

CBCS 2018-2020

M.Sc. (Clinical / Counseling Psychology)

COURSE ORDINANCE

1. Duration and Nomenclature of the Course:

The duration of M.Sc. (Clinical / Counseling Psychology) programme shall be of two academic years consisting of four (4) semesters under Choice Based Credit System (CBCS) and CGPA. An academic year is of two consecutive (one odd + one even) semesters duration. One semester duration is usually of 16 weeks. On successful completion of all the four semesters and passing the foundation / compulsory courses/paper with a CGPA of 4.0 a student will qualify for award of M.Sc. (Clinical / Counseling Psychology) degree. The student shall complete the programme within a maximum period of 4 years from the date of admission to the first semester, failing which he/she will be disqualified from the course.

2. Admission to the Course:

(i) Eligibility for Admission:

For admission to the 1st Semester of M.Sc. (Clinical / Counseling Psychology) course, the candidate must have B.A. (Hons.) in Psychology/ B.Sc. Clinical Psychology/B.A. with Psychology as an elective subject with not less than 50% marks or B.A./B.Sc./B.Com./B.Com (Hons.)/ B.Sc. (Home Science)/ B.Ed. or any other graduate degree with not less than 55% marks in aggregate or equivalent grade from any university recognized by UGC. There shall be a relaxation of 5% marks in case of SC/ST candidates of Haryana only for the minimum eligibility.

***Note:** A diploma holder, one who has completed Post Graduate Diploma in Guidance and Counseling from SGT University may get lateral entry to M.Sc. Counseling Psychology to complete semester I and semester II course.*

(ii) Schedule of admission and payment of fees:

The admission schedule, along with last date for the submission of admission forms and payment of fees, shall be fixed by the Vice-Chancellor from time to time.

3. Mode of Selection of Candidates for Admission:

The admissions will be made as per the following criteria:

Sr. No.	Criteria	Condition
1	On the Basis of the Merit of the qualifying Examination.	If the no. of applicants is up to 3 times of the intake
2	On the Basis of the Merit of the Entrance Examination.	If the no. of applicants is more than 3 times of the intake

4 Scheme of examination, distribution of marks, credit system and syllabus:

The Scheme of examination, distribution of marks in various papers along with the credit system and the syllabus of the course shall be as approved by the Academic Council from time to time.

5. Medium of Instruction Examination:

The medium of the instruction and the examination shall be English only.

6. Migration and award of Grace Marks:

As per university rules made in this regard

7. Attendance Requirements/Eligibility to Appear in Examination:

The student should fulfill the following criteria to be eligible for appearing in the End Term Semester Examination:

- (i) He/She should bear a good moral character.
- (ii) He/she should be on the rolls of the Dept. /faculty University during the Semester of the course.
- (iii) He/She should have 75% of the attendance during the respective semester. **Only 5% relaxation in the required attendance shall account for illness and contingencies of serious and unavoidable nature by the Dean. The VC may also condone another 5% of the required attendance.**
- (iv) He/she is not a defaulter in payment of any dues of the SGT University, and
- (v) No disciplinary action is pending against the student.

8. Exemption from Attendance / Shortage of attendance to be condoned:

The shortage of lecture to the maximum limit as under can be condoned by the competent authority :-

Sr. No	Exemptible no. of Lecture	Ground of Exemption	Dean of the Faculty is competent authority to condone shortage of lecture/ attendance.
1.	5%	For illness and contingencies of serious and unavoidable nature by the Dean & the Vice Chancellor	
2.	All periods of the day of donation	Voluntarily blood donation to the Blood Bank.	
3.	All periods of the day of Examination.	For appearing in the supplementary examinations(Theory /Practical /Viva-voce	
4.	Maximum of 10 days attendance during a semester	For participation in University or Inter-Collegiate Sports Tournaments/ Youth Festivals, NCC/NSS Camps/University Educational Excursions, Mountaineering Courses	
5.	Maximum of 15days attendance during a semester	For participation in Inter-University Sports Tournaments/ Youth Festivals	

Provided that :

- (i) that he/she has obtained prior approval of the Dean of the Faculty ;
- (ii) that credit may be given only for the days on which lectures were delivered or tutorials or practical work done during the period of participation in the aforesaid events.

9. Attendance Shortage Warning:

Attendance shortage warning will be displayed on the Faculty's Notice Board by every 10th day of the month. Parents will be informed every two months by post or by e-mail.

10. Detained students

If a student has less than 75% attendance in any course / paper during the respective semester, as provided in Clause 7, he/she will not be eligible for appearing in the End Term Semester Examination in that particular course and will be declared as "detained". He /she can appear in that paper only after making the deficiency as per the arrangements made by the Dean.

11. Submission of Examination Forms and Payment of Examination Fee:

The Dean, Faculty of Behavioural Sciences shall submit the examination/admission forms of those students who satisfy the eligibility criteria to appear in the examinations to the Controller of Examinations (COE) as per schedule of examination circulated by the Controller of Examinations from time to time.

12. University Examinations:**(i) End Term Semester Examinations:**

The examination for the 1st and 3rd semesters (Odd Semesters) shall ordinarily be held in the month of December and of the 2nd and 4th semesters (Even Semesters) in the month of May/June.

- (ii) Fail / re-appear candidates of the Odd semesters (Ist & IIIrd) will take re-appear examination as ex-student in the subsequent examination of the odd semesters (Ist & IIIrd). Similarly, for the even semesters (IIInd & IVth) he/she will take re-appear examination in the subsequent examination of the even semesters (IIInd & IVth) However, a candidate appearing in the IVth semester examination (Regular) may appear simultaneously in his/her re-appear paper(s) of lower semesters as per arrangements made by the COE.

(iii) Examination for Improvement:

After passing all the semesters a student may appear as an ex-student for improvement of his CGPA for the following purpose:

- (a) Improvement of CGPA equal to 2nd division.
- (b) Improvement of the CGPA equal to 55% (aggregate of all the semester)
- (c) Improvement of CGPA equal to 1st division.
- (d) For improvement, only one chance for each semester will be given with in a period of two years of initially passing of the examination.
- (e) If a candidate appears for improvement and the status/nature of his/her final result does not improve in accordance the above, his/her improvement result will be declared as "PRS" Previous Result Stands.

- (f) The candidate shall be allowed to appear in the improvement examination(s) along with regular candidates as and when the course is offered. No separate examination will be held for improvement of division/grade. In case of change of syllabi, the student shall have to appear for improvement in accordance with the syllabi of the concerned course applicable to the regular students of that examination.

13. Setting of Question Papers:

The Head of the Department/Dean of the Faculty shall supply the panel of internal and external examiners duly approved by the Board of Studies to the Controller of Examinations. The paper(s) will be set by the examiner(s) nominated by the Vice-Chancellor from the panel of examiners. An examiner ordinarily shall not be allowed to set more than two papers in a semester examination. Moderation of question papers may be done by a committee consisting of Dean of the Faculty and one senior faculty member from the department.

14. Evaluation Process – Theory, Practical & Internal Assessment:

(i) Evaluation of Answer Books:

The answer books may be evaluated either by the paper setter or any other internal or external examiner to be nominated by the Controller of Examination with the approval of the Vice-Chancellor from the panel of examiners approved by the Board of Studies.

(ii) Re-evaluation of Answer Books:

The students can apply for Re-evaluation of any paper through the HoD/Dean, Faculty of Behavioural Sciences by paying a fee as per re-evaluation rules of the university.

(iii) Internal/Formative Assessment:

Formative assessment in each paper shall have the following distribution:

1. Attendance	=	10% marks (4 Marks)
2. Mid-term Class Tests (subjective & objective)	=	30% marks (12 Marks)
3. Participation in SIS/SGD/FGD/Role Play	=	30% marks (12 Marks)
4. Problem/Project based/Student's Seminar/Case Study	=	30% marks (12 Marks)

The concerned teacher shall make continual assessment weekly over the content covered during the week and also shall have record of the same. It shall be displayed monthly and finally cumulatively before the start of the semester examination.

- (a) In case of ex-students, those appearing for re-appear/improvement examination in any semester, their previous Internal Assessment marks will be counted.
- (b) The concerned teacher shall submit records to the HoD/Dean on the basis of which the Internal Assessment has been awarded and HoD/Dean shall make the same available to the Controller of Examinations whenever required.
- (c) The Head of the Department/ Dean of the Faculty shall ensure:
- (i) That the internal assessment marks are got displayed for information of the students at least 10 (ten) days before the commencement of the examinations of each semester.

- (ii) That the internal assessment marks are submitted to the Controller of Examinations at least 7 (seven) days before the commencement of the end-term examinations of each semester.

(iv) **Practical Examinations:**

A. **Appointment of Examiners:**

The practical examinations shall be conducted by a Board of two Examiners consisting of one internal and one external examiner to be nominated by the Vice-Chancellor from the panel of examiners recommended by the Board of Studies.

B. **Distribution of Marks:** Practical examination for summative examination in all semesters will have the following distribution:

(a) Summative assessment distribution (30 Marks):

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|----|---------------------------------------|---|----------|
| 1. | Demonstration/conduction/presentation | = | 10 marks |
| 2. | Viva Voce examination | = | 20 marks |

(b) Formative assessment distribution (20 Marks):

- | | | | |
|----|--------------------------------------|---|----------|
| 1. | Attendance | = | 5 marks |
| 2. | Laboratory work report | = | 5 marks |
| 3. | Mid term oral examination/assessment | = | 10 marks |

(v) **Project:**

(a) **Topic Selection and Appointment of Guide/Supervisor**

For each students will be assigned a Teacher as Guide/ Supervisor from the Department. Topic of the Project will be approved by the Dean of the Faculty on the recommendations of the Teacher Guide/supervisor.

(b) **Evaluation:**

The examination for Project shall be conducted by a Board of Two Examiners consisting of one internal and one external examiner to be nominated by the Vice-Chancellor from the panel of examiners recommended by the Board of Studies. Evaluation of the Project Report will be done by the External examiner. The student will submit the project report in the form as specified by the department on completion of the IVth semester but before 31st May, failing which it will be acceptable only with late fee of Rs. 2000/- up to next one month. Evaluation of project in semester IV will be out of 150 marks. The viva-voce examination of 60 marks and report writing of 40 marks shall be evaluated by a joint board of internal & external examiner. Whereas 50 marks of formative assessment (**report writing of 30 marks and Presentation/mid-term assessment of 20 marks**) will be evaluated by the supervisor and the Dean of the Faculty.

(vi) **Summer Training**

The two months summer training starting soon after the 2nd semester examination shall be undertaken by every candidate in an institute/hospital/clinic/NGO/ industry/service center to be allocated 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 through viva voce by the department during the 3rd Semester. It shall be equal to 50 marks out of which 20 marks shall be internal assessment evaluated by the internal supervisor, whereas 30 marks shall be for viva voce examination to be evaluated by a joint board of internal and external examiners.

(vii) **Field Training**

Evaluation of the field training will be out of 50 marks. The formative assessment of 20 marks of field training shall be based on the presentation, case reports and log sheets of training whereas the evaluation of 30 marks shall be based on viva voce and reports adjudged by the joint board of external and internal examiners.

14. Criteria for Promotion to Higher Semester:

For promotion to 3rd Semester, the student shall have to clear at least 50% papers of 1st and 2nd semesters taken together.

15. Pass % criteria and grading system:

- (i) The minimum percentage of marks to pass a course /paper will be:
 - (a) 40% in theory examination as well as internal assessment, separately for each course /paper
 - (b) 40% in practical /field work/Research Project etc. examination and internal assessment, separately.
 - (c) To qualify for award of degree, a CGPA of **4.0** is required.
- (ii) **Credit Based Grading System:-**

Key Definitions :

Programme: An educational programme leading to award of a Degree, diploma or certificate.

