

Master of Arts in Clinical Psychology

SYLLABUS

2018



SCHOOL OF SOCIAL SCIENCES

DEVI AHILYA UNIVERSITY, INDORE

UGC-Centre with Potential for Excellence in Social Sciences

*Devi Ahilya
21/7/18*

K. Felicis

S. D. 102

VISION

School of Social Sciences, Devi Ahilya University has established this course to equip students with practical training and in-depth theoretical understanding. The course has been designed with an interdisciplinary approach, focusing on the psycho-social context of the clinical. The course introduces students to different schools of thought within Psychology. Innovative methods of assessment, fieldwork and research work have been incorporated into the course. The course is designed to interweave theoretical knowledge with lived experience so as to encourage a complete view of human life and its vicissitudes. The course aspires to mould students into informed and socially responsible professionals. The course encourages critical thinking and creative application of knowledge to real life scenarios.

OBJECTIVES

1. To create a strong theoretical foundation in the discipline of psychology.
2. To promote innovative research in the field of psychology.
3. To create sensitive and competent mental health practitioners geared towards social justice.
4. To inculcate critical thinking in the field of psychology.

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SEMESTER I

| CODE | TYPE | COURSE | CREDITS |
|----------|---------------------|--|---------|
| MACP 101 | Elective | Introduction to Clinical Psychology | 3 |
| MACP 102 | Core | Cognitive Psychology I | 4 |
| MACP 103 | Core | Biological Foundation of Psychology | 4 |
| MACP 104 | Core | Developmental Psychology | 4 |
| MACP 105 | Core | Research Methodology-Qualitative and Quantitative | 4 |
| MACP 106 | Ability Enhancement | Computer Applications | 2 |
| MACP 107 | Soft Skills | Ethics, Personality Development and Communications | 2 |
| MACP 108 | | Comprehensive Viva | 4 |

SEMESTER II

| CODE | TYPE | COURSE | CREDITS |
|----------|---------------------|---|---------|
| MACP 201 | Core | Theories of Personality | 4 |
| MACP 202 | Core | Cognitive Psychology II | 4 |
| MACP 203 | Core | Psychopathology I | 4 |
| MACP 204 | Core | Social Psychology | 4 |
| MACP 205 | Elective | Gender and Psychology | 3 |
| MACP 206 | Ability Enhancement | Major Research Project and Writing Skills | 2 |
| MACP 207 | Practical | Field Work I | 4 |
| MACP 208 | | Comprehensive Viva | 4 |

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SEMESTER III

| CODE | TYPE | COURSE | CREDITS |
|----------|---------------------|-----------------------------|---------|
| MACP 301 | Core | The Margins and Psychology | 4 |
| MACP 302 | Core | Preparing for Clinical Work | 4 |
| MACP 303 | Core | Psychotherapy I | 4 |
| MACP 304 | Ability Enhancement | Psychological Assessment | 3 |
| MACP 305 | Elective | Understanding the Self | 3 |
| MACP 306 | Practical | Field Work II | 4 |
| MACP 307 | | Comprehensive Viva | 4 |

SEMESTER IV

| CODE | TYPE | COURSE | CREDITS |
|----------|-----------|------------------------|---------|
| MACP 401 | Core | Psychopathology II | 4 |
| MACP 402 | Core | Psychotherapy II | 4 |
| MACP 403 | Core | Counselling in Context | 3 |
| MACP 404 | Practical | Major Research Project | 4 |
| MACP 405 | Practical | Field work III | 4 |
| MACP 406 | | Comprehensive Viva | 4 |

 

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Pomerantz, A. M. (2008). *Clinical Psychology: Science, Practice and Culture*. Sage Publications, New Delhi.

Trull T. J. & Phares, E. J. (2001). *Clinical Psychology: Concepts, methods, and profession*. (6th ed.). Wadsworth/Thompson Learning; Belmont, CA.

Paper

Dalal, A. K. & Mishra, G. (2010). The Core and Context of Indian Psychology. In *Psychology and Developing Societies* 22,1 (2010) 121-155. Sage Publications.

S. Dixit
V. Sehgal

MACP 102 – Cognitive Psychology

Unit 1- Introduction: Introduction to Cognitive Psychology: Definition; A brief history, The Cognitive Revolution, The emergence of cognitive science; Core Concepts: Mental Representations, Stages of processing, Memory stores; Serial vs. Parallel Processing, Hierarchical systems, Consciousness; Contemporary approaches to Cognitive Psychology: Information processing, Connectionism; The Brain and Cognition: Cerebral Cortex and Parallel Processing; Cognitive Neuroscience techniques: PET, CT, Functional MRI, ERP and other imaging techniques.

Unit 2- Psychophysics: Introduction to Psychophysics : History and development; Classical psychophysics: Weber's law, Fechner's law; Psychophysical methods: method of limits, method of constant stimuli, method of average error; Contemporary psychophysics: Steven's power law, signal detection theory (modular with demonstration and practicum on psychophysical methods and response criterion and decision).

Unit 3-Attention:Attention: basic concepts- divided attention, selective attention, visual attention and auditory attention; Theories and current developments- Bottleneck and Capacity theories; Automatic and Controlled processing, switching attention; brain and attention.

