenged and old age.	7	
	<i>Community Program in Indian context.</i>		<i>Desirable to Know</i>
	<i>Link between individual and communities.</i>		<i>Nice to Know</i>

### **Practicum: Community Psychology (19090320)**

**Course Objectives:** To gain knowledge of preparing demographic profile, case study and case/epidemic report of community based program.

**Course Outcomes:** This Community Psychology based practical foster students' ability to integrate theoretical frameworks into their future community practices. It will help them to critically analyse the role of psychologists within social settings and increase students' critical thinking skills.

<b>Content</b>	<b>Time (Hours)</b>	<b>Domain</b>
<b>DES-PSY-P-06 Practicum: (any four to be reported)</b>	<b>32</b>	<b>Must know</b>
Socio-demographic profiling of a small community		
A Case Study of an Extended family	8	
Community base program reporting	8	
Epidemiological report on a small community	8	
(Depression/Well-being)	8	
Study the effectiveness of community base program (like: digitalization, swachhbharat mission etc.)		
Observation study of play behaviour among children		
event sampling		

### **Syllabus Books:**

Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.

Misra, G.(Eds.). (2010). *Psychology in India*. Indian Council of Social Science Research.

Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Fatterman, D.M., Kaftarian, S.J. &Wandersman, A. (Eds) (1996) *Empowerment Evaluation*. New Delhi: Sage Publication.

McKenzi, J.F., Pinger, R.R. & Kotecki, J.E. (2005). *An Introduction to Community Health*. United States: Jones and Barlett Publishers.

Poland, B.D., Green, L.W. & Rootman, I. (2000). *Setting of Health Promotion: Linking Theory and Practice*. New Delhi: Sage Publication.

Moritsugu, G. Wong, F.Y. & Duffy, K.G. (2009). *Community Psychology*. Boston: Allyn and Bacon.

## **Psychology of Aging (19090318)**

**Course Objectives:** The objective of the course is to focus on the behavior, competence, deficits and challenges in the aged populations. They will understand the basic theories of development and clinical aspects in the aging aged.

**Course Outcomes:** The students are competent to understand the psychodynamics of the aged people. Besides being sensitive to the need of this age category the students are equipped to provide geriatric care. They are acquainted with some prosthetics and rehabilitation for disabled aged people.

Unit	Content	Time (Hours)	Domain
<b>I</b>	<b>Introduction to Geropsychology</b> Nature, scope and applications Concept of ageing and successful ageing- characteristics and developmental tasks Theories of Aging: biological, psychological and social  <i>Indian views of old age</i> <i>Population Aging: Global indices and Implications.</i>	<b>22</b> 7 8 7	<b>Must know</b>       <i>Desirable to Know</i> <i>Nice to Know</i>
<b>II</b>	<b>Demands and challenges of old age</b> Physical changes – changes in sensory and motor abilities, muscle atrophy, ailments; Cognitive changes – attention, memory, cognitive deficits, cognitive assessment; Personality changes – self-concept, interests and moral orientation. Coping with loneliness, bereavement, and death; mental health and illness in old age Societal changes and impact on elderly  <i>The changing Family system in India</i> <i>Wisdom and ageing</i>	<b>21</b> 7 6 8	<b>Must know</b>       <i>Desirable to Know</i> <i>Nice to Know</i>
<b>III</b>	<b>Contemporary Concerns of elderly</b> Changing role as grand-parents, social and family adjustments in late life, professional care for elderly Positive ageing: positive mental health in adulthood and ageing – factors, longevity, and successful ageing; individual differences in ageing.	<b>21</b> 7 7 7	<b>Must know</b>



	<p>Interface between mental and physical health, policies and services for the elderly; safety and security in urban settings.</p> <p><i>Elderly care in Urban areas</i></p> <p><i>Ageing in the Future</i></p>		<p><i>Desirable to Know</i></p> <p><i>Nice to Know</i></p>
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### **Practicum: Psychology of Aging (19090321)**

**Course Objectives:** The course is designed to have direct interaction with aged population, knowledge about tools, assess the problems being faced by them and having direct experience of institutionalized and community living aged.

**Course Outcome:** Students are competent to face and handle this special stratum of population. The course will enhance their sensitization and giving care to the aging aged population.

Content	Time (Hours)	Domain
<b>DES-PSY-P-3 Practicum: (any four to be reported)</b>	<b>32</b>	<b>Must know</b>
Interviewing an elderly for developmental tasks in old age (e.g. maintaining a standard of living, assisting children with the transition into adulthood, and adjusting to the physiological changes)	8	
Conducting and reporting a MMSE in an old person.		
Visit to old age home and interaction with inmates.	8	
Speaking to a grand-parent regarding views on disciplining young children.	8	
Filling out a questionnaire on attitudes towards death and dying in a community setting.	8	
Comparative study of end of life rituals in different religions.		
Exploring rural-urban differences in ageing in India		
Case study of an old person with memory deficits.		

### **Syllabus Books:**

- Bee, H. and Bjorklund, B.R. (2003). *Journey of Adulthood*. Prentice Hall.
- Hofer, S.M. and Alwin, D.E. (2008). *Handbook of Cognitive Ageing: Interdisciplinary Perspectives*. London: Sage.
- Chadha, N., K., (1997) - *Ageing and the Aged – Challenges before Indian Gerontology*.
- Sokolovsky, J. (2009). *The Cultural Context of Aging: Worldwide Perspectives*. Praeger.
- Palmore, E.B., Whittington, F. and Kunkel, S. (2009). *The International Handbook on Aging: Current Research and Developments*. (3rd Ed.). Praeger
- Arking, R. (2006). *The Biology of Aging: Observations and Principles*. Oxford University Press.
- Manuck, S.B., Jennings, R., Rabin, B.S. and Baum, A. (2000). *Behavior, Health, and Aging*. Lawrence Erlbaum Associates.
- Belsky, J.K., (1990). *The Psychology of Ageing, Theory, Research and Interventions*, CA: Books / Cole Pubs Company
- Whitbourne, Susan Krauss (2008). *Adult Development and Aging: Biopsychosocial Perspectives*, 3rd edition. Hoboken, NJ: Wiley and Sons.
- Charles, Susan T., ed. (2009). *Current Directions in Adulthood and Aging*. New York: Pearson.

**Semester-IV (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090415	Techniques of Counseling	4	60	40	100	4
2		Practicum: Techniques of Counseling	4	30	20	50	2
3	19090416	Areas of Counseling	4	60	40	100	4
4		Practicum: Area of Counseling	4	30	20	50	2
5	19090417/ 19090418	Vocational Guidance / Sports Psychology	4	60	40	100	4
6	19090419/ 19090420	Practicum- Vocational Guidance / Sports Psychology	4	30	20	50	2
7		Project	-	90	60	150	6
TOTAL		7	24	360	240	600	24

## Techniques of Counseling (19090415)

**Course Objectives:** The course aims at providing a good theoretical base for understanding the techniques of counseling to deliver counseling services for the betterment of living and being independent. The course also addresses several skills and theoretical issues related to variety of established techniques of counseling.

**Course Outcome:** At the end of the course the students would be better placed with regard to the sound conceptual base of the counseling interventions. They will also identify several implications of different techniques of counseling. It will help them to prove themselves in future as better counselor.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b> Introduction; Theories of Change, Assessing and Conceptualizing Client Problems, Concerns and Contexts, Conducting an Interview, Assessment with Clients Constructing, Contextualizing, and Evaluating Treatment Goals Confrontation Skills; Focusing the Interview, Reflection of Meaning; Influencing Skills – Strategies for Change, Skill Integration; Integrating micro skills with Theory.  <i>Empathy with clients</i> <i>Client- counselor relationship</i>	<b>22</b> 7 8 7	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Basic Skills in Counseling</b> Determining Personal Style & Future Theoretical/ Practical Integration. Basic Communication Skills – Attending Behavior; Questions; Observation Skills; Reflection of Content; Reflection of Feeling, Integrating Listening Skills  <i>Personal conviction to an approach of counseling</i> <i>Experiencing listening of recorded narrations</i>	<b>21</b> 7 6 8	<b>Must know</b>       <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Strategies of Counseling</b> Clinical Decision Making and Treatment Planning, Cognitive Change Strategies, Cognitive Approaches to Stress Management	<b>21</b> 7 7	<b>Must know</b>

	<p>Self-Calming Approaches to Stress Management, Exposure Therapy and Strategies, Strategies for Working with Resistance, Self-Management Strategies</p> <p>Codes of Ethics and Guidelines for Practice</p> <p><i>A responsible counselor</i></p> <p><i>Eclectic counseling</i></p>	7	<p><i>Desirable</i></p> <p><i>to know</i></p> <p><i>Nice to</i></p> <p><i>know</i></p>
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### **Practicum – Techniques of Counseling**

**Course Objectives:** The purpose of the course is to acquaint the students with various skills, tools and techniques to conduct counseling sessions effectively. Through this course they will acquire and practice skills of counseling. They will also need to use certain diagnostic tools before the intervention.