Course : Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight

Credit: A unit by which the course work is measured. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours for practical work/field work per week. A Research Based Paper /Project is equal to 4 credits

Credit Point: It is the product of grade point and number of credits for a course i.e, Credit Point = No. of credit in a course x “grade value” of the grade obtained in the course.

Semester Grade Point Average (SGPA): The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the Courses undergone by a student, i.e. $SGPA(S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$

Cumulative Grade Point Average (CGPA): CGPA The is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of programme, i.e, $CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$

Grade Point : It is a numerical weight allotted to each letter grade on a 10-point scale with 9 LETTER GRADES: It is an index of the performance of students in a said course.

Grades are denoted by letters 0, A+, A, B+, B, C, P and F etc

Grade and its corresponding values.

Range of Percentage of Marks	Letter Grade	Grade Points	Range of Grade Points
90% and above	O	10	9-10
80% and above but less than 90%	A+	9	8<9
70% and above but less than 80%	A	8	7<8
60% and above but less than 70%	B+	7	6<7
50% and above but less than 60%	B	6	5<6
Above 40% but less than 50%	C	5	Above 4<5
40%	P	4	4
Below 40%	F	0	-

Semester Grade Point Average (SGPA):

$$SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i th course and G_i is the grade point scored as per marks obtained by the student in the i th course. Further, G is calculated as given below:

$$G = [\text{Marks obtained in paper} / \text{Total marks of paper}] \times 10$$

Cumulative Grade Point Average (CGPA):

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where S_i is the SGPA of the i th Semester and C_i is the total number of credits in that Semester.

Formula for calculating percentage of marks;

$$CGPA \times 10$$

16. Declaration of Results:

- (i) As soon as possible, after the semester examinations are over, the Controller of Examinations shall publish the results of those students who had appeared in the examinations.
- (ii) Each successful student/ the student placed in reappear shall receive a copy of the Detailed Marks Certificate/ Grade Card Sheet of each semester examination.
- (iii) The student whose result is declared late without any fault on his/her part may attend classes for the next higher semester provisionally at his /her own risk and responsibility, subject to his /her passing the concerned semester examination. In case, the student fails to pass the concerned semester examination, his/her attendance/internal assessment in the next higher semester in which he / she was allowed to attend classes provisionally will stand cancelled.
- (iv) The successful students after the 4th semester examination shall be equated in seven ascending letter grade (P to O) and grade points from 4 to 10 on the basis of final CGPA obtained by him / her in the 1st to 4th semester examinations.

Note: Lateral entry candidates who join the course after completing the Post Graduate Diploma in Guidance and Counseling from SGT University shall carry 44 credits of that course. After completing Semester I and Semester II examination of M.Sc.

worth 52 credits, the candidates shall be eligible for the award of M. Sc. Counseling Psychology. He/she has to earn 4 more credits on accounts of field training and summer training of 2 credits for each.

17. Other Provisions:

- (i) Nothing in this Ordinance shall debar the University from amending the Ordinance and the same shall be applicable to all the students whether old or new.
- (ii) Any other provision not contained in the Ordinance shall be governed by the rules and regulations framed by the University from time to time.
- (iii) In case of any interpretation, The Vice-Chancellor is empowered in this regard and his interpretation shall be the final.
- (iv) This ordinance will be effective for admission from the session 2018-19.

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Master of Science (M.Sc.) in Clinical/Counseling Psychology

(CBCS SYLLABUS 2018-20)

Preamble:

The curiosity of understanding the complexity of human behavior has always been at the core of knowledge seekers in all times and for this, Psychology as the science of human behavior significantly fulfills this gap. In the present era, due to so many factors of industrial, digital, social and other pressures the understanding of human behavior has become more challenging as well as interesting. In this regard, a special attention is required for prevention and correction of deviant behavioural patterns. A specialized course with an orientation in clinical and counseling psychology is in great demand as it provides requisite inputs to the students. It shall be a natural up-gradation for the students who have graduated in psychology/applied psychology/clinical psychology and even graduates coming from other natural, physical, and social sciences. The course will provide fundamental knowledge of pure and applied psychology with a special thrust in clinical psychology as well as counseling psychology. Students mastering this course may go for specialized professional courses in the area of clinical psychology, rehabilitation psychology approved by Rehabilitation Council of India. Masters course in Clinical Psychology is not very common since it requires practical training in clinical settings and centers of community health services. SGT University has the advantage of having all under one umbrella owing to its full fledged medical faculty and hospital, thus offers exciting opportunities who wish to seek professional competence.

Goal:

The primary goal of M Sc Clinical/ Counselling Psychology is to equip graduates in psychology with knowledge and skills in psycho-diagnostic and therapeutic, through direct exposure in various clinical and community settings.

Objectives:

1. To provide knowledge of psychology and its methods in laboratory and field settings.
2. To focus on applied fields of counseling and clinical psychology to provide services in the community.
3. To have a deeper understanding of human behavior
4. To understand the concurrent socio-psychological issues.
5. To acquire skills to tackle behavioural problems through psychological interventions.

Duration: 2 years (4 Semesters in regular mode)

Eligibility: For admission to the 1st Semester of M.Sc. (Clinical / Counseling Psychology) course, the candidate must have B.A. (Hons.) in Psychology/ B.Sc. Clinical Psychology/B.A. with Psychology as an elective subject with not less than 50% marks or B.A./B.Sc./B.Com./B.Com (Hons.)/ B.Sc. (Home Science)/ B.Ed. or any other graduate degree

with not less than 55% marks in aggregate or equivalent grade from any university recognized by UGC.

In-take capacity: 30 seats per year

Career Opportunities:

1. Academic pursuits leading to M. Phil and Doctorate programs.
2. Teaching in various colleges and universities
3. Research scientist in research institutes such as DRDO, Defense Institute of Psychological Research
4. Engaging in self employment by providing psychological consultation.
5. Working as counselors in schools
6. Aspiring for careers in military psychology.
7. Going to join industry, business & corporate.

Core Department: Department of Clinical Psychology, Faculty of Behavioral Sciences, SGT University.

Fee Structure: As decided by University time to time.

Teaching Strategies:

The teaching strategies include all suitable methods of effective teaching including didactic, small group discussion, supervised field training, community exposure, interaction with some professionals, problem based learning, student seminar, teacher's seminar and tutorials.

M. Sc. Clinical/Counseling Psychology program is a four semesters course (2 years program). The students will be doing practical work in various service centers and laboratory. The theory teaching will be class room based knowledge acquisition of the subject matter, while practical exposure shall include laboratory and community settings.

Course Distribution: The M.Sc. program will be of two years duration divided into four equal semesters of 16 weeks each.

Candidates shall have to make a choice in semester III for group A or group B i.e. Clinical Psychology or Counseling Psychology, respectively. No switch over shall be allowed in semester IV. However, the option will be available if more than 5 students opt either of the specialization.

CORE COURSES (THEORY)

- C1.1: History of Psychology
- C1.2: Cognitive Psychology
- C1.3: Research Designs & Methods
- C1.4: Biopsychology

C2.1: Theories of Personality
 C2.2: Statistical Techniques in Psychology
 C2.3: Psychology of Abnormal Behaviour

C3.1(A): Introduction to Clinical Psychology
 C3.2(A): Psycho-Diagnostics
 C3.3(A): Psychotherapy-I

C3.1(B): Assessment in Counselling-I
 C3.2(B): Approaches to Counselling
 C3.3(B): Counselling Process

C4.1(A): Psychotherapy-II
 C4.2(A): Clinical Health Psychology

C4.1(B): Areas of Counselling-II
 C4.2(B): Approaches to Counselling-II

CORE COURSES (PRACTICUM)

C1.5: **Practicum:** History of Psychology
 C1.6: **Practicum:** Cognitive Psychology
 C1.7: **Practicum:** Research Designs & Methods
 C1.8: **Practicum:** Biopsychology

C2.4: **Practicum:** Theories of Personality
 C2.5: **Practicum:** Statistical Techniques in Psychology
 C2.6: **Practicum:** Psychology of Abnormal Behaviour

C3.4(A): **Practicum:** Psycho-Diagnostics

C3.4(B): **Practicum:** Counselling Process

C4.3(A): **Practicum:** Brief Case Studies
 C4.4(A): **Practicum:** Psychotherapy Portfolio

C4.3(B): **Practicum:** Brief Case Studies
 C4.4(B): **Practicum:** Counselling Portfolio

ELECTIVE: GENERIC (GE)/ INTERDISCIPLINARY OPEN ELECTIVE (OE)

OE1: Human Values and Professional Ethics (Theory+ Tutorial)

ELECTIVE: DISCIPLINE SPECIFIC (DSE)
DSE (THEORY)

DSE2.1: Life Span Development

DES2.2: Psychology of old age

DSE3.1(A): Neuropsychology

DSE3.2(A): Forensic Psychology

DSE3.1(B): Guidance and Counselling

DSE3.2(B): Counseling in Organization

DSE4.1(A): Child and Adolescent Psychopathology

DSE4.2(A): Personality Disorders

DSE4.1(B): Guidance and Counselling in Educational Setting

DSE4.2(B): Sports Psychology

ABILITY ENHANCEMENT ELECTIVE COURSES (AEEC)
(SKILL BASED)

AEEC-1: Case Study Report

AEEC-2(A): Case Studies Report

AEEC-3(A): Field Training (Clinical) (Practicum)

AEEC-4(A): Summer Training (Practicum)

AEEC-2(B): Case Studies Report

AEEC-3(B): Field Training (Counselling) (Practicum)

AEEC-4(B): Summer Training (Practicum)

AEEC-5(A): Project (Clinical)

AEEC-6(A): Skill Training in Psychotherapy

AEEC-5(B): Project (Counselling)

AEEC-6(B): Skill Training in Counselling

Professional/Clinical Training:

- 1) Students shall acquire training in clinical settings, such as hospital, schools for mentally challenged, drug de-addiction centers, rehabilitation centers etc.
- 2) Students shall participate in community settings – institutional, villages, slums etc.
- 3) Students of counseling specialization shall do practical work in schools, prisons, NGOs, child and family centers etc.

Research Training:

Project report is an essential part of the course, where the students will undertake a specific research oriented plan to have an understanding of the methodology and statistical analysis with required theoretical inputs for the analysis of data and its interpretation. The project will be undertaken in laboratory/ community settings/ clinical settings. The field training is also oriented to research where the students are supposed to prepare a report.

Summer Training:

Each student shall be placed in a psychiatric OPD/IPD or a center dealing with mentally challenged, drug addicts etc. for 2 months as decided by Dean of the Faculty with mutual understanding of the university and the internship institute. It shall be certified as well as evaluated after the completion of the program. Students opting counseling stream shall be placed in various social service centers run by government or non-governmental organizations including private schools, juvenile homes, and homes for destitute, aged etc. They may also be placed in organizations such as industry, companies for career counseling and stress management.

EVALUATION PROCEDURE

I. Theory Papers: (100 Marks)

A. Summative Assessment: (60 Marks)

For each theory course there shall be two parts for evaluation: Part-A (Descriptive) and Part-B (Objective) and they will consist of equal number of questions for which the time will be 3 hours.

B. Formative Assessment:(40 marks)

Formative assessment in each paper shall have the following distribution:

1. Attendance	=	10% marks (4 Marks)
2. Mid-term Class Tests (subjective & objective)	=	30% marks (12 Marks)
3. Participation in SIS/SGD/FGD/Role Play	=	30% marks (12 Marks)
4. Problem/Project based/Student's Seminar/Case Study	=	30% marks (12 Marks)

The concerned teacher shall make continual assessment weekly over the content covered during the week and also shall have record of the same. It shall be displayed monthly and finally cumulatively before the start of the semester examination.