Unit 4- Perception:Modularity of Perception: Visual perception, Tactile perception, Space perception, Speech Perception, Auditory Perception, Multimodal Perception, Multisensory interaction and Integration: Synesthesia, Comparing the senses, Perception and Action; Theories of Perception: Gestalt approach, Top–Down vs. Bottom Processing, Information Processing; -Pattern Recognition: Feature detection analysis, Template matching, Prototype matching; Brain and Perception: Dorsal and Ventral pathways; Disruptions of Perceptions: Illusions and Agnosia.

Unit 5- Learning: Basic concepts in learning: Habituation, Classical Conditioning and Instrumental Conditioning, Paired Associate Learning, Implicit learning; Contiguity theories; Role of time in learning; Critical periods and Imprinting; Implications: Expectancies and Contingencies in learning; Applications in behaviour modification

Readings

Galotti, K.M. (2001). *Cognitive Psychology In and Out of the Laboratory*. 2nd Edition. Wadsworth.

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Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. Sage Publications.

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

Smith, E.E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.

Solso, R. L. (2001). *Cognitive Psychology*. 6th Edition. Pearson Education.

S. Dixit
V. Patil

MACP 103 – Biological Foundations of Psychology

Unit 1- Introduction & Neurons: The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology; Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters

Unit 2- Nervous System: Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex

Unit 3- Biopsychology of Emotion, Stress and Health: Emotions as response patterns: fear, anger and aggression; Hormonal control of aggressive behaviour; Neural basis of the communication of emotion: Recognition and expression; Stress and health: The stress response, stress and gastric ulcers, Psychoneuroimmunology, stress and the hippocampus; Fear conditioning: amygdala, contextual fear conditioning and the hippocampus.

Unit 4- Biopsychology of Arousal: Physiological correlations of Arousal: consciousness and sleep, Factors affecting consciousness. Sleep: Rhythms of sleeping and waking, neural basis of biological clocks, Stages of sleep, brain mechanisms of REM sleep and dreaming, physiological mechanisms of sleep and waking, disorder of sleep.

Unit 5- Biopsychology of Motivation: Hunger –theories, neural signals; Thirst-neural mechanisms; Human obesity, Anorexia nervosa Sex- hormones and sexual development, neural mechanism of sexual behavior, sexual orientations, hormones and the brain.

Readings

Carlson, N.R. (2004). *Physiology of behaviour* (8th.ed.). Boston: Allyn & Bacon.

Kalat, J.W. (2004). *Biological psychology* (8th.ed.). Belmont: Wadsworth/Thomson learning.

Pinel, J.P.J. (2000). *Biopsychology* (4th .ed.). Boston: Allyn & Bacon.

Schneider M Alles (1990). *An introduction to Physiological Psychology* (3rd Edition) USA: Random House.

Wagner, H., & Silber, K. (2004).*Physiological Psychology*, Garland Science, Abingdon: UK.

MACP 104 – Developmental Psychology

Unit 1: Cognitive Development: Jean Piaget : A constructivist approach ; Adaptation ; Vygotsky: A social contextual approach; Mediation, Zone of Proximal Development

Unit 2: Social Development: Freud: Early development of the psyche, Psychosexual stages of development; Erikson: Stages of Development;

Unit 3: Moral Development and Development of Gender Roles: Moral Development-theories, culture, self control. Sex differences and gender roles. Gender stereotyping, gender identity.

Unit 4: Development in Adulthood: Development during Adulthood: Life stages; Mid Life Crisis, Menopause, Aging, Degenerative Disorders

Unit 5: Childhood, Identity and Society: Discourse of childhood and developmental psychology; childhood as historically produced and socio-culturally constructed; Childhood in India

Readings

Berk, L. E. (2003). *Child development* (6th ed.) Pearson Education: Delhi.

Burman, E. (2008). *Deconstructing Developmental Psychology*. Routledge: London.

Fenichel, O. (1972). *The psychoanalytic theory of neurosis*. New York: W.W. Norton.

Gaddini, E. (1992). *A Psychoanalytic Theory of Infantile Experience: Conceptual and Clinical Reflections*. Psychology Press.

Goswami, U. C. (2011). *The Wiley-Blackwell handbook of childhood cognitive development*. Chichester: Wiley-Blackwell.

Feldman, R. (2010). *Development across the Lifespan*. Pearson Education: Delhi.

Kail, R. V. (2001). *Children and their development*. Prentice Hall Inc.

Palombo, J., Bendicsen, H. K., & Koch, B. J. (2009). *Guide to psychoanalytic developmental theories*. New York, NY: Springer.

Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.

S. D. Dial *10/10/15*

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Papers

Neustadter, R. (1993) "Grow up!": The devaluation and stigmatization of childhood as a threat to progress in contemporary social thought. In *Sociological Focus*, vol. 26, no. 4 (October, 1993). pp. 301-314, Taylor & Francis, Ltd.

Nieuwenhuys, O. (1998). Global Childhood and the Politics of Contempt. In *Alternatives: Global, Local, Political*, Vol. 23, No. 3 (July-Sept. 1998), pp. 267-289, Sage Publications, Inc.