**Course Outcome:** Doing practical with certain diagnostic tools and some intervention techniques, the students shall now have a feeling of competence. After this they will analyze and handle the counseling session confidently.

<b>Contents</b>	<b>Teaching Hrs.</b>	<b>Domain</b>
<b>C-P-09 (B): Practicum – Techniques of Counseling</b>	<b>32</b>	<b>Must know</b>
Conducting a semi structured interview for counseling needs	8	
Persuasion as an influencing skill		
Experiment on listening and reporting of recorded conversation	8	
Behavioural Observation of the client during the interaction with the client.	8	
Reflection of feelings		
Study of factors associated with resistance in counseling	8	

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Ivey, Allen E. & Ivey, Mary B. (2007). Intentional Interviewing and Counseling. Thomson: Brooks/Cole. Evans, David R., Hearn, Margaret T., Uhlemann-, Max R. & Ivey, Allen E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole. Nelson-Jones, Richard (2008). Basic Counseling Skills: A Helper's Manual. New Delhi: Sage Publications.

### Areas of Counseling (19090416)

**Course Objectives:** The objective of the course was to give exposure to the students about different areas of counseling. This will help students to learn about different areas of counseling such as career counseling, personal counseling and counseling in organizations. Further it will facilitate students to understand the problems occurring in various walks of life.

**Course Outcome:** The course enables to students to intervene in the problem situation and to find out solutions for the client in different fields, such as educational, career, social, personal and work.

Unit	Contents	Teaching Hrs.	Domain
I	<b>Career Counselling</b> Career guidance – career choice, orientation and adjustment in a new career, job analysis, job satisfaction, work-related stress, training and professional development in mid-career, end of career issues. career counselors – role, scope, skills and training Role of personal, socio-demographic and environmental factors in career choice. Contemporary issues and concerns in the field of career counseling.  <i>DBDA, 16-PF</i> <i>Identify your friend's obstacles in choosing a right career</i>	22 7 8  7	<b>Must know</b>    <i>Desirable to know</i> <i>Nice to know</i>
II	<b>Personal, Social and Spiritual areas of counseling</b> Personal development and growth in physical, social, emotional, and a vocational domains of life. Interpersonal and social skills, conflict resolution, making healthy and satisfying relationships. Developing meaning in life, exploring spiritual beliefs and practices, spirituality and existential anxiety, dealing with death and bereavement. Role and work scope of personal and social guidance / counseling experts.  <i>Stressful Life Events Scale – Holmes &amp; Rahe</i> <i>Loneliness and Leisure in old age</i>	21 7 6  8	<b>Must know</b>       <i>Desirable to know</i> <i>Nice to know</i>
III	<b>Counseling in work / organizational settings</b> Introduction to organizational behavior – concepts, nature and practice	21 7	<b>Must know</b>

	<p>Current issues and developments in workplaces – diversity, increasing women participation, work-life balance, managing teams, impact of organizational climate and policies on employee behaviours.</p> <p>Stress and mental health issues in work places, abuse, addiction, personal health and illness, disability and disadvantage, dealing with authority and peers, negotiation, assertiveness and problem-solving.</p> <p>Coping, growth and resilience in organizational settings, positive health and well-being; positive work places.</p> <p><i>Counseling for burnout at workplace</i></p> <p><i>Managing diverse workforce and mental health needs</i></p>	<p>7</p> <p>7</p>	<p><i>Desirable to know Nice to know</i></p>
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### **Practicum: Areas of Counselling**

**Course Objectives:** The purpose of the course is to provide the students an exposure to various psychological tests and tools required in counseling situations. Through this opportunity student acquire the necessary skills to administer and conduct tests and interpret the findings.

**Course Outcome:** The student becomes competent in administering a test and findings its utility for the counseling. They are able to select appropriate tools and test required in different situations such as educational, work and personal.

Contents	Teaching Hrs.	Domain
<b><u>C-PSY-P-10 (B) Practicum: Areas of Counselling</u></b>	<b>32</b>	<b>Must know</b>
Study of Career Choice	8	
Conflict of Career shift	8	
Career Progression	8	
Job Satisfaction	8	
Work Shift-Sleep Pattern	8	
Team Cohesion		
Meaning in Life		
Meaning Making		

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6<sup>th</sup>Ed. New Delhi: Pearson Education.

Asch. M. (2000). *Principles of Guidance and Counseling* 1<sup>st</sup>ed. New Delhi: Sarup& Sons.

Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.

American Counseling Association. (2015). *The ACA Encyclopedia of Counseling*.

Dworkin, S. & Pope, M. (2014). *Casebook for Counseling Lesbian, Gay, Bisexual, and Transgender persons and their families*. NY: Wiley.

### Vocational Guidance (19090417)

**Course Objectives:** The course is designed to introduce the need and process of guidance to students in school and colleges. The students will understand the importance of timely vocational choice and relevant sources. Through the course the students will learn the importance of guidance for the choice of careers in relation to psychological abilities and scales.

**Course Outcome:** Students after completing the course become familiar with the need of vocational guidance, the schemes, theories and relevant assessments. The students will realize the choice of career and fulfilling the required resources as important in everyone's life. They themselves will also be sensitive and responsible for their own career.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<p><b>Educational Guidance</b></p> <p>The Purpose of Educational Guidance, Factors Contributing to Educational Problems</p> <p>The Educational Guidance Programme: Guidance at Secondary School Level and at College Level, Complementary Roles of the Teacher and Professionals, Promoting Parental Collaboration in Educational Guidance</p> <p>Setting up of an Educational Cell: Monitoring and Evaluation of a Comprehensive Guidance Programme in Educational Settings, Networking with Community Agencies.</p> <p><i>Issues in introducing vocational guidance.</i></p> <p><i>Teacher as vocational guide</i></p>	<p><b>22</b></p> <p>7</p> <p>8</p> <p>7</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>
<b>II</b>	<p><b>Vocational Guidance</b></p> <p>The Nature of Vocational Guidance, The Need for Vocational Guidance, The Socio-economic and Cultural Context</p> <p>The Concept of Vocational Development and Factors Contributing to Vocational Development,</p> <p>Theories of Vocational Development: Donald Super's Self-actualization, Ginsberg's Occupational Choice</p> <p><i>Setting up a vocational centre</i></p> <p><i>Personality-vocation fit</i></p>	<p><b>21</b></p> <p>7</p> <p>6</p> <p>8</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>

III	<p><b>Process of Vocational Guidance</b></p> <p>Job Analysis and Job Satisfaction, Occupational Information, Sources of Occupational Information,</p> <p>Discovering Individual Abilities/Interests, Studying Occupations and Job Requirements</p> <p>Training for Interviews, developing a Work Ethic, Developing Professionalism, The Psychology of Entrepreneurship</p> <p><i>Vocation-career-job</i></p> <p><i>Stability of vocational choices</i></p>	<p><b>21</b></p> <p>7</p> <p>7</p> <p>7</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>
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### **Practicum – Vocational Guidance (19090419)**

**Course Objective:** Students will understand and apply foundational knowledge and assessment skill in the identification and choice of vocation. They will be able to perform various inventories, tests to assess parameters like interests, aptitudes, personality and academic performance in relation to chosen vocation/ career.

**Course Outcome:** The students will be able to conduct various practical tasks related to psychological issues related to schools and school children with special reference to choice of career and vocations.

Contents	Teaching Hrs.	Domain
<b><u>DSE-P-04 (B): Practicum – Vocational Guidance</u></b>	<b>32</b>	<b>Must know</b>
Measurement of interest in school students		
Measurement of Special aptitudes	8	
Differential aptitude test	8	
Measurement of Occupational Choice	8	
Case study of an Entrepreneur	8	
Need for Vocational Guidance (Interview)		

**Note:** At least 4 practicals to be reported by every student.

#### **Syllabus Books:**

Chauhan, S. S. (2009). Principles and Techniques of Guidance, UP: Vikas Publishing House Pvt Ltd.

James, C.H. (1992). Counselling process and procedures, New York: McMillan Co.