II Practical Examination (50 marks)

A. Summative assessment distribution (30 Marks):

1. Demonstration/conduction/presentation	=	10 marks
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2. Viva Voce exam = 20 marks

B. Formative assessment distribution (20 Marks):

1. Attendance = 5 marks
 2. Laboratory work report = 5 marks
 3. Mid-term oral examination/assessment = 10 marks

III. Field Training (50 Marks)

A. Summative assessment distribution: (30 Marks)

1. Viva Voce Exam = 20 marks
 2. Training Work Report = 10 marks

B. Formative assessment distribution: (20 Marks)

1. Attendance = 5 marks
 2. Report Writing = 10 marks
 3. Presentation /mid-term oral assessment = 5 marks

IV. Project: (150 Marks)

A. Summative assessment distribution: (100 Marks)

1. Viva Voce Exam = 60 marks
 2. Project Report = 40 marks

C. Formative assessment distribution: (50 Marks)

1. Report Writing = 30 marks
 2. Presentation/mid-term oral assessment = 20 marks

The project work will start soon at the end of 2nd semester and shall be evaluated by a joint board of internal and external examiners. Pre-submission presentation of the report in the department will be evaluated by the concerned supervisor and the Dean of the Faculty.

V. Summer Training

The two months summer training starting soon after the 2nd semester examination shall be undertaken by every candidate in an institute/hospital/clinic/NGO/ industry/service center to be allocated 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 through viva voce by the department during the 3rd Semester. It shall be equal to 50 marks out of which 20 marks shall be internal assessment evaluated by the internal supervisor, whereas 30 marks shall be for viva voce examination to be evaluated by a joint board of internal and external examiners.

VI. Marks Scheme for the Course

The course carries a maximum of 2450 marks out of this 1550 are of theory and 900 are of practical (practicum, field training, summer training and project). The details semester wise and paper wise including internal assessment are as under:

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN M.SC
CLINICAL/COUNSELLING PSYCHOLOGY**

SEME STER	CORE COURSES	ABILITY ENHANCEMET ELECTIVE COURSE (AEEC) (SKILL BASED)	ELECTIVE DISCIPLINE SPECIFIC (DSE)	ELECTIVE GENERIC Interdisciplina ry/ Open Elective (OE)
Semester-I (Clinical/Counseling)	C1.1 & C1.5 History of Psychology (Theory+ Practical)			OE1 Human Values and Professional Ethics
	C1.2 & C1.6 Cognitive Psychology (Theory+ Practical)			
	C1.3 & C1.7 Research Designs & Methods (Theory+ Practical)			
	C1.4 & C1.8 Biopsychology (Theory+ Practical)			
Semester-II (Clinical/Counseling)	C2.1 & C2.4 Theories of Personality (Theory+ Practical)	AEEC-1 Case Study Report	DSE2.1 or DSE2.2 Life Span Development/ Psychology of Old Age (Theory + Tutorial)	
	C2.2 & C2.5 Statistical Techniques in Psychology (Theory+ Practical)			
	C2.3 & C2.6 Psychology of Abnormal Behavior (Theory+ Practical)			
Semester-III (Clinical)	C3.1(A) Introduction to Clinical Psychology (Theory)	AEEC-2 (A) Case Studies Report- 5 (Practicum)	DSE3.1 (A) or DSE3.2 (A) Neuropsychology/ Forensic Psychology (Theory+ Tutorial)	
	C3.2(A) & C3.4(A) Psycho-Diagnostics (Theory+ Practical)	AEEC-3 (A) Field Training (Clinical) (Practicum)		
	C3.3(A) Psychotherapy-I (Theory)	AEEC-4 (A) Summer Training (Practicum)		
I	C3.1(B)	AEEC-2 (B)	DSE3.1 (B) or	

	Assessment in Counseling-I (Theory)	Case Studies Report-5 (Practicum)	DSE3.2 (B) Guidance & Counseling/ Counseling in Organization (Theory+ Tutorial)	
	C3.2 (B) Approaches to Counseling (Theory)	AEEC-3 (B) Field Training (Counseling) (Practicum)		
	C3.3 (B) & C3.4 (B) Counseling Process (Theory+ Practical)	AEEC-4 (B) Summer Training (Practicum)		
Semester-IV (Clinical)	C4.1 (A) Psychotherapy-II (Theory)	AEEC-5 (A) Project (Clinical)	DSE4.1 (A) or DSE4.2 (A) Child and Adolescent Psychopathology/ Personality Disorders (Theory+ Tutorial)	
	C4.2 (A) Clinical Health Psychology (Theory)	AEEC-6 (A) Skill Training in Psychotherapy		
	C4.3 (A) Brief Case Studies (Practical)			
	C4.4 (A) Psychotherapy Portfolio (Practical)			
Semester-IV (Counseling)	C4.1 (B) Areas of Counseling-II (Theory)	AEEC-5 (B) Project (Counseling)	DSE4.1 (B) or DSE4.2 (B) Guidance and Counseling in Educational Setting/ Sports Psychology (Theory+ Tutorial)	
	C4.2 (B) Approaches to Counseling-II (Theory)	AEEC-6 (B) Skill Training in Counseling		
	C4.3 (B) Brief Case Studies (Practical)			
	C4.3 (B) Counseling Portfolio (Practical)			

SUMMARY OF COURSE				
Semester	Type of Course	Nature of course	Hours in a Week	Credits
Semester -I	Core Courses (4)	Theory	16	16
	Core Courses P(4)	Practicum	16	8
	Generic (Elective)(1)	Theory+ Tutorial	3+1	4
		Total	36	28
Semester -II	Core Courses (3)	Theory	12	12
	Core Courses P(3)	Practicum	12	6
	DSE (1)	Theory+ Tutorial	3+1	4
	AEEC (1)	Practicum	4	2
		Total	32	24
Semester -III (Clinical)	Core Courses (3)	Theory	12	12
	Core Courses P(1)	Practicum	4	2
	DSE (1)	Theory+ Tutorial	3+1	4
	AEEC (3)	Case Studies Report, Field Training (Clinical), Summer Training	12	6
		Total	32	24
Semester -III (Counsel ing)	Core Courses (3)	Theory	12	12
	Core Courses P(1)	Practicum	4	2
	DSE (1)	Theory+ Tutorial	3+1	4
	AEEC (3)	Case Studies Report, Field Training (Clinical), Summer Training	12	6
		Total	32	24
Semester -IV (Clinical)	Core Courses (2)	Theory	8	8
	Core Courses P (2)	Practicum	8	4
	DSE (1)	Theory+ Tutorial	3+1	4
	AEEC (2)	Practicum	20	8
		Total	40	24
Semester -IV (Counsel ing)	Core Courses (2)	Theory	8	8
	Core Courses P (2)	Practicum	8	4
	DSE (1)	Theory+ Tutorial	3+1	4
	AEEC (2)	Practicum	20	8
		Total	40	24

IV. SCHEME OF EXAMINATION

Semester-I (Total Marks=600+100)

S. No	Paper No.	Course Title	Hrs/ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C1.1	History of Psychology	4	60	40	100	4
2	C1.2	Cognitive Psychology	4	60	40	100	4
3	C1.3	Research Designs & Methods	4	60	40	100	4
4	C1.4	Biopsychology	4	60	40	100	4
5	C1.5	Practicum: History of Psychology	2	30	20	50	2
6	C1.6	Practicum: Cognitive Psychology	2	30	20	50	2
7	C1.7	Practicum: Research Designs & Methods	2	30	20	50	2
8	C1.8	Practicum: Biopsychology	2	30	20	50	2
9	OE1	Human Values and Professional Ethics	4	60	40	100	4
TOTAL		9	24+4	360+60	240+40	600+100	24+4

Semester-II (Total Marks=600)

S. No	Paper No.	Course Title	Hrs/ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C2.1	Theories of Personality	4	60	40	100	4
2	C2.2	Statistical Techniques in Psychology	4	60	40	100	4
3	C2.3	Psychology of Abnormal Behavior	4	60	40	100	4
4	DSE2.1 or DSE2.2	Life Span Development/ Psychology of Old Age	4	60	40	100	4
5	C2.4	Practicum: Theories of Personality	2	30	20	50	2
6	C2.5	Practicum: Statistical Techniques in Psychology	2	30	20	50	2
7	C2.6	Practicum: Psychology of Abnormal Behavior	2	30	20	50	2
8	AEEC-1	Case Study Report	2	30	20	50	2
	TOTAL	8	24	360	240	600	24

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

S. No.	Paper No.	Course Title	Hrs/ week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C3.1 (A)	Introduction to Clinical Psychology	4	60	40	100	4
2	C3.2 (A)	Psycho- diagnostics	4	60	40	100	4
3	C3.3 (A)	Psychotherapy-I	4	60	40	100	4
4	C3.4 (A)	Practicum: Psycho- diagnostics	2	30	20	50	2
5	DSE3.1 (A) or DSE3.2 (A)	Neuropsychology/ Forensic Psychology	4	60	40	100	4
6	AEEC-2 (A)	Case Study Report-5 (Practicum)	2	30	20	50	2
7	AEEC-3 (A)	Field Training* (Clinical)	4	30	20	50	2
8	AEEC-4 (A)	Summer Training (Two months)	4	30	20	50	2
	TOTAL	8	28	360	240	600	24

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

S. No.	Paper No.	Course Title	Hrs/ week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C3.1 (B)	Assessment in Counseling	4	60	40	100	4
2	C3.2 (B)	Approaches to Counseling-I	4	60	40	100	4
3	C3.3 (B)	Counseling Process	4	60	40	100	4
4	C3.4 (B)	Practicum: Counseling Process	2	30	20	50	2
5	DSE3.1 (B) or DSE3.2 (B)	Guidance & Counseling/ Counseling in Organization	4	60	40	100	4
6	AEEC-2 (B)	Case Study Report-5 (Practicum)	2	30	20	50	2
	AEEC-3 (B)	Field Training* (Counseling)	4	30	20	50	2
	AEEC-4 (B)	Summer Training (Two months)	4	30	20	50	2
	TOTAL		28	360	240	600	24

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

S. No.	Paper No.	Course Title	Hrs/week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C4.1(A)	Psychotherapy-II	4	60	40	100	4
2	C4.2(A)	Clinical Health Psychology	4	60	40	100	4
3	C4.3(A)	Brief Case Studies (Practical)	2	30	20	50	2
4	C4.4(A)	Psychotherapy Portfolio (Practical)	2	30	20	50	2
5	DSE4.1(A) or DSE4.2(A)	Child and Adolescent Psychopathology / Personality Disorders	4	60	40	100	4
6	AEEC-5(A)	Project (Clinical)	16	100	50	150	6
7	AEEC-6(A)	Skill Training in Psychotherapy	2	30	20	50	2
	TOTAL	7	34	370	230	600	24

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

S. No.	Paper No.	Course Title	Hrs/week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C4.1(B)	Areas of Counseling	4	60	40	100	4
2	C4.2(B)	Approaches to Counseling-II	4	60	40	100	4
3	C4.3(B)	Brief Case Studies (Practical)	2	30	20	50	2
4	C4.4(B)	Counseling Portfolio (Practical)	2	30	20	50	2
5	DSE4.1(B) or DSE4.2(B)	Guidance and Counseling in Educational Setting/ Sports Psychology	4	60	40	100	4
6	AEEC-5(B)	Project (Counseling)	16	100	50	150	6
7	AEEC-6(B)	Skill Training in Counseling	2	30	20	50	2
	TOTAL	7	34	370	230	600	24

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Semester-I (Total Marks=600+100)

S. No	Paper No.	Course Title	Hrs/ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C1.1	History of Psychology	4	60	40	100	4
2	C1.2	Cognitive Psychology	4	60	40	100	4
3	C1.3	Research Designs & Methods	4	60	40	100	4
4	C1.4	Biopsychology	4	60	40	100	4
5	C1.5	Practicum: History of Psychology	2	30	20	50	2
6	C1.6	Practicum: Cognitive Psychology	2	30	20	50	2
7	C1.7	Practicum: Research Designs & Methods	2	30	20	50	2
8	C1.8	Practicum: Biopsychology	2	30	20	50	2
9	OE1	Human Values and Professional Ethics	4	60	40	100	4
TOTAL		9	24+4	360+60	240+40	600+100	24+4

C1.1: History of Psychology

Unit	Topics to be covered	Teaching Hrs.	Domain
I	Origins of Scientific psychology: Early Psychology Animism, religion and science Indian and Greek thought-Charak and Hippocrates Experimental physiology, methods of studying brain functions Empiricism and associationism <i>History of Science</i> <i>James Mill and John Stuart Mill – Short biographies</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Beginnings of Psychology as Science Psychophysics – Weber, Fechner, Helmholtz Structuralism – Wundt, Titchner Functionalism– William James, Angell, Harvey carr Psychoanalysis – Freud <i>School versus system approach</i> <i>Secondary methods of psychophysics</i>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Other schools and approaches Behaviorism – Watson, Skinner Gestalt – Wertheimer, Kohler Humanism – Maslow and Rogers Cognitive Neuroscience – Modern psychology, recent advances <i>Profiling of a self actualized person</i> <i>Observation of animal behavior</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. The Brown reference group (2002). History of Psychology. The Grange: Rochester.
2. Chaplin, J.P. & Krawiec, T.S. (1979). Systems and Theories of Psychology. Holt: New York.
3. Leahey, T.A. (2000). A history of Psychology: Main currents in psychological thoughts, 5th Ed. Prentice Hall: New Jersey.