S. Dixit *Nataly*

MACP 105 – Research Methodology-Qualitative and Quantitative

Unit 1- Quantitative Research in Psychology: Philosophical roots of quantitative research (Logical positivism, empiricism); History of scientific research in psychology; Definition of research; Purpose and need of psychological research. Experimental, Exploratory, Correlational and descriptive research in psychology; Ethical issues in psychological research

Unit 2- Process of Quantitative Research: Conceptualization, operationalization and measurement; Causality and experimentation; Definition and nature of variables; operationally defining variables; Independent variables; Dependent variables; formulation of research problems and hypothesis ; Different types of hypothesis ; Experimental manipulation and control of variables; steps in quantitative research; Population and sample; Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests.

Unit 3- Foundation of Qualitative Research: Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research; Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis; Conceptualizing research questions, Issues of paradigm; Designing samples.

Unit 4- Collecting and Analysing Qualitative Data: What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies; Different traditions of qualitative data analysis ; thematic analysis, Narrative analysis, Discourse analysis, Content analysis.

Unit 5- Statistics: Definition and purpose of psychological statistics; Measures of central tendency and variability; Correlation: Spearman's correlation coefficient. Probability distribution and normal curve; Levels of significance, type – I and type – II errors, one-and two-tailed tests; Parametric and non-parametric tests of significance; Statistical analysis of single - sample study: testing a sample mean by t-test, the independent samples t-test, the dependent-sample t-test.

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Readings

- Arnold Ritchie, J.& Lewis, J.(eds.).(2003).*Qualitative research practice: A guide for social science students and researchers.* New Delhi: Sage
- Bordens, K.S., & Abbott, B.B. (2006). *Research and design methods: A process approach* (6th ed.). New Delhi: Tata McGraw-Hill Company Limited
- Coolican ,H.(2004).*Research methods and Statistics in Psychology.* London: Hoddes
- Goodwin, C.J. (2002). *Research in psychology: Methods and design* (3rd ed.). New Jersey: John Wiley & Sons, Inc.
- Gravetter, F.J., & Wallnau, L.B. (2002). *Essentials of statistics for the behavioural sciences* (4th ed.). Pacific Grove, CA: Wadsworth/Thomson Learning
- Silverman, D and Marvasti, A. (2008). *Doing qualitative research* .New Delhi: Sage publication.

SEMESTER II

MACP 201 – Theories of Personality

Unit 1- Psychodynamic Theories I: Classical psychoanalysis: Freud- id, ego, and superego; conscious, preconscious, unconscious; defense mechanisms.

Unit 2- Psychodynamic Theories II: Kohut, Klein, Stern, Winnicott, Bowlby

Unit 3- Behavioural Theories: Behaviourism: Skinner; Social Learning: Dollard and Miller; Bandura: Social Cognitive Theory, observational learning.

Unit 4- Humanistic and Existential Theories: Rogers: self-actualization, fully functioning person; Maslow: Hierarchy of Needs, Kelly: Fundamental Postulate; Rollo May

Unit 5- Trait Theories: Allport, Cattell, Eysenck

Readings

Carpara, G.V & Cervone, D. (2000). *Personality: Determinants, dynamics and potentials.* Cambridge University Press.

Ewen, R.B. (1980). *An Introduction to theories of personality.* Academic Press, Inc. (London) Ltd. Ryckman M. R (2004) 8th Edition. Wadsworth, Thompson learning. USA.

Freud, S. (1949). *An outline of psychoanalysis.*

Friedman, H.S. & Schustack, M.W. (2004). *Personality*, 2ND edition. Pearson Education Pvt.Ltd. India.

Hall, C.S., Lindzey, G. & Campbell, J.B. (2002). *Theory of personality*, 4TH edition. John Wiley and Sons

Hergenhahn, B.R & Olson, M.H (1999). *An Introduction to Theories of Personality*, 5th Edition, Prentice Hall, Upper Saddle River, New Jersey

Palombo, J., Bendiesen, H. K., & Koch, B. J. (2009). *Guide to psychoanalytic developmental theories.* New York, NY: Springer.

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MACP 202 – Cognitive Psychology II

Unit 1- Memory: Sensory memory: iconic and echoic; Short term memory: Capacity and characteristics, Memory Codes, Recognition of items in STM, Working Memory; Long Term Memory: Encoding and Retrieval in Long Term memory, Autobiographical and eyewitness memories; Semantic Network and Models of Knowledge Representation, Episodic Memory, Procedural (Implicit and Explicit) Models of memory for new information: General approach, Simple association models and SAM model; Forgetting: Reproduction and reconstruction in memory, Theories of forgetting; Disorders and disruptions of memory: amnesia, traumatic and false memories, Confabulation ; The Multimodal Approach, Improving prospective memory; Metacognition: Metamemory, TOT, Metacomprehension; Brain structures in Memory

Unit 2- Thinking & Decision Making: Concepts and Categorization: Function of concepts, Structure of Natural Object Categories, Association and Hypothesis Testing, Use of categories in reasoning. Decision Making: Models and Theories; Complex, Uncertain Decision Making.