Traxler, Arthur E. (1957). Techniques of Guidance, New York, Harper & brothers

Anastasi, Anne & Urbina, Susana (2007). Psychological Testing, PHI Learning Private Limited. New Delhi

Williamson, Edmund G. and Schneider, Gwendolen G. (2006). Students Guidance Techniques, Donald G. Paterson, Cosmo Publications, New Delhi.

**Sports Psychology (19090420)**

**Course Objectives:** The course is designed to expose the students with possible applications of psychology in sports. The course covers different concept of psychology used in sports psychology such as motivation, leadership and role of injuries in the career and ways to deal with injuries including team cohesion and challenges to elite sports persons.

**Course Outcome:** Students will learn about the nature and scope of sports psychology and the main psychological concepts related to sports. They will learn about current trends and future directions in sports psychology. They will be conscious about new career option to psychology students.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<p><b>Introduction</b>  Sports Psychology: Nature; Understanding present and future trends; Issues for special populations in Sports; Barriers for women in sports.  Competition and Cooperation: Concept Enhancing Competition and Cooperation; Approaches to Influencing Behavior; Guidelines for using positive reinforcement and punishment.  Personality and Sports: Major perspectives of Personality; Personality and Sports performance; Examining, cognitive strategies and success.</p> <p><i>Sports training and principles of learning</i>  <i>Temperament and sports performance</i></p>	<p><b>22</b> 7 8 7</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i>  <i>Nice to know</i></p>
<b>II</b>	<p><b>Psychological Processes</b>  Motivation: Nature; Major approaches to Motivation; Achievement Motivation in Professional Practice; Psychological Momentum in Sports  Leadership and Coaching: Components of effective Leadership; Sports oriented interactional approaches to Leadership; Recognizing Breakdowns and Communication, Dealing with Confrontation.  Team cohesion: Nature; Relationship between Cohesion and Performance, Strategies for enhancing Cohesion; Building Self-confidence; Effectiveness of Goal-setting.</p> <p><i>Mentors and coaching</i>  <i>Tem building</i></p>	<p><b>21</b> 7 6 8</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i>  <i>Nice to know</i></p>

III	<b>Sports Performance</b>	<b>21</b>	<b>Must know</b>
	Relationship between Stress and Injury, Role of Sports Psychology in Injury Rehabilitation.	7	
	Overtraining and Burnout: Factors leading to Athlete Overtraining and Burnout.	7	
	Relaxation strategies for Sports: Progressive Relaxation, Autogenic Training, Yoga, Meditation and Biofeedback Training.	7	
	<i>Physical health and sports</i> <i>Elite sports persons</i>		<i>Desirable to know</i> <i>Nice to know</i>

### **Practicum –Sports Psychology (19090420)**

**Course Objectives:** The course is designed to expose the students to different psychological constructs used in sports psychology. The course covers different measures used the enhancement of sports performance.

**Course Outcome:** Students will learn about the different psychological and physiological tests for sports person's. They will be equipped with testing skills in relation to sports performance.

Contents	Teaching Hrs.	Domain
<b>Sports Psychology:</b>	<b>32</b>	<b>Must know</b>
Biofeedback (GSR)	8	
Complex Reaction Time	8	
Electromyography (EMG)	8	
Sports Anxiety	8	
Team Cohesion		
Control of Body Balance		
Autogenic Training		
Visual Imagery guided sports achievements		
Pneumography (Breathing Control)		

**Note:** At least 4 practicals to be reported by every student.

#### **Syllabus Books:**

Cox, R.H. (2002). *Sport Psychology: Concepts and Applications*. New York; McGraw – Hill.  
Singh, R. (2014). *Sport Psychology*. New Delhi: Friends Publications.  
Weinberg, R.S., Gould, D. (2011). *Foundations of Sport and Exercise Psychology*. United State of America. Human Kinetics.  
Woods, R.B. (2011). *Social Issues in Sport*. U.S.A.: Human Kinetics.

## **Project**

**Course Objective:** The course is designed with the aim to give first hand exposure of research to the students. It will enable them to develop a sense of making a problem and solving with a sound research methodology including analysis. They will learn to make a scientific report.

**Course Outcomes:** Project is a skill enhancement course focusing on skills like surveying, data collection, tools selection/standardization, statistical analytical skills and report writing. Dean, FBS shall allot a supervisor to such candidates in semester 3<sup>rd</sup> who will start working under his/her guidance and submit a report before the commencement of the examination of 4<sup>th</sup> semester. Students doing project will submit the hardbound copy to the department.



# **SGT UNIVERSITY**



**FACULTY OF BEHAVIOURAL SCIENCE  
DEPARTMENT OF CLINICAL PSYCHOLOGY**

**POST-GRADUATE PROGRAMME**

**COURSE SYLLABUS/CURRICULUM**

**MASTER OF SCIENCE (PSYCHOLOGY)  
(CLINICAL/ COUNSELING/ FORENSIC)**

**(SESSION 2020-22)**

**M.Sc. (Psychology) (Forensic)**  
**(2020-2022)**

**Semester-I** (Total Marks=600)

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090101	Cognitive Psychology	4	60	40	100	4
2	19090102	Practicum: Cognitive Psychology	8	40	60	100	4
3	19090103	Research Design & Methods	4	60	40	100	4
4	19090104	Theories of Personality	4	60	40	100	4
5	19090105	Applied Social Psychology	4	60	40	100	4
6	19090106	Practicum: Applied Social Psychology	8	40	60	100	4
TOTAL		6	32	320	280	600	24

### **Cognitive Psychology (19090101)**

**Course Objectives:** This is a 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 cognitive processes. The course advances their understanding of knowledge acquisition and organizational processes. The course opens the windows of the students to the modern concepts of artificial intelligence and machine problem solver.

**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 and to conduct experiments tapping the internal cognition and finding relevance in real life are the key competence of the students. 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 prepare the student for the futuristic development in the area of Neuro-cognition and artificial intelligence.

Unit	Contents	Teaching Hrs.	Domain
I	<b>Introduction to Cognitive Psychology</b> Nature of Cognitive Psychology, Current trends Paradigms in the study of Cognitive Psychology: Information Processing Approach, Connectivistic Approach, Evolutionary Approach, Methods of cognitive psychology: Experimentation and use of computer technology  <i>Cognitive Revolution</i> <i>Cog Lab</i>	16 5 6  5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
II	<b>Attention, Perception, Memory</b> Perception: Nature, Gestalt Approach, Bottom up and Top down processes. Attention: Nature and types, Selective Attention: Filter Theory, Memory: Types, Theories & Model: Information processing model, level of processing model.  <i>Late-Selection Theory, Schema Theory</i> <i>Retention Duration and Forgetting</i>	16 5  6  5	<b>Must know</b>       <i>Desirable to know</i> <i>Nice to know</i>
III	<b>Higher Cognitive Processes</b>	16	<b>Must know</b>

	<p>Language: The Structure of Language-Linguistic relativity hypothesis. Language acquisition.</p> <p>Thinking and Problem Solving: Types and steps.</p> <p>Obstacles in problem solving.</p> <p>Reasoning: Nature, Types of reasoning, Three Approaches to the Study of Reasoning</p> <p><i>Neuropsychological evidence of reasoning</i></p>	<p>5</p> <p>6</p> <p>5</p>	<p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>
<b>IV</b>	<p><b>Higher Cognitive Processes</b></p> <p>Decision Making: Nature and Phases, Cognitive illusions: Availability, Anchoring, Sunk Cost Effects, Illusory Correlation, Hindsight Bias, Confirmation Bias, Overconfidence</p> <p>Blocks to Problem Solving, Creativity, Critical Thinking</p> <p>Representativeness, Framing Effects in decision making</p> <p>Decision Making: Concept and Phases, Cognitive illusion in decision making</p> <p><i>Ways to improve decision making</i></p>	<p><b>16</b></p> <p>6</p> <p>5</p> <p>5</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i></p> <p><i>Nice to know</i></p>

### **Practicum –Cognitive Psychology (19090102)**

**Course Objectives:** The course is designed to acquire experimental skills to conduct study on the process of cognition. It shall challenge the students to operationalize constructs of cognition. They will also learn to collect data and analyses for reporting.

**Course Outcome:** The student will be able to measure and analyze the basic processes of cognition, such as concept learning, forgetting curve, short term memory, reaction time, measuring creativity and problem-solving through simple tasks and practical activities.