Reference Books:

1. Brock, A. C. (2006). *Internationalizing the History of Psychology*. NY: New York University Press.
2. Kimble, G. A. & Schlesinger, K. (1985). *Topics in the History of Psychology - Vol. 1*. Lawrence Erlbaum Associates.
3. Klein, D. B. (1970). *A History of Scientific Psychology: Its Origins and Philosophical Backgrounds*. Basic Books.
4. Munger, M. P. (2003). *The History of Psychology: Fundamental Questions*. London: Oxford University Press

C1.2: Cognitive Psychology

Unit	Contents	Teaching Hrs.	Domain
I	Introduction to Cognitive Psychology Nature of Cognitive Psychology, Current trends Paradigms in the study of Cognitive Psychology: Information Processing Approach, Connectivistic Approach, Evolutionary Approach, Ecological Approach Methods of cognitive psychology: Experimentation and use of computer technology <i>Cognitive Revolution</i> <i>CogLab</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Attention, Perception, Memory Perception: Nature, Gestalt Approach, Bottom up and Top down processes. Attention: Nature and types, Selective Attention: Filter Theory, Attenuation 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>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Higher Cognitive Processes Language: The Structure of Language-Linguistic relativity hypothesis. Language acquisition. Thinking and Problem Solving: Types and steps. Obstacles in problem solving. Reasoning: Nature and types. Decision Making: Nature and Phases, Cognitive illusions: Availability, Anchoring, Sunk Cost Effects, Illusory Correlation, Hindsight Bias, Confirmation Bias, Overconfidence <i>Blocks to Problem Solving, Creativity, Critical Thinking</i> <i>Representativeness, Framing Effects in decision making</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Benjafield, J.G. (1992). *Cognition (2nd ed)*. New Jersey: Prentice Hall.
2. Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. SAGE.
3. Goldstein, E. B. (2007). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*. Wadsworth Cengage Learning
4. Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi: Sage Publications.
5. Sternberg, R.J. (2009). *Cognitive Psychology*. USA: Wadsworth.

Reference Books:

1. Esgate, A. Groome, D. Baker, K. Heathcote, D. Kemp, R. & Maguire, M. (2005). *An Introduction to Applied Cognitive Psychology*. Corriene Reed Psychology Press.
2. Moore, J. (2013). *Cognitive Psychology as a Radical Behaviorist Views It*. The Psychological Record, 63 (3).
3. Moore, J. (2010). *What Do Mental Terms Mean?* The Psychological Record, 60 (4).
4. Barsalou, L. W. (1992). *Cognitive Psychology: An Overview for Cognitive Scientists*. Lawrence Erlbaum Associates.

C1.3: Research Design & Methods

Unit	Contents	Teaching Hrs.	Domain
I	Introduction to Psychological Research 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	22 7 8 7	Must know
II	Research Designs Basic single factor designs: between- and within-group designs Advanced multifactor experimental designs: factorial designs Correlational design, Quasi-experimental design; Repeated measure design. Methods of Data Collection	21 7 6 8	Must know
III	Issues in psychological research 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	21 7 7 7	Must know

Syllabus Books:

1. McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall.
2. Gravelter, F.J. and Forzano, L.B. (2006). *Research Methods in Behavioral Sciences*. Singapore: Thomson-Wadsworth
3. Siegal, S.(1956). *Nonparametric Statistics*. Mc Graw Hill.
4. Garrett, H.E. (1981). *Statistics in Psychology and Education*. Vakils, Fiffer & Simons.

Reference Books:

1. R. M. YaremkoHerbert HarariRobert C. HarrisonElizabeth Lynn, (1986). *Handbook of Research and Quantitative Methods in Psychology: For Students and Professionals*. Lawrence Erlbaum Associates.
2. P. Banister, E. Burman, I. Parker, M. Taylor, C. Tindall. (1994). *Qualitative Methods in Psychology: A Research Guide*. Open University Press.
3. Z. Todd, B. Nerlich, S. McKeown, D. Clarke. (2004). *Mixing Methods in Psychology: The Integration of Qualitative and Quantitative Methods in Theory and Practice*. Psychology Press.
4. G. Levine, &S. Parkinson. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
5. A. Albon. (2007). *Introducing Psychology through Research*. Open University Press.

C1.4: Biopsychology

Unit	Contents	Teaching Hrs.	Domain
I	Introduction Biopsychology – definition and approach. Relation with other disciplines of neuroscience and divisions of biopsychology. General layout of the Nervous System. Methods of biopsychology – imaging techniques: CT, MRI, PET & fMRI, Electrophysiological methods: EEG, EMG & GSR. <i>Various systems of human body</i> <i>History of biopsychology</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Nervous systems and Sensory processes Central Nervous System: Spinal cord – structure and functions Brain – structure and functions Neurons-types Neural conduction – neurons, electrical potentials, synaptic transmission Sensory system – vision, audition, somatic sensation, chemical senses <i>Biochemical basis of impulse conduction</i> <i>Neurotransmitters</i>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Biology of Behavioural processes Hunger, eating and health – Neural & Peripheral bases, Human obesity Hormones and sex – neuroendocrine system and sexual development Mechanisms of learning and memory Sleep – stages and neural bases, disorders of sleep. <i>Amnesia-types</i> <i>Sleep reduction and life style.</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Introduction To Biopsychology, 9th Edn by Pinel, J.P.J & Barnes, S.J., Pearson India, 2016, Paperback, 9789332575172
2. Biological Psychology, 11th Edn by James W. Kalat, Cengage, 2014, Paperback, ISBN-10: 8131525260

Reference Books:

1. P. Rookes & J. Willson. (2000). *Perception: Theory, Development, and Organisation*. Routledge.
2. Phil Gorman. (2004). *Motivation and Emotion*. Routledge.

C1.5: Practicum – History of Psychology

Contents	Teaching Hrs.	Domain
History of Psychology:	24	
1. Charting a timeline of 100 major events in psychology- using search engine & prepare a soft report.	4	Must know
2. A study of two-point threshold of two parts of the body.	4	
3. Study of just noticeable difference of lifting weights	4	
4. Ethological observation on a child/animal: report/video graph	4	
5. Measuring strengths and virtues		
6. Word association test		
7. Prepare biographical sketch of two pioneer psychologists-soft presentation		<i>Desirable to know</i>
<i>Preparing a note on experiments in psychology</i> <i>Weber's law</i>		<i>Nice to know</i>

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

C1.6: Practicum –Cognitive Psychology

Contents	Teaching Hrs.	Domain
Cognitive Psychology:	24	
1. Trail making test	4	Must know
2. Memory techniques: Recall & Recognition	4	
3. Experiments in problem solving (Dunker's (1945) Candle problem for functional fixedness; 2 String Problem; Water Jug experiment by Luchin (1942, 1959)	4	
4. STM-Peterson paradigm	4	
5. Types of heuristics		
6. Concentration-letter cancellation task	4	<i>Desirable to know</i>
7. Serial position curve-verbal learning	4	
8. Parallel v/s serial processing		<i>Nice to know</i>
<i>Memory process</i> <i>Classical experiment on Tolman's cognitive maps</i>		

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

C1.7: Practicum –Research Design & Methods

Contents	Teaching Hrs.	Domain
Research Design & Methods:	24	
1. Find and describe one research each from literature regarding different types of researches	4	Must know
2. Perform a mini-research by taking data on any variable of interest using one of the research designs	4	
3. Read a research and prepare a presentation on basic components of research/steps.	4	
4. Perform review of literature on a variable using PubMed database and gather abstracts of 10 studies	4	
5. Determine incidence of depression in a small community	4	
6. Conduct an online attitude survey	4	
<i>Prepare a note on meta-analysis</i> <i>Case study in clinical psychology</i>		<i>Desirable to know</i> <i>Nice to know</i>

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

C1.8: Practicum –Biopsychology

Contents	Teaching Hrs.	Domain
Biopsychology:	24	
1. Preparing a model of the any part of the nervous system	4	Must know
2. Preparing a chart of the any part of the nervous system	4	
3. GSR/EMG – a report on recording	4	
4. Body Mass Index (BMI)	4	
5. A case study of amnesic patient	4	
6. Preparing a sleep-waking checklist	4	
7. Sensory adaptation-cutaneous.	4	
8. Motor and tactual scales of AIIMS battery		
9. Stroop effect		
<i>Perform an EEG</i> <i>A case study of eating disorder patient.</i>		<i>Desirable to know</i> <i>Nice to know</i>

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

Syllabus Books:

1. Klein, D. B. (1970). *A History of Scientific Psychology: Its Origins and Philosophical Backgrounds*. Basic Books.
2. Barsalou, L. W. (1992). *Cognitive Psychology: An Overview for Cognitive Scientists*. Lawrence Erlbaum Associates.
3. Z. Todd, B. Nerlich, S. McKeown, D. Clarke. (2004). *Mixing Methods in Psychology: The Integration of Qualitative and Quantitative Methods in Theory and Practice*. Psychology Press.
4. Pinel, J. (2007). *Basics of Biopsychology*.

Reference Books:

1. Brock, A. C. (2006). *Internationalizing the History of Psychology*. NY: New York University Press.
2. G. Levine, & S. Parkinson. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.

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Semester-II (Total Marks=600)

S. No	Paper No.	Course Title	Hrs/ Week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C2.1	Theories of Personality	4	60	40	100	4
2	C2.2	Statistical Techniques in Psychology	4	60	40	100	4
3	C2.3	Psychology of Abnormal Behavior	4	60	40	100	4
4	DSE2.1 or DSE2.2	Life Span Development/ Psychology of Old Age	4	60	40	100	4
5	C2.4	Practicum: Theories of Personality	2	30	20	50	2
6	C2.5	Practicum: Statistical Techniques in Psychology	2	30	20	50	2
7	C2.6	Practicum: Psychology of Abnormal Behavior	2	30	20	50	2
8	AEEC-1	Case Study Report	2	30	20	50	2
	TOTAL	8	24	360	240	600	24

C2.1: Theories of Personality

Unit	Contents	Teaching Hrs.	Domain
I	Key concepts Personality: Concept and nature Development of personality theories Personality and temperament Types theory: Sheldon's classification <i>Neo-freudians' approach</i> <i>Sheldon's classification</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Major Theories Trait Approach: Allport's, R. B. Cattell's & Eysenck Psychoanalytic approach: Freud, Neo-Freudian approach Behavioristic: Social learning theory <i>Hippocrates' theory of personality</i> <i>Comprehensive comparison of various theories of personality theory</i>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Unit III: Other models Humanistic: Rogers, Maslows, Murray Existential: Rollo May, Frankl Eastern Views: Chark's Tridosha <i>Cultural construction of self</i> <i>Dynamic aspects of self concept</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Maddi, S.R. (1972). Personality theories: a comprehensive analysis. Dorsey Press: Illinois
2. Hall, C. and Lindzey, G. (1978). Theories of Personality. Wiley: New York.
3. Eysenck, H.J. and Eysenck, M.W. (1985). Personality and individual differences. Plenum: New York.