Unit 3- Problem Solving: Types of problem, Understanding the problem, Strategies of Problem Solving (Sub goals, analogues) Problem-Solving Approaches: Gestalt, Newell and Simon's theory, Factors that influence Problem Solving;

Unit 4- Creativity: Creative process, Creativity and Functional Fixity, Investment theory of Creativity, Judging Creativity.

Unit 5- Language: Defining Language: Origins of language, meaning structure and use; Perspectives of Language: Modularity Hypothesis, Whorfian Hypothesis and Neuropsychological perspectives; Representations of Language: Chomsky's Universal grammar, Neural systems; Psycholinguistics; Understanding Language: Heuristics and Strategies and Minimal Attachment; Speaking: Producing a word, sentence, speech errors, Discourse, the social contexts of speech; Comprehension, Reading and Discourse: Factors affecting Comprehension, Reading processes and Discourse processes, Writing: Cognitive model, planning the writing assignment, sentence generation, revision; Embodied Cognition; Bilingualism ; Brain and Language

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Readings

- Galotti, K.M. (2001). *Cognitive Psychology In and Out of the Laboratory*. 2nd Edition.
Wadsworth.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. Sage Publications.
- Matlin M W (2005) *Cognition*, Wiley & Sons, Inc.
- Smith, E.E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.
- Solso, R. L. (2001). *Cognitive Psychology*. 6th Edition. Pearson Education.

S. Dixit K. Patel

MACP 203 – Psychopathology I

Unit 1- Classification and Theoretical Models: Systems of classification, basic features; **DSM-V**, ICD-10, similarities, differences and critical evaluation; Major theoretical models of psychopathology; Critical evaluation.

Unit 2- Psychopathology of Neuropsychological Conditions: Dementia, delirium, head injury, epilepsy, other amnesia syndromes.

Unit 3- Psychopathology of Addiction and sexual disorders: Clinical characteristics, etiology, models of addiction, assessment in addiction. Motivational intervention and behavioural assessment. Clinical characteristics, etiology of sexual preferences, deviation and orientation disorder.

Unit 4- Psychopathology of Adult Personality Disorders: Clinical characteristics, etiology and theories of cluster A, B and C personality disorders. Differences in ICD and DSM V.

Unit 5- Psychopathology from Psychodynamic Perspective: McWilliams; Levels of organisation; Defense mechanisms; Classification of Personality.

Readings:

Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.

Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.

Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.

McWilliams, N. (2011). Psychoanalytic diagnosis: Understanding personality structure in the clinical process (2nd ed.). New York, NY, US: Guilford Press.

Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

S.Dixit *N.Fatehi*

MACP 204 – Social Psychology

Unit 1- Introduction to Social Psychology: The definition and nature of social psychology; Growth of social psychology; alternative conceptions of social psychology; Crisis of confidence in the discipline and its resolution; Development of social psychology in India; Current status of the discipline; indigenization of social psychology; Issues in experimental social psychology; Emerging alternative methods in social psychology; Ethical issues in social psychological research.

Unit 2- Social Interaction : Social cognition and impression management Self and identity. Culture and Development of Self. Social Identity. Diverse identities; Attribution- theories, biases and errors; Organizing and Changing attitudes; persuasion and propaganda techniques; The development of social representation; Prejudice, Stereotypes and Discrimination; Groups: Small groups and its functions; Social influence processes in groups; Theories of inter-group relations; Reducing prejudice.

Unit 3- Social Relations and Influence: Nature, dimensions and dynamics of interpersonal relationships; Interpersonal attraction; Sexuality and intimacy; Diverse and complex relationships – alternate sexualities; Aggression: Theories and individual differences in aggression; Violence- sexual harassment, genocide, terrorism.

Unit 4- Social Issues: Environmental stresses and social behaviour; Social psychological perspectives on health and illness; Culture, personality and psychopathology: Traditional healing methods; Cross- cultural aspects of coping; Psychological effects of unemployment. Social and ethnic minorities and law; Cross-cultural psychology: Diversity in socialization: Individualistic vs. collectivistic culture: Poverty and deprivation.

Unit 5- Emotions in Everyday Life: Emotion, Behaviour and Conscious Experience: Biological, Cognitive, Constructionist, Psychodynamic, Evolutionary and Cultural Perspectives; Self Conscious Emotions: Shame, Guilt, Embarrassment, and Pride; Social Perspectives; Emotions and Social Processes: Empathy, Forgiveness, Gratitude, and Envy.

Readings

Aronson, E., Wilson, T.D., and Akert, R.M. (1999). *Social Psychology* (3rd ed.). New York:

Longman.

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Burke, Peter J. (2006). *Contemporary social psychological theories*. Stanford: Stanford social sciences.

Fraser, C., and Burchell, B. (2001). *Introducing Social Psychology*. Cambridge: Polity.

Kakar, S. (2007). *The Indians, Portrait of a People*. New Delhi: Viking Penguin.

Parker, L., and Shotter, T. (Eds.). (1990). *Deconstructing social psychology*. London: Routledge.

Papers

Moghaddam, F.M. (1987). Psychology in the three worlds: As reflected by the crisis in social psychology and the move toward indigenous third world psychology. *American Psychologist*, 42, 912-920.