Contents	Teaching Hrs.	Domain
<b>Cognitive Psychology:</b> Trail making test Memory techniques: Recall & Recognition Experiments in problem solving (Dunker's (1945) Candle problem for functional fixedness; 2 String Problem; Water Jug experiment by Luchin (1942, 1959) STM-Peterson paradigm Types of heuristics Concentration-letter cancellation task Serial position curve-verbal learning Parallel v/s serial processing	<b>32</b>  8 8 8  8	<b>Must know</b>
<i>Memory process</i> <i>Classical experiment on Tolman's cognitive maps</i>		<i>Desirable to know</i> <i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

- Benjafield, J.G. (1992). *Cognition (2nd ed)*. New Jersey: Prentice Hall.
- Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. SAGE.
- Goldstein, E. B. (2007). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*. Wadsworth Cengage Learning.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi: Sage Publications.
- Sternberg, R.J. (2009). *Cognitive Psychology*. USA: Wadsworth.
- Esgate, A. Groome, D. Baker, K. Heathcote, D. Kemp, R. & Maguire, M. (2005). *An Introduction to Applied Cognitive Psychology*. Corriene Reed Psychology Press.
- Moore, J. (2013). Cognitive Psychology as a Radical Behaviorist Views It. *The Psychological Record*, 63 (3).
- Moore, J. (2010). What Do Mental Terms Mean? *The Psychological Record*, 60 (4).

### **Research Design & Methods (19090103)**

**Course Objectives:** The course has been designed to expose the students with basic methods of research to study behavior. They will learn different methods on selected problems as the core techniques. The students will also understand the procedures, precautions and errors in methods.

**Course Outcome:** At the end of this course, students will be able to understand the basic research designs and processes. They will be able to do review of literature, formulate research questions, and generate hypotheses. Student will be equipped to design research proposal and conduct researches. The students would learn to control the extraneous effects of unwanted variables in the research situation.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Psychological Research</b>	<b>16</b>	<b>Must know</b>
	Nature, purpose and scope of psychological research	5	
	Pure v/s applied research; experimental v/s non-experimental research, Epidemiological research,	6	
	Historical research, Ethnographic research	5	
	Stages of Psychological Research		
<b>II</b>	<b>Research Designs</b>	<b>16</b>	<b>Must know</b>
	Basic single factor designs: between- and within-group designs	5	
	Advanced multifactor experimental designs: factorial designs	6	
	Correlational design, Quasi-experimental design;	5	
	Repeated measure design		
<b>III</b>	<b>Types of Research</b>	<b>16</b>	<b>Must know</b>
	Ex Post Facto Research: Difference between Ex Post Facto and Experimental Design	5	
	Laboratory Experiment: A laboratory experiment, Miller study of the learning of visceral responses; Field experiment and Field Study	6	
	Survey Research: Types, Methodology, Application and advantages	5	

<b>IV</b>	<b>Issues in psychological research</b>	<b>16</b>	<b>Must know</b>
	APA Code of Ethics	5	
	Communicating Research Results: Writing Research proposals and Reports, Presentations and posters	6	
	Reading, Reviewing and Replicating research.		
	Using internet and computer software's for research,	5	
	Emerging issues in psychological research		

**Syllabus Books:**

Broota, K.D. (2006). *Experimental design in behavioural research*. New age publishers.

Gravelter, F.J. and Forzano, L.B. (2006). *Research Methods in Behavioral Sciences*.

Singapore: Thomson-Wadsworth.

Kerlinger, F.N. (2017). *Foundations of Behavioural Research*. Surjeet Publications.

McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall

### Theories of Personality (19090104)

**Course Objectives:** Personality is a core content of main stream psychology, therefore each student shall be exposed with the basics of personality as construct, its dimensions, and theories. It shall also help the students to understand themselves as person or their self.

**Course Outcome:** At the end of the course students will obtain knowledge about human personality and its development as well as various theoretical perspectives and ideas of personality given by classic theorists. They will also obtain an understanding of normative as well as idiographic view of personality.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Key concepts</b> Personality: Perspectives Trait Approach: Allport's, R.B. Cattell's, Eysenck Types theory: Sheldon's classification  <i>Hippocrates' theory of personality</i>	<b>16</b> 5 6 5	<b>Must know</b>   <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Major Theories</b> Psychoanalytic approach: Freud (Division of mind, Division of personality, Stages of Personality Development) <i>Neo-Freudians' approach</i> Social cognitive view of Personality: Bandura's Reciprocal determinism and self- efficacy  <i>Cultural construction of self</i> <i>Dynamic aspects of self-concept</i>	<b>16</b> 5 6 5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Other models</b> Humanism: Rogers view of self Existential: Rollo May, Frankl; Big five Model Eastern Views: Chark's Tridosha  <i>Comprehensive comparison of various theories of personality theory</i>	<b>16</b> 5 6 5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>IV</b>	<b>Recent Advancement</b> Advances in Personality Theories, Locus of control and personality	<b>16</b> 5 6	<b>Must know</b>



	Role of genetic factors in the development of personality  <i>Positive Psychology Personality Traits</i>	5	<i>Desirable to know</i> <i>Nice to know</i>
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**Syllabus Books:**

C. F. Halverson, C.F., Kohnstamm, G.A. and Martin, R.P. (1994). The Developing Structure of Temperament and Personality from Infancy to Adulthood. Lawrence Erlbaum Associates.

Eysenck, H.J. and Eysenck, M.W. (1985). Personality and individual differences. Plenum: New York.

Hall, C. and Lindzey, G. (1978). Theories of Personality. Wiley: New York.

### **Applied Social Psychology (19090105)**

**Course Objectives:** This field in psychology deals with social psychological theories, principles, research findings and experimental methods to understand social issues and to offer real- world solutions for a variety of social problems. It shall also help the students in understanding and finding a solution for their own problems.

**Course Outcome:** At the end of this course, students will be able to understand the social issues and apply practical suggestions for improving their own behavior in areas ranging from workplace productivity to daily life activities.

<b>Unit</b>	<b>Contents</b>	<b>Time (Hours)</b>	<b>Domain</b>
<b>I</b>	<b>Introduction</b> Applied Social Psychology: Meaning, Nature and Fields Social influences on behavior, Levels of analysis. Methodological approaches: Participatory action and Learning research techniques.  <i>Current social issues.</i> <i>Case study of action research.</i>	<b>16</b> 5  6 5	<b>Must know</b>     <i>Desirable to Know</i> <i>Nice to Know</i>
<b>II</b>	<b>Applications</b> Applying Social Psychology- I: Environment, Population, Diversity. Applying Social Psychology- II: Work, Unemployment and Poverty. Applying Social Psychology- III: Health and Legal System.  <i>Attributional biases.</i> <i>Comparative data analysis of poverty in post-independence India.</i>	<b>16</b> 5  6 5	<b>Must know</b>       <i>Desirable to Know</i> <i>Nice to Know</i>
<b>III</b>	<b>Social problems</b> Aggression and violence; Deprivation and Poverty. Domestic Violence, Culture Shock and Uncertainty Prejudice, Crime and Delinquency	<b>16</b> 5 6 5	<b>Must know</b>       <i>Desirable to Know</i> <i>Nice to Know</i>

<b>IV</b>	<b>Intervention and Evaluation</b>	<b>16</b>	<b>Must know</b>
	Social Cognition, Impression formation and conflict management.	5	
	Persuasion, Propaganda and campaigning.	6	
	Impact Analysis, Process of Intervention, Need for evaluation for effective programme.	5	
	<i>Case studies of social conflicts</i>		<i>Desirable to Know</i>
	<i>Psychosocial analysis of a flagship scheme.</i>		<i>Nice to Know</i>

### **Practicum: Applied Social Psychology (19090106)**

**Course Objectives:** The course is designed to acquire experimental skills to conduct study on the process of social. It shall challenge the students to operationalize constructs of cognition. They will also learn to collect data and analyses for reporting.

**Course Outcome:** The student will be able to measure and analyze the basic processes of cognition, such as concept learning, forgetting curve, short term memory, reaction time, measuring creativity and problem-solving through simple tasks and practical activities.

Contents	Time (Hours)	Domain
<b>C-PSY-P-14 Practicum: (any four to be reported)</b>	<b>32</b>	<b>Must know</b>
Attitude Scale	8	
A case study of Low SES.	8	
Prejudice Scale	8	
Focus group discussion on Road traffic accident victims (Bystander Effect)	8	
Altruism Scale		
Social Problem Scale		

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Aronson, E., Wilson, T.D. & Akert, R.M. (2010) *Social Psychology*. Boston: Prentice Hall.

Baron, R.A., Branscombe, N.R., Byne, D. & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson.

Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.

Myers, D.G. (2005). *Social Psychology*. New Delhi: Tata McGraw Hill.

Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi: Pearson.

Schneider, F.W., Gruman, A., Coult, L.M. (Eds). (2012). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage Publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures*. New Delhi: Sage Publications.