Reference Books:

1. T. Chamorro-Premuzic; A. Furnham. (2005). Personality and Intellectual Competence. Lawrence Erlbaum Associates.
2. Jensen, M. (2015). Personality Traits, Learning and Academic Achievements. *Journal of Education and Learning*, 4, (4).
3. C. F. Halverson Jr. G. A. Kohnstamm; R. P. Martin. (1994). The Developing Structure of Temperament and Personality from Infancy to Adulthood. Lawrence Erlbaum Associates.

C2.2: Statistical Techniques in Psychology

Unit	Contents	Teaching Hrs.	Domain
I	Introduction to Statistics in Psychology Concept, scope and purpose of statistics in psychology. Sample and population, sampling methods. Variables and scales of measurement, hypotheses, tools of data collection. Types of statistics: descriptive vs inferential, parametric vs non-parametric. <i>Values and scores</i> <i>Levels of measurement</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Descriptive statistics 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>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Inferential Statistics Statistical inference and tests of significance, t-test, p-level, Type I and Type II errors. Correlation: Pearson, biserial and Spearman; regression: linear and multiple. ANOVA: One-way, two-way; ANCOVA. Mann-Whitney U Test, chi square test. MANOVA. Kruskal-Wallis test.	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Coladarci, T. Cobb, C. Minium, E. & Clarke, R. (2011). Fundamentals of Statistical Reasoning in Education. John Wiley.
2. Bluman, A. (2009). Elementary Statistics – A step by step approach. McGraw Hill: New York.

Reference Books:

3. M. Cowles. (2001). *Statistics in Psychology: A Historical Perspective*. Lawrence Erlbaum Associates.
4. R. P. Bakeman. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*. Lawrence Erlbaum Associates.
5. W. J. Reichmann. (1961). *Use and Abuse of Statistics*, Oxford University Press.
6. D. Kault. (2003). *Statistics with Common Sense*. Greenwood Press.

C2.3: Psychology of Abnormal Behavior

Unit	Content	Teaching Hrs.	Domain
I	Introduction Mental Illness: Definition,; Historical background, Paradigms in Psychopathology: Biological, Psychodynamic Humanistic, Cognitive- Behaviour , 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>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Anxiety, Mood and Dissociative Disorders 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>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Schizophrenia, Substance Use, Eating Disorders and Sexual Disorders: Schizophrenia: Symptoms, Type, Epidemiology, Causes and Treatment. Substance Use Disorders: Clinical Description, Types, Epidemiology, Causes and Treatment Eating Disorders: Clinical Description, Types, Epidemiology, Causes and Treatment Sexual Disorders: Clinical Description, Types, Epidemiology, Causes and Treatment of Sexual Dysfunction. <i>Types of delusions.</i> <i>Milieu Therapy</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. 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.
2. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5TM)*. American Psychiatric Pub.

Reference Book:

1. Alan Carr. (2001). Abnormal Psychology. Psychology Press.
2. Paul Bennett. (2006). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press.
3. S. Cave. (2002). Classification and Diagnosis of Psychological Abnormality. Routledge.
4. C. C. Diclemente. (2003). Addiction and Change: How Addictions Develop and Addicted People Recover. Guilford Press.

DSE2.1: Life Span Development

Unit	Contents	Teaching Hrs.	Domain
I	Unit I: Early Development Introduction: principles of life span development and related issues, continuous v/s dichotomous changes, critical and sensitive periods. Measuring developmental changes: longitudinal studies, cross-sectional sequential studies. Prenatal development and new born infant: complication and competence (physical, cognitive and social development in infancy) <i>Influence of nature and nurture on development</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Unit II: Childhood and Adolescence Preschool years: physical, cognitive, social and moral development. Middle childhood years: physical, cognitive and social development. Adolescence: physical and cognitive development,. Social development in adolescence: identity formation, relationships in family and friends, and sexual behavior. <i>Threats to adolescence well-being.</i> <i>Friendship in middle childhood</i>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Unit III: Adult years Early adulthood: physical, cognitive, and social development, and choosing a career. Middle adulthood: physical health and cognitive development, social development, work and leisure. Late adulthood: physical changes in older people, health and well-being in late adulthood, cognitive changes in late adulthood. Myth of ageing, life review, death and dying, positive aging. <i>Daily life of late adulthood.</i> <i>Pursuing higher education in adulthood.</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Feldman, R.S. (2015). Development across the lifespan. Pearson/Darling Kindersley: New Delhi
2. Hurlock, J.B. (1997). Child development. McGraw Hill: New Delhi.
3. Bee, H. and Bjorklund, B.R. (2003). Journey of Adulthood. Prentice Hall: New York

Reference Books:

1. J. J. Arnett. (2012). *Adolescent Psychology around the World*. Psychology Press.
2. M. Thompson; C. Hooper, C. Laver-Bradbury, C. Gale. (2012). *Child and Adolescent Mental Health: Theory and Practice*. Hodder Education.
3. T. G. Moeller. (2001). *Youth Aggression and Violence: A Psychological Approach*. Lawrence Erlbaum Associates.

DSE2.2 – Psychology of Old Age

Unit	Content	Time (Hours)	Domain
I	Introduction to Geropsychology 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>	22 7 8 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Demands and challenges of old age 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>	21 7 6 8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Contemporary Concerns of elderly 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. Interface between mental and physical health, policies and services for the elderly; safety and security in urban settings. <i>Elderly care in Urban areas</i> <i>Ageing in the Future</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

Recommended Books:

1. Whitbourne, Susan Krauss (2008). Adult Development and Aging: Biopsychosocial Perspectives, 3rd edition. Hoboken, NJ: Wiley and Sons.
2. Charles, Susan T., ed. (2009). Current Directions in Adulthood and Aging. New York: Pearson.

C2.4: Practicum: Theories of Personality

Contents	Teaching Hrs.	Domain
Theories of Personality	24	
1. Administering 16 personality factor test by Cattell	6	Must know
2. Using EPQ/EPI by Eysenck		
3. Administering CAT/TAT	6	
4. Using self-efficacy/self-esteem tests	6	
	6	
<i>Understand the development of test</i>		<i>Desirable to know</i>
<i>Using Draw-a –person test</i>		<i>Nice to know</i>

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

C2.5: Practicum: Statistical Techniques in Psychology

Contents	Teaching Hrs.	Domain
Statistical Techniques in Psychology 1. Represent the data using three methods of two groups and compare them. 2. Collect data on a variable and calculate the mean, median, standard deviation and draw a normal curve of the data. 3. Compare Type I and Type II errors from the data. 4. Compare ANOVA and Kruskal Wallis analysis for one set of data. <i>Analyse a group data using SPSS for ANOVA.</i> <i>Changing Raw scores to Z scores.</i>	24 6 6 6	Must know <i>Desirable to know</i> <i>Nice to know</i>

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

C2.6: Practicum: Psychology of Abnormal Behavior

Contents	Teaching Hrs.	Domain
Psychology of Abnormal Behavior: 1. Make an assignment on the changes made in the classificatory system from DSM-IV-TR to DSM- 5 2. 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) 3. Use of TLC scale/ PANSS/ BPRS on a patient of Schizophrenia 4. Assignment on techniques used for cessation of Cigarette Smoking. <i>Prepare a chart on the development of DSM system.</i> <i>Techniques for cessation of Alcohol Use disorder.</i>	24 6 6 6	Must know <i>Desirable to know</i> <i>Nice to know</i>

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

Syllabus Books:

1. Eysenck, H.J. and Eysenck, M.W. (1985). *Personality and individual differences*. Plenum: New York.
2. Feldman, R.S. (2015). *Development across the lifespan*. Pearson/Darling Kindersley: New Delhi
3. Coladarci, T. Cobb, C. Minium, E. & Clarke, R. (2011). *Fundamentals of Statistical Reasoning in Education*. John Wiley.
4. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5TM)*. American Psychiatric Pub.

Reference Books:

1. G. Matthews; I. J. Deary; M. C. Whiteman. (2003). *Personality Traits*. Cambridge University Press.
2. C. F. Halverson Jr. G. A. Kohnstamm; R. P. Martin. (1994). *The Developing Structure of Temperament and Personality from Infancy to Adulthood*. Lawrence Erlbaum Associates.
3. R. P. Bakeman. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*. Lawrence Erlbaum Associates.

AEEC-1: Case Study Report

Case study report: Students have to give 3 case studies reporting early developmental stage and in-depth analysis of a real-life situation or incident of childhood and adolescent phase in the appropriate format of Case study. Case study report will allow the learner to acquire cognitive reasoning, critical thinking, and decision-making skills.

AEEC-4 (A & B) Practicum: Summer Training

Summer Training: Every student shall go for two months summer training after the examination of the 2nd semester under/with a professional in an institute/clinic/hospital/NGO/service or industrial centre to be allocated by the Dean, Faculty. It shall be certified and evaluated by the supervisor; however, the final awards will be decided in the viva voce examination.

Faculty of Behavioural Sciences
M.Sc. Clinical/Counseling Psychology (2018-2020)

CBCS

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

S. No.	Paper No.	Course Title	Hrs/ week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C3.1 (A)	Introduction to Clinical Psychology	4	60	40	100	4
2	C3.2 (A)	Psycho- diagnostics	4	60	40	100	4
3	C3.3 (A)	Psychotherapy-I	4	60	40	100	4
4	C3.4 (A)	Practicum: Psycho-diagnostics	2	30	20	50	2
5	DSE3.1 (A) or DSE3.2 (A)	Neuropsychology/ Forensic Psychology	4	60	40	100	4
6	AEEC-2 (A)	Case Study Report-5 (Practicum)	2	30	20	50	2
7	AEEC-3 (A)	Field Training (Clinical)	4	30	20	50	2
8	AEEC-4 (A)	Summer Training* (Two months)	4	30	20	50	2
	TOTAL	8	28	360	240	600	24

* Every student shall go for two months summer training after the examination of the 2nd semester under/with a professional in an institute/clinic/hospital/NGO/ service or industrial centre to be allocated by the Dean, Faculty.

C3.1 (A): Introduction to Clinical Psychology

Unit	Content	Teaching Hrs.	Domain
I	Introduction <ul style="list-style-type: none"> - 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 <p><i>History of Clinical Psychology in India</i> <i>Training and Supervision in Clinical Psychology in India.</i></p>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Assessment in Clinical Psychology <ul style="list-style-type: none"> - 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. - Models and methods of assessment: traditional or norm referenced assessment- intelligence, achievement tests and tests for special abilities. - Norm referenced objective personality measures; Projective assessment; Behavioural Assessment <p><i>Psychometric issues related to Assessment measures.</i> <i>Structuring clinical interview.</i></p>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Intervention Models and Areas of Application <ul style="list-style-type: none"> - 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. <p><i>Identifying appropriate interventions for different psychopathology.</i> <i>Psychological aspects of eyewitness testimony</i></p>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Hacker, J., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practices and ethics* . Delhi: Pearson Education
2. Pomerantz, & Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage publications
3. Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. NewYork: Open University Press.
4. Phares, J.E., & Trull, J.T. *Clinical Psychology: Concept, Method & Profession*. Belmont.