Moghaddam, F.M. (2005). The staircase to terrorism: a psychological exploration. *American Psychologist*, 60, 161-169.

Kapur, R.L. (1994). Violence in India: A Psychological Perspective. D.L.N. Rao Murthy Oration, *Indian Journal of Psychiatry*, 36(4), 163-169.

S. Dial *12/5/15*

MACP 205- Gender and Psychology

Unit 1: Gendered construction of selfhood- implications from psychological theories.

Unit 2: Empowerment, Social Choice and Cultural Competencies; Women and Work, Career, Home Gender and Sexuality;

Unit 3: Gender in Thought and Action: Theoretical Perspective. Culture, family and patriarchal precedence in clinical psychology.

Unit 4: Feminist practice in therapy. Feminism, Psychoanalysis and psychotherapy. Gender mainstreaming in theory and practice.

Unit 5: Rethinking DSM classification. Men's mental health. Women's mental health. Women and stress. Hurried women syndrome- Clinicalizing women in the work place. Issues related to the concept of body image. Women and reproduction. Gender and well-being.

Readings

Addlakha,R. (2009). Gender blind or gender biased?. Sebastia,B. (Ed.). *Restoring mental health in India*. New Delhi: Oxford University Press.

Aird, E. (2001). Women and work. In S. Izzard, & N. Barden.(Eds.). *Rethinking gender and therapy: the changing identities of women*. Buckingham: Open University Press.

Ashmore, R. D. & Boka, F. K. D. (1986). *The Social Psychology of Female-Male Relations A Critical Analysis of Central Concepts*. Academi Press: London.

Bost, B.W. (2006). *The Hurried Woman Syndrome: a seven-step program to conquer fatigue, control weight and restore passion in your relationship*. New York: Vantage Press.

Eagly, A. H., Beall, A. E., & Sternberg, R. J. (Eds.). (2004). *The psychology of gender* (2nd ed.). New York, NY, US: Guilford Press.

Kakar, S. (1989). *Intimate Relations: Exploring Indian Sexuality*. Penguin India.

Mama, A. (1995). *Race, gender and subjectivity*. Routledge:London.

Ussher, J.M. & Nicolson, P. (Eds). (1992). *Gender issues in Clinical Psychology*. London: Routledge.

S.D. 2017

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Papers:

Minton, H.L. (2000). Psychology and gender at the turn of the century. *American Psychologist*, 55, 6, 613-615.

Mohamed,E., Rajan, E., Kumar, A. & Mohammed, P.M.S. (2002). Gender and mental health in Kerala. Retrieved 31st May 2010 from <http://www.isstindia.org/PDF/Gender%20and%20Mental%20Health.pdf>

Thomas, T.M. (2007). Female body concerns in health research: a feminist psychological perspective, *Artha Journal of Social Sciences*, 6,1,19-27.

S.Divil *Kataly*

MACP 206- Major Research Project and Writing Skills

Unit 1: Introduction to Academic Writing: An overview of the current status of academic writing and its importance; different approaches and processes; key issues: plagiarism, biases and frequent errors. Guidelines and rules in Academic Writing: Introduction to style and specific formatting guidelines from the American Psychological Association (APA); specific guidelines pertaining to in-text citations, references, and structures of academic courses

Unit 2: Forms of Academic Writing: Abstract writing; summarisation; review of literature; scientific poster presentations; reflective, analytic and descriptive reports; book review; film review; tables and graphs in academic courses; Experiential Learning as Assessment Strategies: Individual/Group presentations on forms and issues in Academic Writing; classroom assignments in generating abstracts, posters, reviews, etc

Readings

American Psychological Association (2012), *Publication Manual of the American Psychological Association*, 6th edition

Hart, C (2006). *Doing your Masters Dissertation*. Sage, New Delhi

Hartley, J. (2008). *Academic writing and publishing: A practical guide*. Taylor and Francis.

Bailey, S. (2011). *Academic writing: a handbook for international students*. 3rd Edition.
New York : Routledge.

S. Dixit *H. H. H.*

SEMESTER III

MACP 301- The Margins and Psychology

Unit 1: What is a culturally sensitive approach to depth psychology, what is a depth oriented approach to understanding culture? Becoming familiar with the tradition of Critical Psychology: Examining the relationship between political processes, cultural realities, historical forces & subjective experience.

Unit 2: Psychodynamic understandings of Race, Class and Caste: Some initial reflections on Impoverishment, deprivation & poverty: Reaching relatively inaccessible spaces within ourselves & in the society around us.

Unit 3: Engaging with historical survivors. Relating with issues of displacement, migration and refugeehood: An empathic engagement with the psychodynamics of losing one's roots, anchor & home.

Unit 4: Self and Other: Psychodynamics of hate, violence, terrorism and communalism. The "impersonal self" & the "forsaken self", a look at political processes ignited through terror, "othering" & violence.

Unit 5: The Manic Defence: A psychodynamic formulation of consumer based, capitalist societies.

Readings

Baldwin, J.-Unnameable Objects, Unspeakable Crimes. In *The white problem in America*. (1970). Chicago: Johnson Publ.

Butalia, U. (2003). *The other side of silence: Voices from the partition of India*. Durham, NC: Duke Univ. Press.