**Semester-II (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090201	Statistics in Psychology	4	60	40	100	4
2	19090202 / 19090203	Abnormal Psychology/ Forensic Psychology (Any one)	4	60	40	100	4
3	19090204 / 19090205	Practicum: Abnormal Psychology/ Forensic Psychology	8	40	60	100	4
4	19090206	Neuro-Psychology	4	60	40	100	4
5	19090207	Practicum: Neuro-Psychology	8	40	60	100	4
6	19090208	Human Values and Professional Ethics	4	30	20	50	2
7	19090209	Field training in Hospital/Juvenile home/Prison	4	20	30	50	2
<b>TOTAL</b>		<b>7</b>	<b>36</b>	<b>310</b>	<b>290</b>	<b>600</b>	<b>24</b>

### Statistics in Psychology (19090201)

**Course Objectives:** The course is aimed at data description, analysis and hypothesis testing. They will learn to use various statistical techniques for the purpose of testing the hypotheses as per designs. The course will enhance the computation skills of the students.

**Course Outcomes:** After going through the course students now know when and where to use a particular statistical test and provide the answers. They have now better analytical skills and make inferences from the data.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Statistics in Psychology</b> Concept, scope and purpose of statistics in psychology. Sample and population, sampling methods. Types of statistics: descriptive vs inferential, parametric vs non-parametric. Qualitative data analysis: Introduction, Different methods: Content analysis, Thematic analysis, Interpretative Phenomenological analysis  <i>Values and scores</i> <i>Levels of measurement</i>	<b>16</b> 5  5  6	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Descriptive statistics</b> Representation of data: frequency distribution, cumulative curve, pie charts, line graphs, bar diagrams Mean, median, mode: properties, calculation from grouped and ungrouped data. Variance, standard deviation, normal curve, z-scores, standard error, Percentiles, quartiles, confidence intervals.  <i>Box plots</i> <i>Outliers,</i>	<b>16</b> 5  6  5	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Inferential Statistics</b> Statistical inference and tests of significance of mean, t-test, Type I and Type II errors. Correlation: Pearson's r ANOVA: One-way, two-way; MANOVA ANCOVA	<b>16</b> 5  6 5	<b>Must know</b>         <i>Desirable to know</i> <i>Nice to know</i>

<b>IV</b>	<b>Inferential Statistics (Non-Parametric)</b> Difference between Parametric and Non-Parametric Statistics, Spearman's rho. Chi square test. Mann Whitney U Test, W Test, Median test Friedman ANOVA  <i>Kruskall-Wallis test.</i>	<b>16</b>  5 6 5	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
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### **Syllabus Books:**

Bakeman, R.P.. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*.Lawrence Erlbaum Associates, 1992

Everitt, B.S. (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.

Garrett, P. (1968). *Statistics in Psychology and Education*.

Kault, D. (2003). *Statistics with Common Sense*.Greenwood Press, 2003

Michael Cowles. (2001). *Statistics in Psychology: An Historical Perspective*.Lawrence Erlbaum Associates.

Reichmann, W. J. (1961). *Use and Abuse of Statistics*.Oxford University Press.

Siegel, S. and Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

### **Abnormal Psychology (19090202)**

**Course Objectives:** The course is designed to know the students the abnormal side of behavior, psychopathology and the current systems of diagnosis such as ICD and DSM. The students will learn the symptoms and causes of various disorders along-with the criteria of abnormality.

**Course Outcomes:** Students now understand the difference between normal and abnormal behavior. They are aware of the symptoms and causes of various disorders. It will lay the foundations for them to go on higher studies in clinical psychology.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b>	<b>16</b>	<b>Must know</b>
	Mental Illness: Definition, Historical background,	5	
	Paradigms in Psychopathology: Biological,	6	
	Psychodynamic Humanistic, Cognitive- Behavior,		
	Socio-cultural factors.		
	Epidemiological studies: Prevalence, incidence and risk factors.	5	
	Diagnosis: Nature and Importance; Classificatory Systems: DSM and ICD.		
	<i>Stress Diathesis model</i>		<i>Desirable to know</i>
	<i>Critical evaluation of classificatory system.</i>		<i>Nice to know</i>
<b>II</b>	<b>Anxiety, Mood and Dissociative Disorders</b>	<b>16</b>	<b>Must know</b>
	Anxiety disorder: Types_ Phobias and Generalized Anxiety Disorder, Clinical description, epidemiology, causes and treatment.	5	
	Other Anxiety disorder: Clinical description, epidemiology, causes and treatment of Obsessive Compulsive Disorder.	6	
	Mood Disorder: Clinical description, epidemiology, types, causes and treatment.	5	
	Dissociative Disorders: Clinical description, Types; epidemiology, causes and treatment.		
	<i>Post-traumatic Stress Disorder</i>		<i>Desirable to know</i>
	<i>Suicide- Epidemiology, Models, Preventive measures</i>		<i>Nice to know</i>
<b>III</b>	<b>Schizophrenia,</b>	<b>16</b>	<b>Must know</b>
	Schizophrenia: Type and Epidemiology	5	
	Signs and symptoms and Causes	6	
	Pharmacological and Psychological Treatment.		
	Schizotypal and Delusional Disorder, Signs and symptoms and Causes	5	





## **Practicum: Abnormal Psychology (19090204)**

**Course Objectives:** The course prepares the students to make practical testing of abnormal behavior and certain symptoms by using standardized psychological tests.

**Course Outcome:** After the course the students are more skilled in conducting the psychological tests of clinical importance. They are more skilled in diagnosing after hands on experience. Now they can prepare a complete profile of the patient/ subject and analyze for subsequent course of action.

Contents	Teaching Hrs.	Domain
<b>Psychology of Abnormal Behavior:</b>	<b>32</b>	<b>Must know</b>
Make an assignment on the changes made in the classificatory system from DSM-IV-TR to DSM- 5	8	
Clinical rating scales: HAM-A, HAM-D, YMRS, Y-BOCS for a patient suffering from mood disorder, Anxiety Disorder or Dissociative Disorder (depending on the requirement of the patient)	8	
Use of TLC scale/ PANSS/ BPRS on a patient of Schizophrenia	8	
Assignment on techniques used for cessation of Cigarette Smoking.	8	
Prepare a chart on the development of DSM system.		
Techniques for cessation of Alcohol Use disorder.		
		<i>Desirable to know</i> <i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

### **Forensic Psychology (19090203)**

**Course Objectives:** This course is designed with the aim to give the basic understanding to the students about the psychology behind crime and theories and types of crime. The course will focus on the interventional role of psychologist in investigation as well as assessment of criminal behavior. They will have knowledge of behavioral and personality signature markers.

**Course Outcomes:** After studying this course the students will understand the nature, types and theories in social and psychological perspective criminal behavior and its forensic aspects. They will have better understanding of behavioral signature markers of criminals.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction</b>	<b>16</b>	<b>Must know</b>
	Forensic Psychology: Definition; Difference between forensic and clinical psychology, History of Forensic Psychology, Issues and Emerging Trends in Forensic Psychology	5	
	Types of offenders: Juvenile Offender, Violent Offenders, Sexual offender.	6	
	Ethical principles and professional competencies	5	
<b>II</b>	<b>Theories and Assessment of Criminology</b>	<b>16</b>	<b>Must know</b>
	Theories of Crime: Psychoanalytic; Eysenck's Biosocial Theory, Social Learning Theory.	5	
	Identification and evaluation of criminal suspects, Risk assessment and Report Writing.	6	
	Profile Analysis: FBI Profiling; Polygraph process and detection of lying, Narco analysis Eyewitness Testimony.	5	
<b>III</b>	<b>Forensic Assessment</b>	<b>16</b>	<b>Must know</b>
	Approaches of forensic assessment, Forensic and clinical issues in the assessment of psychopathy,	5	
	Evaluation of malingering and deception,	6	
	Evaluation in delinquency cases, Psychological profile of criminals	5	
<b>IV</b>	<b>Prevention, Correction and Rehabilitation of Criminal/offender</b>	<b>16</b>	<b>Must know</b>
	Interviewing technique, Therapies: CBT, Relaxation, Recreational, yoga and meditation.	5	
	Rehabilitation of offenders: Social skill training, Civil responsibility and community rehabilitation of offenders.	6	
	Prevention: education of legal aspect. Role of Psychologist in crime prevention.	5	

**Syllabus Books:**

Goldstein, A.M. (2003). *Forensic Psychology*, Vol 11, Handbook of Psychology, Volume 11. John Wiley & Sons.