Reference Books:

1. Brewer,K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
2. Kramer, G. P., Bernstein, D. A., &Phares, V. (2014). *Introduction to clinical psychology*. Upper Saddle River, NJ: Prentice-Hall.
3. Plante, T.G. (2004). *Contemporary Clinical Psychology*, 4th Ed. Wiley publishers. New York:US.
4. Todd, J. & Bohart, C. *Foundations of Clinical & Counseling Psychology*.
5. Gelso. *Counseling Psychology*.

C3.2 (A): Psycho-diagnostics

Unit	Contents	Teaching Hrs.	Domain
I	Introduction to Psycho-diagnostic Assessment <ul style="list-style-type: none"> - Nature, scope, and goals of assessment; - Characteristics and types of psycho-diagnostic assessment. - Process of assessment; psycho-diagnostic report writing. - Ethical issues in assessment <p><i>Prepare a report on a case</i> <i>Prepare a report on different psycho-diagnostic tools in Psychology lab of SGT University</i></p>	22 7 8 7	Must know <i>Desirable to Know</i> <i>Nice to know</i>
II	Interviewing and Behavioural Observation Methods <ul style="list-style-type: none"> - Interviewing: nature and principles; process of intake interview, history taking and MSE. - Interviewing skills – active listening, note-taking, reflecting, summarizing, questioning. - Behavioral observation – naturalistic observation, self-monitoring, controlled observation; - Behavioral checklists, inventories and questionnaires. <p><i>Computer assisted interviews</i> <i>Prepare case history report of a patient with mental illness</i></p>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Intelligence and Personality Assessment <ul style="list-style-type: none"> - 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. - Objective Personality measures: 16 PF, NED-5, MMPI; Semi-Projective: SSCT, WAT - Projective techniques: TAT, Rorschach <p><i>Boston process approach</i> <i>Intelligence tests for visually impaired and deaf-mute population</i></p>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Plante, T.G. (2004). *Contemporary Clinical Psychology*, 4th Ed. Wiley publishers. New York:US.
2. Kaplan, R. & Saccuzzo, D.P. (2012). *Psychological Testing: Principles, Applications, and Issues*. 8th Ed. Wadsworth Publishing.

Reference Books:

1. Groth-Marnat, G. & Wright, A.J. (2016). *Handbook of Psychological Assessment*. NY: Wiley
2. Domino, G. & Domino, M. (2006). *Psychological Testing: An Introduction*, 2nd Ed. Cambridge University Press.

C3.3 (A): Psychotherapy I

Unit	Contents	Teaching Hrs.	Domain
I	Introduction to psychotherapy <ul style="list-style-type: none"> - Historical developments in psychotherapy, waves of psychotherapy. - Therapeutic skills and requirements for psychotherapy, issues and ethics. - Therapeutic alliance, therapist-client relationship, role of a therapist - Evidence-based psychotherapies, randomized controlled trials <p><i>Prepare a report on a RCT study</i> <i>Describe your strengths and weaknesses as a therapist</i></p>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Psychodynamic Psychotherapy <ul style="list-style-type: none"> - Freudian psychoanalysis, free association, dream interpretation, defense mechanisms - Managing transference and countertransference, unconscious conflicts, resistance - Contributions of Neo-Freudians: Relational therapy, Object Relations therapy, Self-psychology - Transactional Analysis: ego states, types of transaction, strokes and scripts. <p><i>Make a chart of defense mechanisms across different disorders</i> <i>Contemporary psychoanalytic therapy and its future</i></p>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Cognitive-Behavioral Therapy <ul style="list-style-type: none"> - Behavior therapy: principles and historical development; - Types: Classical, Operant, JPMR, Aversion, Flooding and systematic desensitization. - Cognitive therapy: theoretical background, principles and historical developments; - Process of cognitive therapy: Beck's CBT and Ellis's REBT. <p><i>Assertiveness training, skills training, token economy</i> <i>Cognitive Behaviour Therapy: challenging beliefs and biases, homework</i></p>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
2. Gobbard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.

Reference Books:

1. Capuzzi, D. & Stauffer, M. (2016). *Counseling and Psychotherapy: Theories and Interventions*. NY: Wiley.
2. Jongsma, A.E. (2016). *Adult Psychotherapy Homework Planner*. NY: Wiley
3. Behaviour Modification – Kazdin
4. Behaviour Therapy and Beyond – Lazarus.

DSE3.1 (A): Neuropsychology

Unit	Contents	Teaching Hrs.	Domain
I	Introduction to Neuropsychology <ul style="list-style-type: none"> - Nature and concept of neuropsychology, past history, current status and scope of neuropsychology. - Anatomy of brain – hind brain, mid brain, and forebrain - Cerebral cortex and its lobular organization, cerebral dominance, sub-cortical regions. - Neurotransmitters – classical, amino acids, neuropeptides; synaptic transmission <p><i>Frontal lobe and executive functions</i> <i>Dopaminergic pathways and relation to Schizophrenia</i></p>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Neuropsychiatric Disorders <ul style="list-style-type: none"> - Dementias—types and classifications, symptoms, causes and management - Cerebrovascular disorders: ischemia, thrombosis, hemorrhage – symptoms, causes, management - Disorders of sleep and arousal - symptoms, causes, management - Tumors of the brain: types; head trauma: open head and closed head injuries - symptoms, causes, management <p><i>Classic Neuropsychiatric cases</i> <i>Limbic system and Psychiatric Disorders</i></p>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Assessment, Treatment and Neuropsychological Rehabilitation. <ul style="list-style-type: none"> - Methods of investigation: electroencephalograph, evoked potentials, CT Scan, MRI, PET Scan - Halsted-Reitan Neuropsychological battery, Luria-Nebraska neuropsychological battery, AIIMS & NIMHANS Batteries. - Brain Plasticity, Cognitive retraining and remediation. - Neuropsychological recovery and rehabilitation, Neuropsychotherapy <p><i>Indian Neuropsychological test batteries</i> <i>Neuropsychological rehabilitation in dementia</i></p>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson: Wadsworth.
2. Pinel, J.P. (2006). *Biopsychology*. Pearson Education, Inc.
3. Carlson. *Physiological Psychology*.

Reference Books:

1. Faust, M. (2015). *The Handbook of Neuropsychology of Language*. NY: Wiley.
2. Goldstein, L.H. & McNeil, J.E. (2012). *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. NY: Wiley

DSE3.2 (A): Forensic Psychology

Unit	Contents	Teaching Hrs.	Domain
I	Introduction	22	Must know <i>Desirable to know</i> <i>Nice to know</i>
	Concept of forensic science, forensic psychology and criminology, its applied areas. Scope in Indian context.	8	
	Types of offenders: Juvenile Offender, Violent Offenders, Sexual offender.	6	
	Ethical principles and professional competencies	8	
II	Theories and Assessment of Criminology	21	Must know <i>Desirable to know</i> <i>Nice to know</i>
	Theories of Crime: Psychoanalytic; Eysenck's Biosocial Theory, Social Learning Theory.	7	
	Identification and evaluation of criminal suspects, Risk assessment and Report Writing. Profile Analysis: FBI Profiling; Polygraph process and detection of lying. Eyewitness Testimony.	8	
	Measures to prevent and control Crime, clinical approach, Mental illness and Crime behavior. Narco-analysis, Personality assessment.	6	
III	Prevention, Correction and Rehabilitation of Criminal/offender	21	Must know <i>Desirable to know</i> <i>Nice to know</i>
	Interviewing technique, Therapies: CBT, Relaxation, Recreational, yoga and meditation.	7	
	Rehabilitation of offenders: Social skill training, Civil responsibility and community rehabilitation of offenders.	8	
	Prevention: education of legal aspect. Role of Psychologist in crime prevention.	6	

Syllabus Books:

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

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

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

C3.4 (A): Practicum: Psycho- Diagnostics

Contents	Teaching Hrs.	Domain
Psycho- Diagnostics:	24	
1. Assessment of Personality through objective measures	4	Must know
2. Projective techniques of personality measurement	4	
3. Administration and Interpretation of an adult Intelligence Scale	4	
4. Assessment using behavioural observation methods	4	<i>Desirable to know</i>
5. Administration and Interpretation of one Neuro-psychological assessment test.	4	<i>Nice to know</i>
	4	

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

AEEC-2 (A): Case Studies Report (Clinical)

Paper Description: Students have to give 5 case studies reporting different psychological disorder in appropriate Clinical format of Case study. Case study report will allow the learner to acquire in depth understanding of course of different psychopathologies.

AEEC-3 (A): Field Training (Clinical)

Paper Description: This course allows students to learn about the different psychological problems and disorders in hospital and other clinical settings, which will help them to acquire the skills applicable in these settings.

Unit	Contents	Teaching Hrs.	Domain
I	Field work training in a clinical setting like hospital, clinic, NGO, or a rehabilitation center	6	Must know
II	Report writing of 10 fully worked-up cases with at least 4 different disorders and summary of test findings	6	Must know

Faculty of Behavioural Sciences
M.Sc. Clinical/Counseling Psychology (2018-2020)

CBCS

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

S. No.	Paper No.	Course Title	Hrs/ week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C3.1 (B)	Assessment in Counseling	4	60	40	100	4
2	C3.2 (B)	Approaches to Counseling-I	4	60	40	100	4
3	C3.3 (B)	Counseling Process	4	60	40	100	4
4	C3.4 (B)	Practicum: Counseling Process	2	30	20	50	2
5	DSE3.1 (B) or DSE3.2 (B)	Guidance & Counseling/ Counseling in Organization	4	60	40	100	4
6	AEEC-2 (B)	Case Study Report-5 (Practicum)	2	30	20	50	2
7	AEEC-3 (B)	Field Training (Counseling)	4	30	20	50	2
8	AEEC-4 (B)	Summer Training* (Two months)	4	30	20	50	2
	TOTAL	8	28	360	240	600	24

* Every student shall go for two months summer training after the examination of the 2nd semester under/with a professional in an institute/clinic/hospital/NGO/ service or industrial centre to be allocated by the Dean, Faculty.

Counseling Specialization

C3.1 (B): Assessment in Counseling

Unit	Contents	Teaching Hrs.	Domain
I	Introduction & Basic Concepts <ul style="list-style-type: none">- Purpose and Principles of assessment- Types of assessment methods- Test selection, administration and scoring- Test usage in different settings <i>Psychological Assessment vs Psychological testing</i> <i>Issues in Psychological testing</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Assessment of Cognitive Abilities <ul style="list-style-type: none">- Intelligence tests – individual and group tests- Assessing intellectual disabilities, learning disabilities, giftedness and creativity- Achievement tests, batteries and achievement in specific areas- Aptitudes and testing special abilities – sensory, perceptual, differential aptitude batteries <i>MISIC, WISC- V</i> <i>NIMHANS SLD</i>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Interest and Personality assessment <ul style="list-style-type: none">- Vocational interests – Strong Inventory, Kuder interest inventory, general purpose inventories- Personality testing – Paper and pencil tests- Attitudes and values assessment- Other procedures – observation, interviews, case studies, comprehensive assessment procedures <i>Multiple Intelligences</i> <i>The Big Five personality Scale</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Aiken, L.R. & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*, 12th Ed. Pearson: New Delhi
2. Gregory, R.J. (2004). *Psychological Testing: History, Principles and Applications*, 4th Ed. Pearson Education Inc.: New Delhi.

Reference Books:

1. Urbina, S. (2014). *Essentials of Psychological Testing*. NY: Wiley
2. Cripps, B. (2017). *Psychometric Testing: Critical Perspectives*. NY: Wiley.

C3.2 (B): Approaches to Counselling

Unit	Contents	Teaching Hrs.	Domain
1	Psychodynamic Approach <ul style="list-style-type: none"> - 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>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
2	Cognitive-Behavioural Approach <ul style="list-style-type: none"> - 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>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
3	Humanistic Approach <ul style="list-style-type: none"> - 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>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6thEd. New Delhi: Pearson Education.
2. Asch . M. (2000). *Principles of Guidance and Counseling 1st ed*. New Delhi: Sarup& Sons.
3. Fay Short and Phil Thomas (2015) *Core Approaches in Counselling and Psychotherapy*. Routledge:, New York.