Drucker, P. (1993). *Post-capitalist society*. New York: Harper Business.

Das, V. & Nandy A. (1985). Violence, Victimhood, and the Language of Silence.
Contributions to Indian Sociology 1985; 19; 177

Das, V., & Cavell, S. (2008). *Life and words: Violence and the descent into the ordinary*. Berkeley, Calif: Univ. of California Press.

Fromm, E. (1955). *The sane society*. New York: Rinehart & Company, Inc.

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23

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Gandhi, M. K. *My Experiments with Truth*

Gheisi, M.L. (2008). *The knowledge society: A breakthrough toward genuine sustainability.* Cochin: Editions India.

Jain, S. & Sarin, A. (2018). *The Psychological Impact of the Partition of India.* New Delhi: Sage.

Lifton, R. J. (1968). *Revolutionary Immortality, Mao Tsetung and the Chinese Cultural evolution.* Middlesex: Penguin.

Mohanty, A. K. & Misra, G. (2000). *Psychology of Poverty.* New Delhi: Concept Publishing Company.

Nandy, A. (1997). *Essays in Politics and Culture: At the Edge of Psychology.* New Delhi: Oxford University Press.

Neumann, E. (1990). *Depth psychology and a new ethic.* Boston: Shambala.

Padhi, R. (2012). *Those who did not die: Impact of the agrarian crisis on women in Punjab.* New Delhi: Sage.

Sinha, D., Tripathi, R. C. & Misra, G. (1995). *Deprivation: Its Social Roots and Psychological Consequences.* New Delhi: Concept Publishing Company.

S. Dipal *V. Patel*

MACP 302- Preparing for Clinical Work

Unit 1: Revisiting the history of insanity: Reexamining madness from the writings of Foucault, Laing, Szasz, Deleuze & Guattari.

Unit 2: Establishing therapeutic alliance, ethical consideration, dealing with breaches

Unit 3: Learning to listen to the person instead of categorizing symptoms. A look at four interrelated healing traditions – Humanistic, Existential, Psychoanalytic & Buddhist. Self in clinical Work.

Unit 4: An introductory exploration of transference and counter-transference in life in general.

Unit 5: Clinical history taking; Mental Status Examination; Psychodiagnostic formulation, Clinical interviewing skills.

Readings

American Psychiatric Association (2013). Diagnostic and Statistical Manual for Diseases (5th Revised edition).

Cooper, R. (2007). *Psychiatry and philosophy of science*. Stocksfield: Acumen.

Foucault, M. (1971). *Madness and Civilization: A history of Insanity in the Age of Reason*. London: Penguin.

Gyatso, T. (1997). *The heart of Compassion*. New Delhi: Full Circle.

Gyatso, T. (2003). *A Policy of Kindness*. New Delhi: Snow Lion Publications.

Laing, R. D. (1962). *The Divided Self*. London: Penguin Books.

Laing, R. D. (1967). *Politics of Experience and Birds of Paradise*. London: Penguin Books.

McWilliams, N. (1999). *Psychoanalytic case formulation*. New York: Guilford Press.

Muran, J. C., & Barber, J. P. (Eds.). (2010). *The therapeutic alliance: An evidence-based guide to practice*. New York, NY, US: Guilford Press.

Patterson, C. H. (1959). Transference and Countertransference. In *Counseling and Psychotherapy: Theory and Practice*. New York: Harper and Row.

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Rogers, C. R. (1961). *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston : Houghton Mifflin Company.

Szasz, T. (1994). *Cruel compassion: Psychiatric control of society's unwanted*. Oxford, England: John Wiley & Sons.

S. Dixit
Kalyan

MACP 303- Psychotherapy I

Unit 1: Research & Training Issues: Introduction; Psychotherapy research: Methods, outcomes, process issues; Training & Supervision of individual psychotherapists; Selection issues, personal motivating factors, theoretical learning, supervised clinical practicum, personal therapy, continuous professional/personal development; Other critical issues in psychotherapy.

Unit 2: Psychodynamic Therapy I: Psychoanalytic, Brief Analytic, Object-Relations, and Interpersonal Approaches. Understanding psychological defenses, regression and the true and false self systems.

Unit 3: Psychodynamic Therapy II: Issues and debates related to therapeutic technique- the working alliance, resistance, free association, dreams, interpretation , transference and counter transference. Psychoanalytic Psychotherapy and Psychoanalysis: An overview.

Unit 4: Humanistic Therapies: Client-Centered, Existential and Gestalt therapies.

Unit 5: Behavioral & Cognitive-Behavioral Therapies: Behavioral therapy, Cognitive therapy (Beck), Rational Emotive Behavior Therapy (Ellis).

Readings

Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Singapore: rooks/Cole.

Dryden, W. (2007). *Dryden's handbook of individual therapy*. (5th ed). Sage Publications: New Delhi.

Eigen, M. (1999). *The Psychotic Core*. London: Karnac

Feltham, C. (ed.) (1999). *Controversies in psychotherapy and counseling*. New Delhi: Sage.

Freud, S. (1913). *On Beginning the Treatment*. (Place and Publishing House) Standard Edition12:121-144.