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

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

**Practicum: Forensic Psychology (19090205)**

**Course Objective:** This course is designed to develop deep understanding of factors promoting investigation of criminal behavior and its assessment. The focus will be on relevant psychological tools and profiling methodology.

**Course Outcomes:** After studying this course the students will gain deep understanding of factors promoting crime and establishing markers of criminals' behavior. They will be exposed to interaction and assessment in police and criminal justice system.

<b>Contents</b>	<b>Time (Hours)</b>	<b>Domain</b>
<b>DSE-PSY-P-4 Practicum: (any four to be reported)</b>	<b>32</b>	<b>Must know</b>
Cognitive distortions and aggression	8	
Personality assessment of offenders	8	
Interviewing techniques with offenders	8	
Assessment of Malingering through Projective Tests	8	
Psychosocial Rehabilitation of offender		
Assessment of social skills among offenders		

**Note:** At least 4 practicals to be reported by every student.

### Neuropsychology (19090206)

**Course Objectives:** The course is designed to understand the organic basis of various behavioral problems with a special emphasis on brain dysfunction. The course covers some of the major neuro-psychological diseases such as brain injuries, tumors, vascular disorders and dementia etc.

**Course Outcome:** The students will be competent to make a difference between psychogenic and neurogenic behavioral disorders. They will now be more specialized clinical psychological exposure.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>Introduction to Neuropsychology</b> Nature and concept of neuropsychology, past history, current status and scope of neuropsychology. Brain (Structure and Functions) – hind brain, mid brain, and forebrain; Cerebral cortex and its lobular organization, sub-cortical regions, Hemispheric asymmetry  <i>Frontal lobe and executive functions</i>	<b>16</b> 5 6 5	<b>Must know</b>    <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Neurochemistry</b> Structure and function of cells, Synaptic transmission; Neurotransmitters – classical, amino acids, neuropeptides Role of neurotransmitters in various behaviors  <i>Dopaminergic pathways and relation to Schizophrenia</i>	<b>16</b> 5 6 5	<b>Must know</b>    <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Neuropsychiatric Disorders</b> Dementias- types, Alzheimer's Disease and Parkinson's Disease, causes and management Cerebrovascular disorders: ischemia, thrombosis, hemorrhage – symptoms, causes, management Tumors of the brain: types; head trauma: open head and closed head injuries - symptoms, causes, management  <i>Classic Neuropsychological cases</i> <i>Age and Brain Changes</i>	<b>16</b> 5 6 5	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>

<b>IV</b>	<b>Assessment, Treatment and Neuropsychological Rehabilitation.</b>	<b>16</b>	<b>Must know</b>
	Neuropsychological Assessments: Halsted-Reitan	5	
	Neuropsychological Battery, Luria-Nebraska neuropsychological battery, AIIMS Battery, PGIBBD and other approaches		
	Neuro-Plasticity; Neuropsychological recovery	6	
	Neuropsychological Rehabilitation: Neuro-psychotherapy; Cognitive retraining and remediation.	5	
	<i>Neuropsychological rehabilitation in dementia</i>		<i>Desirable to know</i>
	<i>Brain Computer Interphase- New generation prosthetics</i>		<i>Nice to know</i>

### **Practicum –Neuropsychology (19090207)**

**Course Objectives:** The course is designed to acquire and transfer skill of conducting neuropsychological testing on selected patients or normal subjects in laboratory. The course has focus on neuro-psychological assessment batteries available for Indian population.

**Course Outcome:** The students after the hand on experience will be competent to handle diagnosis and assessment of patients with brain disorders. They are capable to analyse and make profile of patients.

Contents	Teaching Hrs.	Domain
<b>Biopsychology:</b>	<b>24</b>	<b>Must know</b>
AIIMS Battery (Adult)	4	
AIIMS Battery (Child)	4	
Neurofeedback/GSR	4	
EMG – a report on recording	4	
A case study of dementia patient	4	
PGIBBD	4	
Wisconsin Card Sorting Test (WCST)	4	
Trail Making Test	4	
Study of Variation of Stroop Effect	4	
<i>Perform an EEG</i>		<i>Desirable to know</i>
<i>Case study of stroke patient</i>		<i>Nice to know</i>

**Note:** At least 4 practicals to be reported by every student.

### **Syllabus Books:**

Carlson. Physiological Psychology.

Faust, M. (2015). *The Handbook of Neuropsychology of Language*. NY: Wiley.

Goldstein, L.H. & McNeil. J.E. (2012). *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. NY: Wiley

Pinel, J.P. (2006). *Biopsychology*. Pearson Education, Inc.

Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of neuropsychology*.

Thompson: Wadsworth.



### **Human Values and Professional Ethics (19090208)**

**Course Objectives:** The course is designed to inculcate a sense of ethics and morality in conducting as a professional, as an individual and as a responsible citizen. The course comprises of some key issues relevant in the present-day society since the beginning times. It will touch the core theories and principles relevant for all professions in general and psychologists in particular.

**Course Outcomes:** The course is expected to imbibe humane and positive thinking in the students. They will be able to spell out the philosophical basis of ethics, learn the different types of ethics, ethical theories, bioethics and environmental ethics as well as be able to critically evaluate various issues in professional ethics.

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<b>An Introduction to Moral Philosophy and Applied Ethics:</b> Introduction, Understanding Declaration and Ethics and Bioethics, Universal Guidelines on Bioethics and Human Rights, Moral Development and Moral Theories, Principles of Benefit and Harm, Foundation of Bioethics, Historical Evolution	<b>16</b>  5  6  5	<b>Must know</b>
<b>II</b>	<b>Value of Human Life:</b> Autonomy, Informed consent, Persons without the capacity to consent, Privacy and confidentiality Bioethical Mediation, Respect for human vulnerability and personal integrity. Human Rights, Punishment, Suicide, Structures of Inequality: Caste and Poverty, Social responsibility and Public Health Bioethics.	<b>16</b>  5  6  5	<b>Must know</b>
<b>III</b>	<b>Ethics in the Public Domain:</b> Nature as Means or End, Respect for nature, Respect for, cultural diversity and pluralism, sharing of benefits, Protecting future generations, Disaster of Bioethics	<b>16</b>  5  6  5	<b>Must know</b>
<b>IV</b>	<b>Ethics in the Public Domain:</b> Professional Ethics and Public Policy, Medical Ethics: Surrogacy, Media Ethics – Privacy, Ethical Issues in Cyber space, Family and Marriage,	<b>16</b>  5  6	<b>Must know</b>

	Morality: Parents and Children. Specialty vs. Ethics	5	
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**Syllabus Books:**

Biological Psychology, 11<sup>th</sup> Edn by James W. Kalat, Cengage, 2014, Paperback, ISBN-10: 8131525260.

Gorman, P. (2004). *Motivation and Emotion*. Routledge.

Introduction to Biopsychology, 9<sup>th</sup> Edn by Pinel, J.P.J & Barnes, S.J., Pearson India, 2016, Paperback, 9789332575172.

### **Field training in Hospital/ Juvenile home/ Prison (19090209)**

Field training for acquiring interviewing skills is a **skill enhancement course** and therefore requires hands on experience. Each student will go to the field training in Hospital. The students under the guidance of a teacher will observe/interact with the population available at hospital.

They will observe/interact with the clients and prepare report on the basis of their training. Every student will submit the report based on their training under the supervision of the teacher before the commencement of final exams.

**Semester-III (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090301	Psychology of Crime	4	60	40	100	4
2	19090302	Forensic Psychology: Investigating Methods	4	60	40	100	4
3	19090303	Legal Issues and Evidences	4	60	40	100	4
4		Practicum: Forensic Psychology-I	12	90	60	150	6
5	19090306	Summer Training (Forensic Set up)	-	30	20	50	2
6	19090307	Field Training	8	60	40	100	4
TOTAL		6	32	360	240	600	24

**Psychology of Crime (19090301)**

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	Definition of Criminal behavior, History of crime, Types of crime, Etiological factors of Crime, Rational choice Theory, Personality of Criminals, The Penal System, Treatment of offenders, Crime Prevention. The Effects of Long Delays, Facial Identification, Individual Differences.	<b>22</b> 7 8 7	<b>Must know</b>   <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	Interviewing suspects, Characteristics of deception, Nonverbal Behavior and Deception, Verbal Behavior and Deception: Criteria-Based Content Analysis, Physiological Reactions and Deception: The Polygraph, Detecting Lies, Difficulties and Pitfalls for Lie Detectors. Suggestibility, Suggestion from Stereotypes, Interviewing Vulnerable Witnesses.	<b>21</b> 7 6 8	<b>Must know</b>   <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	Facial Appearance and Criminality: Matching Faces to Crimes, Attractiveness, Facial Appearance and Deceit, Attributions of Responsibility, Group Decision Making, Meta-analysis, Contributions from Cognitive Psychology, Contributions from Social Psychology.	<b>21</b> 7 7 7	<b>Must know</b>   <i>Desirable to know</i> <i>Nice to know</i>

**Syllabus Books:**

David Canter. (2010). Forensic Psychology: A Very Short Introduction. Oxford University Press.