Reference Books:

1. Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.
2. Balkin, R. & Kleist, D. (2016). *Counseling Research: A Practitioner-Scholar Approach*. NY: Wiley.
3. Kottler, A. & Balkin, R. (2016). *Relationships in Counseling and the Counselor's Life*. NY: Wiley.

C3.3 (B): Counseling Process

Unit	Contents	Teaching Hrs.	Domain
1	Initial Stages and Rapport building 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>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
2	Developing Counseling Goals 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>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
3	Termination and Follow-up 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>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6th Ed. New Delhi: Pearson Education.
2. Asch . M. (2000). *Principles of Guidance and Counseling 1st ed.* New Delhi: Sarup& Sons.

Reference Books:

1. Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.
2. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process, 5th edition*, Wasworth Brooks / Cole, Thomson Learning.

DSE3.1 (B) : Guidance and Counseling

Unit	Contents	Teaching Hrs.	Domain
I	Introduction to Guidance <ul style="list-style-type: none"> - Concept, characteristics and types of guidance - Need, classification, functions and scope of guidance - Areas of guidance: education, vocation, relationships, personal, spiritual - Guidance of adolescents, children with behavioural difficulties, children with special needs, gifted children. <i>Career guidance</i> <i>Guidance for personal problems, guidance in marriage</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Introduction to Counseling <ul style="list-style-type: none"> - Historical Foundations - Nature, scope and goals - Formal vs informal helping, directive and non-directive approaches, counseling and psychotherapy: similarities and differences - Ethical and legal issues in counseling <i>Counseling as story telling</i> <i>Issues related to counselling in India</i>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Effective Guidance and Counseling <ul style="list-style-type: none"> - Therapeutic relationship: skills and dimensions - Role of a counselor, characteristics of an effective counselor - Counseling skills and techniques - Developing a personal approach to counseling from multicultural perspective: eight stage model <i>Process of Counselling</i> <i>Nature of Counselling with Children</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Kottler, J. Shepard, D. (2011). *Introduction to Counseling: Voices from the Field*. Cengage Learning: UK.
2. Nystul, M.S. (2016). *Introduction to Counseling: An art and science perspective*. Sage: US.
3. Sharma, R.N. & Sharma, R. (2004). *Guidance and Counselling in India*. Atlantic Publishers: Delhi.

Reference Books:

1. Dave, I. (1989). *Basic Essentials of Counseling*. New Delhi: Sterling Publishers.
2. Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6th Ed. New Delhi: Pearson Education.

DSE3.2 (B) : Counseling in Organization

Unit	Contents	Teaching Hrs.	Domain
I	Nature of Scope of Organisational Psychology: Meaning of Organisation. Types: Formal and Informal, Perspectives of Organisation: Biological, Sociological, Organisational. Managerial Assumptions about Human Nature: Rational –economic assumptions, Social assumptions and Self- Actualization Assumptions.	22 7 8 7	Must know
II	Groups and Communication: Group: Nature and types; Functions of Groups, Group formation and Decision Making. Fostering Interpersonal Communication: Elements of Communication, Interpersonal Networks: Non- verbal Communication and developing competencies of managing communication.	21 7 6 8	Must know
III	Interventions in Organizations: Nature and types of Interventions; Need and relevance of Interventions in Organization Development (OD). Organization Development Interventions: Managing, Diagnosis, Action Component, Programme Management Component	21 7 7 7	Must know

Recommended Books:

1. Schein.E.H.(1997).*Organizational Psychology*.New Delhi: Prentice Hall of India.
2. Parikh.M.& Gupta R.(2010). *Organisational Behaviour*.New Delhi:Tata McGraw Hill.
3. Robbins ,S.P.,Judge,A.T.and Sanghi.S.(2009).*Organisational Behaviour* .New Delhi:Pearson Prentice Hall.
4. Robbins,S.P.,Judge,A.T.and Volera N.(2012).*Organisational Behavior*. New Delhi: Pearson.
5. Rathore.B.(2013).*Organisational Behaviour*. New Delhi :Asian Books Private Limited.
6. French .W.F.& Bell.C.H.(1996).*Organizational Development*. New Delhi: Prentice Hall of India.
7. Gupta,S. & Chaturvedi, K.(1998).Organisation and Management. NewDelhi: Prentice Hall
8. Prasad.K.(1996).*Organisational Development for Excellence*. New Delhi: Macmillan India Limited

C3.4 (A): Practicum: Counseling Process

Contents	Teaching Hrs.	Domain
Counseling process	24	
1. Practice Active listening and feedback skills in small groups	4	Must know
2. Emotional awareness and empathy	4	
3. Need assessment based on Maslow's Hierarchy	4	
4. Identify sources of Interpersonal conflict	4	
5. Practice writing problem statements and goal setting with the help of case snippets	4	Desirable to know
	4	Nice to know

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

AEEC-2 (B): Case Studies Report (Counseling)

Paper Description: Students have to give 5 case studies reporting different psychological disorder in appropriate Clinical format of Case study. Case study report will allow the learner to acquire in depth understanding of course of different psychopathologies.

AEEC-3 (B): Field Training (Counseling)

Paper Description: This course allows students to learn about the different psychological problems and disorders in hospital and other clinical settings, which will help them to acquire the skills applicable in these settings.

Unit	Contents	Teaching Hrs.	Domain
1	Field work training in a counseling setting like hospital, school, NGO, child guidance center or a health care center	6	Must know
2	Report writing of 10 fully worked-up cases with at least 4 different disorders and summary of test findings	6	Must know

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

S. No.	Paper No.	Course Title	Hrs/week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C4.1(A)	Psychotherapy-II	4	60	40	100	4
2	C4.2(A)	Clinical Health Psychology	4	60	40	100	4
3	C4.3(A)	Brief Case Studies (Practical)	2	30	20	50	2
4	C4.4(A)	Psychotherapy Portfolio (Practical)	2	30	20	50	2
5	DSE4.1(A) or DSE4.2(A)	Child and Adolescent Psychopathology/ Personality Disorders	4	60	40	100	4
6	AEEC-5(A)	Project (Clinical)	16	100	50	150	6
7	AEEC-6(A)	Skill Training in Psychotherapy	2	30	20	50	2
	TOTAL	7	34	370	230	600	24

C4.1(A): Psychotherapy-II

Unit	Contents	Teaching Hrs.	Domain
1	Group, Family and Couples Therapies - Group therapy: need of group therapy; role of group therapist; - goals and process - Family therapy: theoretical and historical developments; interviewing family members - Strategic, structural and experiential family Therapy <i>Psychodrama: history and applications</i> <i>Family therapy of individuals with psychotic disorder</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
2	Humanistic and Existential Therapies - Client-centered therapy: theoretical background; goals and techniques - Gestalt Therapy - Existential therapy: theoretical background; goals and techniques - Logo-therapy <i>Commentary on 'Man's Search for Meaning'</i> <i>Narrative therapy in personality disorders</i>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
3	New trends in psychotherapy - Solution-Focused Brief Therapy - Third wave CB therapies – Positive CBT, ACT, MBCT, MBSR - Dialectical Behavior Therapy, EMDR - Culturally adapted therapies, Integrative psychotherapy <i>Therapy with anti-social personality disorder</i> <i>Regulating anger in individuals with substance abuse</i>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Beck, J. S. (1995). *Cognitive Therapy: Basics and Beyond*. NY: Guilford Press.
2. Corey, G. (2013). *Theory and Practice of Counselling and Psychotherapy*. 9th edition, Cengage Learning.

Reference Books:

1. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy. Theories and Interventions* (4th Edition). Delhi: Pearson Education, Inc.
2. Corey, G. (2009). *Counseling and Psychotherapy. Theory and Practice*. Delhi: Cengage Learning India Private Limited.

C4.2 (A) – Clinical Health Psychology

Unit	Content	Time (Hours)	Domain
I	<p>Introduction to Clinical Health Psychology</p> <ul style="list-style-type: none"> - Mind-Body connection, the Bio-Psycho-Social model of health; Psycho-biology of stress; GAS; chronic illness and its impact on mental health; health-behaviour and belief change models - Health promotion and prevention; family, school and community based programs and strategies; generating awareness through mass media and social media. - Role of Clinical health psychologists; issues in working in the hospital setting; working with terminal illness and dying patients. <p><i>HIV AIDS and mental health</i> <i>The Health Action Process Model (HAPA)</i></p>	22 7 8 7	<p>Must know</p> <p><i>Desirable to Know</i> <i>Nice to Know</i></p>
II	<p>Assessments in Clinical Health Psychology</p> <ul style="list-style-type: none"> - Individual differences in health and illness; coping and resilience; role of contextual factors; risk and protective factors; hardiness and Diathesis. - Assessing health related quality of Life – measures and implications; Response to pain and surgery; Hospital Anxiety and Depression; disease specific measures - Research methods in Clinical health Psychology; incidence and prevalence of life-style diseases <p><i>Poverty and Illness</i> <i>Role of exercise in Diabetes and CAD</i></p>	21 7 6 8	<p>Must know</p> <p><i>Desirable to Know</i> <i>Nice to Know</i></p>
III	<p>Interventions in Clinical Health Psychology</p> <ul style="list-style-type: none"> - Health-related decision making; illness cognitions and behaviours; motivational enhancement and belief /behaviour change techniques. - Psychotherapy with chronically ill and terminally ill patients; pain management approaches; ethical issues and considerations. - Counselling techniques for caregiver stress, burnout and self-help approaches. <p><i>Stages of Change Model</i> <i>Supportive Counselling techniques</i></p>	21 7 7 7	<p>Must know</p> <p><i>Desirable to Know</i> <i>Nice to Know</i></p>

Recommended Books:

1. Bennett, Paul (200). Introduction to Clinical health Psychology. Open University Press
2. Gatchel, Robert (2003). Clinical Health Psychology and Primary Care: Practical Advice and Clinical Guidance for Successful Collaboration
3. Marks & Yardley (2003). Research methods for Clinical and health Psychology.

DSE4.1(A): Child & Adolescent Psychopathology

Unit	Content	Teaching Hrs.	Domain
I	Introduction <ul style="list-style-type: none"> - 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 <p><i>Child Personality Inventory</i> <i>Describe current perspectives on anxiety and depression during childhood</i></p>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Neurodevelopmental disorders <ul style="list-style-type: none"> - 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 - Specific Learning Disability: types, prevalence, symptoms, causal factors, management <p><i>Prepare a management program of a mentally retarded child</i> <i>History of autism and its management</i></p>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Other Child and Adolescent Psychopathologies <ul style="list-style-type: none"> - Anxiety disorders: Separation anxiety disorder, Selective Mutism, Phobia - Mood Disorders: Depressive Disorder, Bipolar Disorder- symptoms, causal factors, management - Elimination disorders: Enuresis, encopresis- prevalence, symptoms, causal factors, management - Disruptive, impulse-control and conduct disorders: types, prevalence, symptoms, causal factors, management <p><i>Behavior therapy of a child with ADHD</i> <i>Childhood sexual abuse</i></p>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Parritz, R., & Troy, M. (2013). *Disorders of childhood: Development and psychopathology*. Nelson Education
2. 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.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5TM)*. American Psychiatric Pub.

Reference Books:

1. Beauchaine, T. & Hinshaw, S. (2017). *Child and Adolescent Psychopathology*. NY: Wiley.
2. Cicchetti, D. (2016). *Developmental Psychopathology, Vol. 3 & 4*. NY: Wiley.