Green, A. (2007). *Key Ideas for a Contemporary Psychoanalysis*. London: Routledge.

Huprich, S. K. (2009). *Psychodynamic therapy: Conceptual and empirical foundations*. New York, NY, US: Routledge/Taylor & Francis Group.

S. Dixit Devy

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- Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). *Counseling and psychotherapy: A multi-cultural perspective* (4th ed.). Boston: Allyn & Bacon.
- Kohut, H. (1971). *The Analysis of the Self*. New York: International Universities Press.
- Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). *Psychologists' desk reference*. Oxford: Oxford University Press.
- Miltenberger, R.G. (2001). *Behavior modification: Principles and procedures* (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Prochaska, J.O., & Norcross, J.C. (2003). *Systems of psychotherapy: A transtheoretical analyses* (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
- Sharf, R.S. (2000). *Theories of psychotherapy and counseling: Concepts and cases* (2nd Ed.). Singapore: Brooks/Cole.
- Simon, L. (2000). *Psychotherapy: Theory, practice, modern and postmodern influences*. Westport, Connecticut: Praeger.
- Sundel, M., & Sundel, S. (1999). *Behavior change in the human services: An introduction to principles and applications* (4th ed.). New Delhi: Sage.
- Trull, T.J., & Phares, E.J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning

S. Dipal
Natal

MACP 304- Psychological Assessment

Unit 1: Introduction to psychological assessment, theory and practice challenges of psychological measurement

Unit 2: Test construction: Steps in test development and standardization

Unit 3: Applications of Psychological testing: clinical, organizational and business, Educational counselling, military and career guidance settings

Unit 4: Ethical issues in psychological testing: international guidelines and challenges of cultural applications

Unit 5: Frequently used assessments: Personality, Intelligence, Memory, Projective, Aptitude, Assessment of children with special needs.

Readings

Anastasi, A. & Urbina,S (1997). *Psychological testing*. New Delhi: Pearson Education Asia

Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage Publication Pvt. Ltd.

Gregory, R.J. (2004). *Psychological testing. History, principles and applications*. New Delhi:Pearson Education Asia.

Groth – Marnat, G (2003). *Handbook of Psychological Assessment*. John Wiley & Sons Inc., Hoboken, New Jersey

Kaplan, R.M. and Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications and Issues*. India:Wadsworth, Cengage.

S. Dixit / *Nafis*

MACP 305- Understanding the Self

Unit 1: The Self: questions—"Who am I"? "What is my personal search"? "What is my relationship with the world?"

Unit 2: Self in living: the significance of "playing", "flirting" "exploring" "un-integrating" and "hiding". disintegration- unintegration to integration

Unit 3: Towards the Flow of Life: The ongoing process of "becoming". Search for authenticity, meaning & choice. Engaging with loss, and despair. Change, transience and emptiness: Towards an "interdependent" experience of selfhood.

Unit 4: Self and World: The Conditioned Being.

What do I stand for and how did I come to internalize the values that I hold?

What are my social and cultural internalizations?

Who would I be beyond my internalizations?

Examining my choices regarding life?

Could I reach a fuller participation in the world in which I exist?

Unit 5: "Going to Pieces without falling apart". A holistic synthesis of all the above-mentioned perspectives; Acknowledging the limits of one's empathy & opening up to one's compassion.

Readings

Camus, A. (1970). *The Rebel*. New Jersey: Routledge.

Camus, A. (1972). *The Plague*. London: Penguin.

Epstein, M. (1999). *Going to Pieces without Falling Apart: A Buddhist Perspective on Wholeness*. London: Thorsons.

Epstein, M. (2001). *Going On Being*. New York: Harper Collins Publishers.

Frankl, E. V. (1984). *Man's Search for Meaning*. New York: Beacon Press.

Phillips, A. (1988). *On Flirtation*. Cambridge, Mass: Harvard University Press.

SEMESTER IV

MACP 401- Psychopathology II

Unit 1: Psychopathology of Mood and Anxiety Disorders, Depression, bipolar affective disorders; Phobia, GAD, panic, OCD, PTSD, adjustment disorder; Clinical characteristics, etiology. Rating scales and screening tools

Unit 2: Psychopathology of Somatoform Disorders. Dissociative disorder, somatoform disorder, other neurotic disorder; Clinical characteristics and etiology. Assessment tools , rating scales and screening instruments

Unit 3: Psychopathology of Behavioral Syndromes. Eating disorder, sleep disorder; Clinical characteristics and etiology. Assessment tools , rating scales and screening instruments

Unit 4: Psychopathology of Psychotic Disorders; Schizophrenia, delusion, other psychotic disorders; Clinical characteristics, etiology; Psychodiagnostic assessments (rating scales, projective tests).

Unit 5: Disorders of Infancy, Childhood and Adolescence, Specific developmental disorder of scholastic skills; Pervasive developmental disorders; Behavioral and emotional disorders; Disorders of social functioning. Assessment tools in childhood disorders.

Readings

Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.

Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: *Behavioral sciences/clinical psychiatry* (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.

Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.