Keibell, M & Davis, M. (2006). Practical Psychology for Forensic Investigations and Prosecutions. Wiley & Sons.

**Forensic Psychology: Investigating Methods (19090302)**

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<p>Introduction to Investigative methods:  Role of Forensic Psychologist in the investigation process,  Principles of lie detection tests, False confessions-  Definition, Types, The Format and Recording of the Confession,  Factors associated with false confessions- Personal and Situational risk factors, Compliance and suggestibility, Fundamental attribution error.  Strategies for preventing false confessions,  Reducing False Confessions.</p>	<p><b>22</b></p> <p>7</p> <p>8</p> <p>7</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i>  <i>Nice to know</i></p>
<b>II</b>	<p>Interviewing children, adults, and vulnerable witnesses, The Context of the Interrogation, How Things Can Go Wrong During Interrogation, Reid Technique, detecting deception, the plausibility of traditional approaches to offender profiling, Assumptions underlying traditional approaches to profiling, The interpretation of profiles.  Case-based reasoning in criminal investigation, Investigative decision making,  Forensic Hypnosis.</p>	<p><b>21</b></p> <p>7</p> <p>6</p> <p>8</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i>  <i>Nice to know</i></p>
<b>III</b>	<p>The Psychology of False Confession, Research and Theoretical Issues, False, Retracted and Disputed Confessions, The Innocent Pleading Guilty, The Broader Context of False Confessions, The Causes of False Confessions, Theoretical Implications of the Different Types of False Confession, The Ofshe–Leo Model of Confessions,  Recovered Memory and False Confession,  Factors inhibiting confession.</p>	<p><b>21</b></p> <p>7</p> <p>7</p> <p>7</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i>  <i>Nice to know</i></p>

**Syllabus Books:**

Brown, J.M. & Campbell, E.A. (2010): The Cambridge Handbook of Forensic Psychology. Cambridge University Press.

Drogin, E.Y., Dattilio, F. M., Sadoff, R.L. & Gutheil, T.G. (2011): Handbook of Forensic Assessment Psychological and Psychiatric Perspectives. John Wiley & Sons, Inc.

Gudjonsson, G.H. (2003): The Psychology of Interrogations and Confessions: A Handbook. John Wiley & Sons, Inc.

Mitchell L. Eisen, M.L., Quas, J.A. & Goodman, G.S. (2002): Memory and Suggestibility in the Forensic Interview. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey London.

Towl, G.J. & Crighton, D.A. (2010): Forensic Psychology. Blackwell Publishing.

Westcott, H.L., Davies, G.M. & Bull, R.H.C. (2002): Children's Testimony: A Handbook of Psychological Research and Forensic Practice. John Wiley & Sons Ltd.

**Legal Issues and Evidences (19090303)**

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	Need for mental health act in judicial decisions, Disability act and Certification, Indian Evidence Act, Criminal Procedure Code, Legal and psychological issues of custodial care, Criminal Procedure Code, Legal procedure for obtaining consent for forensic investigations. Child adoption, Domestic violence and laws.	<b>22</b> 7  8  7	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	Expert Opinion-Psychology in court, Legal aspects of eyewitness testimony, methodological considerations in eyewitness testimony research, variables involved in the study of eyewitness testimony accuracy, children as witnesses, psychologists as expert witnesses. Elderly abuse and related laws. Cyber laws.	<b>21</b> 7  6  8	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	Facilitating eyewitness recall, Line-up procedures, False Childhood Memories, Eyewitness-Memory Errors, The Cognitive Interview Method to Enhance Eyewitness Recall. The Utility of Anatomical Dolls and Drawings in Child Forensic Interviews. Structured Interview Protocol to Improve the Quality of Investigative Interviews.	<b>21</b> 7  7  7	<b>Must know</b>     <i>Desirable to know</i> <i>Nice to know</i>



**Syllabus Books:**

Bartol, C.R. & Bartol, A.M. (2010): Criminal behavior- A Psychological Approach. Prentice Hall.

Bloch, S. (2000): An Introduction to the Psychotherapies. Oxford Medical Publications, New York.

Canter, D. (2008): Criminal Psychology: Topics in Applied Psychology. Hodder Education.

Canter, D. (2010): Forensic Psychology: A Very Short Introduction. Oxford University Press.

Drogin, E.Y., Dattilio, F.M., Sadoff, R.L. & Gutheil, T.G. (2011). Handbook of Forensic Assessment: Psychological & Psychiatric Perspective, John Wiley & Sons: USA.

Fulero, S. M. & Wrightsman, L. S. (2009): Forensic Psychology. Wadsworth Cengage Learning.

Golden, C.J. & Charles, C.T. (1981): Diagnosis and Rehabilitation in Clinical Neuropsychology. USA.

Goldstein, A.M. (2007): Forensic Psychology: Emerging Topics and Expanding Roles. John Wiley & Sons, Inc.

Mash, E.J. & Wolfe, D.A. (1999). Abnormal Child Psychology. Wadsworth Publishing: USA.

**Practicum: Forensic Psychology-I**

Contents	Teaching Hrs.	Domain
<b><u>F-PSY-P-01</u></b> Interview Report of an offender. Personality assessment of a suspect facing trial. Assessment of suggestibility level among convicts. Assessment of the tendency to lie among convicts. Anger Diary Record of an offender. Interviewing a child offender. Personality patterns of repeated offenders. Cognitive behavioral interview of an offender. Assessment of sensory suggestibility of convicts. Confession Questionnaire Report of an offender. Assessment of memory functioning of an offender. Cognitive interview report of a suspect. Assessment of factors influencing the accuracy of testimony. Using HFDT in interviewing children.	<b>32</b>  8 8  8 8	<b>Must know</b>

**Note:** At least 10 practicals to be reported by every student.

### **Summer Training (Forensic Set-up) (19090306)**

Summer training (clinical) is a skill enhancement course and requires a hands on training. The two months' summer training starts soon after the 2<sup>nd</sup> semester examination shall be undertaken by every candidate in any forensic set-up such as Prison/ Juvenile Home / Family Court and Civil Court to be approved by the Dean of the Faculty. It shall be a supervised training with a professional who will certify the attendance. Every candidate will submit a report which shall be evaluated by a procedure stipulated by the faculty.

### **Field Training (Civil/ Family Court) (19090307)**

Field training for acquiring interviewing skills is a **skill enhancement course** and therefore requires hands on experience. Each student will go to the field training in civil and family court. The students under the guidance of a teacher will observe/interact with the population available at the above mentioned fields.

They will observe/interact with the clients and prepare report on the basis of their training. Every student will submit the report based on their training under the supervision of the teacher before the commencement of final exams.

**Semester-IV (Total Marks=600)**

S. No	Paper Code	Course Title	Hrs./ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	19090409	Psycho-diagnostics in Forensic Psychology	4	60	40	100	4
2	19090410	Psychosocial Rehabilitation	4	60	40	100	4
3	19090411	Formulations and Reports in Forensic Psychology	4	60	40	100	4
4		Practicum: Forensic Psychology-II	8	60	40	100	4
5	19090414	Dissertation	8	120	80	200	8
TOTAL		5	28	360	240	600	24