DSE4.2 (A): Personality Disorders

Unit	Contents	Teaching Hrs.	Domain
I	Introduction and Cluster A Personality Disorders <ul style="list-style-type: none"> - Nature of personality disorders: Criteria for diagnosis of a Personality disorder; Classification - Culture and Gender related issues in diagnosis of Personality Disorders - Paranoid Personality disorder: Clinical description, Prevalence, Etiology, Treatment, Prognosis - Schizoid and Schizotypal Personality disorders: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis <p><i>MCMI, RIBT</i> <i>Evidence for diagnostic validity of personality disorders</i></p>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
II	Personality disorders - Cluster A (contd.) & B <ul style="list-style-type: none"> - 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 <p><i>Historical figures with personality disorders</i> <i>Importance of therapeutic alliance in treatment of personality disorders</i></p>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
III	Other Personality Disorders – Cluster C <ul style="list-style-type: none"> - Obsessive Compulsive Personality disorder : Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis - Dependent Personality Disorder - Anxious and Avoidant Personality Disorder: Clinical description, Prevalence, Etiology, Treatment, Course and Prognosis - Research on Personality Disorders: Issues <p><i>Personality disorders and creativity</i> <i>Gender and personality disorders: role of cultural and political factors</i></p>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5TM)*. American Psychiatric Pub.
2. Magnavita, J. J. (Ed.). (2004). *Handbook of personality disorders: Theory and practice*. John Wiley & Sons.
3. 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

Reference Books:

1. Maj, M. (2005). *Personality Disorders*. NY: Wiley
2. Freeman, A. & Reinecke, M. (2007). *Personality Disorders in Childhood and Adolescence*. NY: Wiley

C4.3 (A) – Brief Case Studies (Practicum)

Paper Description: Students are required to submit 5 case studies related to lifestyle diseases/ life threatening disease/ chronic disease (HIV, AIDS, Hypertension, Obesity, Diabetes, CAD, Cancer etc) in appropriate Clinical format. Case study report will allow the learner to acquire in depth understanding of course of different psychopathologies.

C4.4 (A) – Psychotherapy Portfolio (Practicum) (viva-based assessment)

Objective – Creative Link to Skills Training, Case studies and Internship

S.No.	Activity	Marks
1.	Movie-analysis (As Good as it gets / A Beautiful Mind / Bhool Bhulaiya)	10
2.	Collage making on Health promotion / life-style diseases	10
3.	Write a newspaper / magazine article on psychotherapy awareness / mental health and stigma	10
4.	Viva-Voce examination	20

AEEC-5 (A): Project/Dissertation (Clinical)

Unit	Contents	Teaching Hrs.	Domain
1	Conduct a research on any topic of choice under the supervision of a mentor	4	Must know
2	Prepare a thesis project in a standard format	4	Must know

AEEC-6 (A): Skills Training in Psychotherapy

The objective of this paper is to train students in basic psychotherapeutic skills related to assessment, goal setting, intervention and termination / follow-up of simple cases of depression/anxiety/anger/addiction using demonstration, role-play and use of ICT. The outcome will be a detailed case report and learning log signed by the teacher-in-charge.

Unit	Content	Teaching Hours	Domain
1.	Rapport Building skills	4	Must Know
2.	Questioning / interviewing skills	4	Must Know
3.	Problem definition and goal setting Skills	4	Must Know
4.	Skills for interviewing special populations – child / hostile client / uncooperative client	4	Must Know
5.	Basic Intervention skills – cognitive / behavioural / TA / SFBT		
6.	Report writing / note-taking skills	4	Must Know

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

S. No.	Paper No.	Course Title	Hrs/week	Marks		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1	C4.1(B)	Areas of Counseling	4	60	40	100	4
2	C4.2(B)	Approaches to Counseling-II	4	60	40	100	4
3	C4.3(B)	Brief Case Studies (Practical)	2	30	20	50	2
4	C4.4(B)	Counseling Portfolio (Practical)	2	30	20	50	2
5	DSE4.1(B) or DSE4.2(B)	Guidance and Counseling in Educational Setting/ Sports Psychology	4	60	40	100	4
6	AEEC-5(B)	Project (Counseling)	16	100	50	150	6
7	AEEC-6(B)	Skill Training in Counseling	2	30	20	50	2
	Total	7	34	370	230	600	24

C4.1(B): Areas of Counseling

Unit	Contents	Teaching Hrs.	Domain
1	Career Counselling <ul style="list-style-type: none"> - 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. <p><i>DBDA, 16-PF</i> <i>Identify your friend's obstacles in choosing a right career</i></p>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
2	Personal, Social and Spiritual areas of counseling <ul style="list-style-type: none"> - 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. <p><i>Stressful Life Events Scale – Holmes & Rahe</i> <i>Loneliness and Leisure in old age</i></p>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
3	Counseling in work / organizational settings <ul style="list-style-type: none"> - Introduction to organizational behavior – concepts, nature and practice - Current issues and developments in workplaces – diversity, increasing women participation, work-life balance, managing teams, impact of organizational climate and policies on employee behaviours. - 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. - Coping, growth and resilience in organizational settings, positive health and well-being; positive work places. <p><i>Counseling for burnout at workplace</i> <i>Managing diverse workforce and mental health needs</i></p>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6thEd. New Delhi: Pearson Education.
2. Asch . M. (2000). *Principles of Guidance and Counseling 1st ed*. New Delhi: Sarup& Sons.
3. Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.

Reference Books:

1. American Counseling Association. (2015). *The ACA Encyclopedia of Counseling*.
2. Dworkin, S. & Pope, M. (2014). *Casebook for Counseling Lesbian, Gay, Bisexual, and Transgender persons and their families*. NY: Wiley.

C4.2(B): Approaches to Counselling-II

Unit	Contents	Teaching Hrs.	Domain
1	Integrative Approach <ul style="list-style-type: none"> - Evolution of Integrative approach to counseling - Concept, nature and rationale of Integrative Approach. - Counselor skills and role in integrative approach - Integrative Counseling techniques - Multimodal therapy; Egan's Skilled Helper Model; problem focused counseling. <p><i>Applications of integrative approach</i> <i>Integration and Eclectism in counseling</i></p>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
2	Brief Counselling Interventions <ul style="list-style-type: none"> - Background and Overview - Research findings on outcomes of brief interventions - Core elements and assumptions of brief counseling - Issues and applications of brief interventions - Motivational interviewing and solution-focused brief counseling <p><i>Grief counseling</i> <i>NA, AA: 12 principles</i></p>	21 7 6 8	Must know <i>Desirable to know</i> <i>Nice to know</i>
3	Positive Psychology based counseling approaches <ul style="list-style-type: none"> - Deficit vs Strengths based interventions - Positive Psychology constructs – well-being, meaning, hope, happiness, resilience, gratitude, optimism, forgiveness, mindfulness. - Broaden and build theory of positive emotions - Applications of positive psychology interventions - Role and skills of a positive psychology counselor; goal setting, positive empathy and process of counseling in positive interventions. <p><i>Mindfulness based stress reduction</i> <i>Positive Psychology and spirituality</i></p>	21 7 7 7	Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6thEd. New Delhi: Pearson Education.
2. Asch . M. (2000). *Principles of Guidance and Counseling 1st ed*. New Delhi: Sarup& Sons.
3. Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.
4. Palmer, S. and Woolfe, R. (2000). Integrative and Eclectic Counselling and Psychotherapy.
5. Parks, A.C. & Schueller, S. (2014). *The Wiley Blackwell Handbook of Positive Psychological Interventions*.

Reference Books:

1. Lee, C. (2014). *Multicultural Issues in Counseling: New Approaches to Diversity*. NY: Wiley.
2. Chao, R. (2015). *Counseling Psychology: An integrated Positive Psychological Approach*. NY: Wiley.

DSE4.1 (B): Guidance & Counselling in Educational Settings

Unit	Contents	Teaching Hrs.	Domain
1	Introduction <ul style="list-style-type: none"> - Role of school counselors: counselors as educators; School counselors as facilitators of personal, emotional, physical, social development of students - Models and approaches of school counseling - Counseling for behavioral problems: refusal, defiance, inability in delaying gratification, aggression and temper tantrums. - Group and family counseling in primary schools settings. <i>Counseling for tantrums</i> <i>Training for pro-social behavior in toddlers</i>	22 7 8 7	Must know <i>Desirable to know</i> <i>Nice to know</i>
2	Counseling in Middle and High school <ul style="list-style-type: none"> - Problems of adolescence, puberty and hormonal changes, tackling physical changes and accepting differences, body image, eating disorders - Identity problems: Identity formation, Erik Erikson's theory of identity development, identity crisis, sexual and gender identity, academic stress and career conflicts - Parent-child and peer relationship problems: divorce of parents, social anxiety and social withdrawal, popularity and fitting in, bullying - Heterosexual relationships problems: love and sexuality, teen pregnancy, dating, attachment, infatuation and attraction to opposite sex <i>Online dating</i> <i>Body Dysmorphic Disorder</i>	21 7 6 8	 Must know <i>Desirable to know</i> <i>Nice to know</i>
3	Educational and Vocational Guidance <ul style="list-style-type: none"> - Nature, need and concept of vocational guidance, the socio-economic and cultural context. - Theories of vocational development: Donald Super's self actualization, Ginzberg's occupational choice, - Vocational choice, vocational maturity, vocational success. - Vocational adjustment: Concept, characteristics and dimensions. <i>Counseling for burn-out</i> <i>Personal relationships at the workplace</i>	21 7 7 7	 Must know <i>Desirable to know</i> <i>Nice to know</i>

Syllabus Books:

1. Wright, R. (2012). *Introduction to School Counseling*. Sage: London.
2. Coleman, H.K. &Yeh, C. (2008). *Handbook of School Counseling*. Lawrence Erlbaum: USA.

Reference Books:

1. Gysbers, N. & Henderson, P. (2014). *Developing and Managing your School Guidance and Counseling Program*. NY: Wiley.
2. Murphy, J. (2015). *Solution-Focused Counseling in Schools*. NY: Wiley.

DSE4.2 (B): Sports Psychology

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

Syllabus Books:

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

C4.3 (B) – Brief Case Studies (Practicum)

Paper Description: Students are required to submit 5 case studies related to lifestyle diseases/ life threatening disease/ chronic disease (HIV, AIDS, Hypertension, Obesity, Diabetes, CAD, Cancer etc) in appropriate prescribed format. Case study report will allow the learner to acquire in depth understanding of course of different illnesses.

C4.4 (B) – Counseling Portfolio (Practicum) (viva-based assessment)

Objective – Creative Link to Skills Training, Case studies and Internship

S. No.	Activity	Marks
1.	Movie analysis (One flew over the Cuckoo's Nest / Ordinary Mind / Dear Zindagi)	10
2.	Collage making on Counseling skills / career counseling	10
3.	Write a newspaper / magazine article on elderly mental health/Counselling for exam stress in school students	10
4.	Viva-Voce examination	20

AEEC-5 (B): Project/Dissertation (Counseling)

Unit	Contents	Teaching Hrs.	Domain
1	Conduct a research on any topic of choice under the supervision of a mentor	4	Must know
2	Prepare a thesis project in a standard format	4	Must know

AEEC-6 (B): Skills Training in Counseling

The objective of this paper is to develop practical skills in the students so as to be able to carry out counseling interventions with simple cases. On completing this course, the student will be able to assess, develop a case conceptualization and plan a counseling intervention on a client with a psychological problem. The outcome will be a reflective journal of self-as-counselor as well as a case report, which will be submitted / presented for evaluation.

The pedagogy used for skills training will be a combination of use of PPT, use of ICT, role-play, demonstration, debriefing and active supervision.

UNIT	CONTENT	PRACTICE HOURS	DOMAIN
1.	Understanding and practicing counseling Assessment Skills – rapport formation, active listening, attending, questioning, paraphrasing, summarizing and reflecting, analyzing, use of silence and self-disclosure, giving feedback/ psycho-education.	4	Must Know
2.	Understanding and practicing Core Counseling Skills – empathy, respect, unconditional positive regard	4	Must Know
3.	Understanding and practicing Case Conceptualization skills	4	Must Know
4.	Understanding and practicing Counseling Intervention Planning skills	4	Must Know