Millon, T., Blaney, P., & Davis, R.D. (1998). The oxford textbook of psychopathology. London: Oxford University Press

Smith, N.W. (2001). Current systems in psychology: History, theory, research & applications. USA: Wadsworth/Thomson learning.

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Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

S. D. S. *Kathy*

MACP 402- Psychotherapy II

Unit 1 :Introduction

Introduction: Historical and cultural contexts for the development of Couples, Family and Group therapy. Developmental frameworks in Couples, Family and Group therapy.

Unit 2: Couples Therapy

Couples Therapy: Theoretical frameworks, Issues and therapeutic approaches for working with couples. Evidence based practice in couples therapy. Treatment planning

Unit 3: Family Therapy

Family Therapy: Major Dominant theories of Family Therapy - classical, post modern and social constructivistic approaches. Treatment planning in Family Therapy

Unit 4: Group Therapy

Group Therapy: Theories of group therapy, emergence of group interventions as de facto forms of treatment and brief forms of group therapy; Treatment planning using Group interventions – choice of treatment and modality .Review of evidence based models in Group therapy.

Unit 5: Art Based Therapies

Modalities: Art therapy, Dance/Movement Therapy, Music Therapy, Drama Therapy.

Readings

Nichols, P.M & Schwartz C.R (2006). *Family Therapy –concepts and methods*, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc.

Corey, G (2008) *Theory and Practice of Group Psychotherapy*, 8TH edition, Pacific Grove, CA: Brooks/Cole.

Bion, W.R. (1959) Experiences in Groups and other Courses. N.Y.: Basic Books.

Bunt, L. (1994) *Music Therapy: An Art Beyond Words*

Case, C. (1992) *The Handbook of Art Therapy*.

Chaiklin, S. and Wengrower, H. (Ed.). (2009). *The art and science of dance/movement therapy: Life is dance*. New York: Routledge.

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- Dosamantes-Beaudry, I. (1999). A psychoanalytically informed application of dance/movement therapy. In D.J. Wiener (Ed.), *Beyond talk therapy: Using movement and expressive technique in clinical practice* (pp. 245-262). Washington, DC, US: American Psychological Association.
- Fehr, S.S. (1999) Introduction to Group Therapy: A Practical Guide. N.Y.: Haworth Press.
- Foulkes, S.H. & Anthony, E.J. (1965) Group Psychotherapy: The Psychoanalytic Approach. London: Penguin Books.
- Gazda, G.M. (1989) Group Counseling: A Developmental Approach (4th ed.) Boston: Allyn & Bacon.
- Kaplan, H. & Sadock, B. (eds.) (1993) Comprehensive Group Psychotherapy , 3rd ed. Baltimore: Williams & Wilkins.
- Hinz, L. D. (2009). *Expressive Therapies Continuum: A Framework for Using Art in Therapy*. Routledge

S. Dixit *V. Hale*

MACP 403- Counselling in Context

Unit 1: Introduction to Counselling: Nature approach and challenges

Unit 2: Approach to Counselling: Psychodynamic, Cognitive, Behavioural, existential and feminist approach

Unit 3: Ethical Issue in Counselling: Professional competence, value, power and role of professional network

Unit 4: Perspective on Practices: School, Family, corporate/work and spiritual

Unit 5: Vocational Counselling and Guidance; Indiscipline, Teacher-Student Relationship and Classroom management; Learning disabilities, Special needs & Multicultural classrooms; Parenting Education, Prevention Approaches in Educational settings

Readings

Barwick, N. (2000). *Clinical Counselling in Schools*. Routledge.

Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Singapore: Brooks/Cole.

Brems, C. (2001). *Basic skills in psychotherapy and counseling*. Singapore: Brooks/Cole.

Corey, G. (1996). *Theory and practice of counseling and psychotherapy* (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Nelson-Jones, R. (2009). *Introduction to Counseling Skills*. New Delhi: Sage.

Pareek, U. (2004) *Understanding Organisational Behaviour*. New Delhi: Oxford University Press.

Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). *Teaching Students with Special Needs in Inclusive Settings* (6th edition). New Delhi: PHI Learning.

Vohra,S.S. & Kailash.S.(2010) *Psychological Turbulence in Relationships: Research, Cases & interventions*. New Delhi: Icon Publications Pvt. Ltd.

Vohra,S.S.(2004) *Strengthening the value of forgiveness in School Children Journal of Value Education*, NCERT, 4, 1&2, 159-1671.

Woolfolk, A. (2004). *Educational psychology* (9th ed.). New Delhi: Pearson Education.

Fieldwork

In the second, third and fourth semesters students have to engage in fieldwork in sites approved by the department. A report will have to be submitted at the end of each semester. The site for fieldwork can be a hospital, clinic, or centre where psychotherapy and counselling are practiced. Fieldwork will be supervised by faculty members.

Major Research Project

Each student has to make a research project on a topic approved by the department. The research must be based on empirical data. The project will be guided by faculty members.

Comprehensive Viva

There will be a comprehensive viva voce at the end of each semester where students can be asked questions on courses, fieldwork or projects completed in that semester.

Examination Scheme

Each subject in each paper will be marked out of 100 where 40 marks will be internal, based on assessments throughout the semester and the end-semester examination will carry 60 marks.

Natalie
S. Dixit