**Psycho-diagnostics in Forensic Psychology (19090409)**

Unit	Contents	Teaching Hrs.	Domain
<b>I</b>	<p><b>Introduction to Psycho-diagnostic Assessment</b>  Nature, scope, goals and need for psychological assessment in forensic set-up.  Characteristics and types of psycho-diagnostic assessment, Behavioural Assessment and Case study method.  Process of assessment, Identification of offenders and Assessment of false memory, confabulation and contamination of eyewitness evidence, Psycho-diagnostic report writing.</p> <p><i>Prepare a report on a case</i>  <i>Prepare a report on different psycho-diagnostic tools used in forensic psychology</i></p>	<p><b>22</b></p> <p>7</p> <p>8</p> <p>7</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i>  <i>Nice to know</i></p>
<b>II</b>	<p><b>Types of Psychological Tests used in Forensic Psychology</b>  Intelligence: Stanford-Binet scales; Wechsler scales – WAIS, WISC, WPPSI; Indian tests- Bhatia's Battery and MISIC.  Personality Assessment: Objective Tests- MMPI, 16PF, Projective Tests- Rorschach, TAT and DAPT, Assessment of Conflict and Defense Mechanisms.  Psychological Assessment of Juvenile Delinquents, Suspects and offenders and Malingering. Psychological assessment in different set-ups: Personnel Selection, Parole and expert testimony.</p> <p><i>Computer assisted interviews, Video Conferencing</i>  <i>Prepare case history report of a habitual offender</i></p>	<p><b>22</b></p> <p>7</p> <p>8</p> <p>7</p>	<p><b>Must know</b></p> <p><i>Desirable to know</i>  <i>Nice to know</i></p>
<b>III</b>	<p><b>Neuropsychological and Cognitive Assessment</b>  Neuropsychological Assessment: Role of neuropsychological assessment in forensic set ups,  Different Neuropsychological Tests Findings: MMSE, Bender Gestalt Test, Stroop test and PGIBBD  Neuropsychological assessments to determine presence of specific neuropsychological deficits precipitating criminal behavior, Neuropsychological correlates of</p>	<p><b>21</b></p> <p>7</p> <p>7</p>	<p><b>Must know</b></p>

criminal behavior: Aggression, Impulsivity, Malingering and Crime.	7	
<i>Boston process approach</i> <i>Intelligence tests for visually impaired and deaf-mute population</i>		<i>Desirable to know</i> <i>Nice to know</i>

### **Syllabus Books:**

Anastasi, A. and Urbina, S. (2016). Psychological Testing. Pearson Education India.

Domino, G. & Domino, M. (2006). *Psychological Testing: An Introduction, 2<sup>nd</sup> Ed.* Cambridge University Press.

Drogin, E.Y., Dattilio, F.M., Sadoff, R.L. & Gutheil, T.G. (2011). Handbook of Forensic Assessment: Psychological & Psychiatric Perspective, John Wiley & Sons: USA.

Golden, C.J. & Charles, C.T. (1981). Diagnosis and Rehabilitation in Clinical Neuropsychology. Springfield: USA.

Groth-Marnat, G. & Wright, A.J. (2016). *Handbook of Psychological Assessment*. NY: Wiley.

Hersen, M., Segal, D.L. & Hilsenroth, M.J. (2004). Comprehensive Handbook of Psychological Assessment: Vol. I & II. John Wiley & Sons: USA.

Kaplan, R. & Saccuzzo, D.P. (2012). *Psychological Testing: Principles, Applications, and Issues. 8<sup>th</sup> Ed.* Wadsworth Publishing.

## **Psychosocial Rehabilitation (19090410)**

<b>Unit</b>	<b>Contents</b>	<b>Teaching Hrs.</b>	<b>Domain</b>
<b>I</b>	<b>The Correctional System</b> Rationale, Psychological effects of imprisonment, Prison V/s. Corrective System Common Psychological Treatment Models used in Correctional Facilities, Obstacles to the treatment of Inmates Psychosocial rehabilitation approaches, models, needs, goals and principle of rehabilitation.  <i>Role of values and ethical standards in rehabilitation of criminals</i>	<b>22</b> 7  8  7	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
<b>II</b>	<b>Treatment &amp; Rehabilitation of Various Populations</b> Management of Youth delinquency and Offending: Historical overview of Juvenile Corrections, Therapeutic and Rehabilitative Methods of Juvenile Corrections Violent Offenders, Sex Offenders, Child Abusers Drug Abusers, Management of Prisoners. Psychological effects of being a victim of crime, Short and long term interventions with victims of crime, Victimization in Family Context- Intimate partner violence and Victimization, Child Maltreatment  <i>Case report on Offenders refraining from criminal activities</i>	<b>21</b> 7  6  8	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>
<b>III</b>	<b>Social Entrepreneurship</b> Nature of Social Entrepreneurship, Barriers to Social Entrepreneurship, Fostering Social Entrepreneurship, Prison and Probation Interview Services Social Enterprise Intervention Model, Sustainable Social Entrepreneurship Model Community engagement and reintegration, Employment and Vocational Training, Personal Development, Future opportunities  <i>Key issues raised by social enterprises</i>	<b>21</b> 7  7  7	<b>Must know</b>      <i>Desirable to know</i> <i>Nice to know</i>



**Syllabus Books:**

Birgden, A. (2008). Offender Rehabilitation: A Normative Framework for Forensic Psychologists. *Psychiatry, Psychology & Law*, 450-468.

King, R., Lloyd, C., Meehan, T., Deane, F. P. & Kavanagh, D. J. (2012). *Manual of Psychosocial Rehabilitation*. Willey & Sons, New-York.

Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology*, Vol.I & V. Amcrind India

**Forensic Psychology Formulations and Reports (19090411)**

Unit	Contents	Time (Hours)	Domain
<b>I</b>	<b>Unit I- Introduction</b> Nature and Need for the Case Formulations in Forensic Psychology, Principles of Formulation Role of Forensic formulation in risk assessment, Theoretical and evidence based approaches to case formulations. Forensic Report Writing: Report Structure, Report Length, Purpose, Essential qualities of a good report writing and Case studies  <i>Case studies based on Forensic Formulations</i>	<b>20</b>  7  7  6	<b>Must know</b>       <i>Desirable to Know</i> <i>Nice to Know</i>
<b>II</b>	<b>Unit II- Role of Observation in Forensic Formulations</b> Observation made from interview of suspect/accused, psychological tests from intelligence tests and personality. Observation made from lie detection test, BEOS Profiling Speech analysis etc. Forensic psychology formulation of involvement of the of suspect/accused in the case investigated, Evaluating Formulations, Themes of Forensic Case Formulations.  <i>Current issues in Forensic case formulations</i>	<b>22</b>  8  6  8	<b>Must know</b>       <i>Desirable to Know</i> <i>Nice to Know</i>
<b>III</b>	<b>Unit III- Techniques in Forensic Formulations</b> Statement analysis: Techniques and uses, Criteria based content analysis in Forensic Psychology Forensic Case Formulations for children and adolescents, Cognitive Behaviour approach to formulating cases with aggression, violence and anger, Forensic case formulation of individual with personality disorder, Emerging Issues  <i>Forensic case formulations of patients with substance use disorder</i>	<b>20</b> 7  6  7	<b>Must know</b>       <i>Desirable to Know</i> <i>Nice to Know</i>

**Syllabus Books:**

- Ackerman, M. J. (2006). Forensic report writing. *Journal of Clinical psychology*, 62(1), 59-72.
- Davies, G.M. & Beech, A.R. (2017). Forensic Psychology. The British Psychological Association, John Wiley & Sons, USA.
- Howitt, D. (2018). Introduction to Forensic and Criminal Psychology. Pearson, USA.
- Irving B. Weiner & Randy K. Otto, (2013). *The Handbook of Forensic Psychology*, 4<sup>th</sup>edi., John Wiley & Sons, Inc., Hoboken, New Jersey.
- Ruiter, C.D., Boyd, N.K. (2015). Forensic Psychological Assessment in Practice: Case Studies. Routledge, NewYork.
- Sturmey, P. & McMurran, M. (2011) Forensic Case Formulation. Wiley & Blackwell, New Delhi.
- Witness identification of criminal cases: Psychology and Practice, Wiley & Sons, Inc.

**Practicum: Forensic Psychology-II**

Contents	Teaching Hrs.	Domain
<b><u>C-PSY-P-9 (A)</u></b>	<b>32</b>	<b>Must know</b>
Personality assessment of an offender by using 16 PF.		
Assessment of Cognitive Functions of an offender.	8	
Personality assessment of an offender by using Projective Tests.	8	
Assessment of Intellectual Functions of a Juvenile.	8	
Assessment of aggression among adolescents.	8	
Case report on Correctional Facilities in Jail	8	
Movie review on Psychosocial Rehabilitation	8	
Book Review- The Delancey Street		
Psychosocial Rehabilitation of Drug Offenders		
Assessment of risk factors for developing criminal behavior in community		
Case study of an offender		
Case study of a sexual offender		
Case study of patient with Substance Abuse		

**Note:** At least 10 practicals to be reported by every student.

### **Dissertation (19090414)**

Dissertation is a skill enhancement course focusing on skills like surveying, data collection, tools selection/standardization, statistical analytical skills and report writing.

Dean, FBS shall allot a supervisor to all candidates in semester 3<sup>rd</sup> who will start working under his/her guidance and submit a report before the commencement of the examination of 4<sup>th</sup> semester. Students will submit the hardbound copy to the department.