

Master of Arts in Clinical Psychology

SYLLABUS

2020-2022



SCHOOL OF SOCIAL SCIENCES

DEVI AHILYA UNIVERSITY, INDORE

UGC-Centre with Potential for Excellence in Social Sciences

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.

School of Social Sciences
Devi Ahilya University
UGC-Centre with Potential for Excellence in Social Sciences

SEMESTER I

CODE	TYPE	COURSE	CREDITS
SS5D-501	Core	Introduction to Clinical Psychology	4
SS5D-503	Core	Cognitive Psychology I	4
SS5D-505	Core	Biological Foundation of Psychology	4
SS5D-507	Core	Developmental Psychology	3
SS5D-523	Skill Developm ent	Computer Applications	3
SS5D-525	Ability Enhancement	Field Work	4
SS5D-551	Virtual Credit	Comprehensive Viva	4
		Total Credit	26

SEMESTER II

CODE	TYPE	COURSE	CREDITS
SS5D-502	Core	Theories of Personality	4
SS5D-504	Core	Cognitive Psychology II	4
SS5D-506	Core	Psychopathology I	4
SS5D-522	Elective	Social Psychology	3
SS5D-524	Ability Enhancement	Research Methodology	3
SS5D-526	Practical	Field Work II	4
SS5D-552		Comprehensive Viva	4
		Total Credit	26

School of Social Sciences
Devi Ahilya University
UGC-Centre with Potential for Excellence in Social Sciences

SEMESTER III

CODE	TYPE	COURSE	CREDITS
SS5D-601	Core	Psychological Assessment	4
SS5D-603	Core	Preparing for Clinical Work	4
SS5D-605	Core	Psychotherapy I	4
SS5D-621	Elective	Counselling in Context	3
SS5D-623	Ability Enhancement	Field Work II+ Synopsis Submission	4
SS5D-625	Ability Enhancement	Internship Work	3
SS5D-651	Virtual Credit	Comprehensive Viva	4
		Total	26

SEMESTER IV

CODE	TYPE	COURSE	CREDITS
SS5D-602	Core	Psychopathology II	4
SS5D-604	Core	Psychotherapy II	4
SS5D-622	Elective	Understanding Self	2
SS5D-624	Elective Generic	Gender and Psychology/ Margins and Psychology	2
SS5D-626	Elective Generic	Any MOOC or elective generic from other department	2
SS5D-628	Ability Enhancement	Major Research Project	4
MACP 406	Ability Enhancement	Field work III+ Practical	4
MACP 407	Virtual Credit	Comprehensive Viva	4
		Total	26

SEMESTER I

SS5D-501 Introduction to Clinical Psychology

Unit 1- History and Philosophy of Psychology: Science and Psychology; Persistent questions in Psychology: nomothetic vs. idiographic, free will vs. determinism, nativism vs. empiricism, mind-body relationship. Positivism vs Postpositivist approach.

Unit 2- Approaches to Psychology: Behaviorism, Psychodynamic, Humanistic Psychology, Cognitive Psychology, Contemporary Psychology: Postmodernism, Social Constructionism, Critical Psychology, Positive Psychology, Transpersonal Psychology.

Unit 3- Foundations of Clinical Psychology: History of Clinical Psychology, Nature of discipline- theory and research; education and training; professional activities and employment settings; differences and similarities with other mental health professionals.

Unit 4- Clinical Interventions and Critical Issues: Therapeutic variables- client, therapist & relationship; Various perspectives- Psychodynamic, Humanistic Existential, Behavioural-Cognitive, Group and Family; Professional regulation and ethico-legal issues; Cultural issues.

Unit 5- Psychology in India: History of Psychology in India; Introduction to Indian Perspectives: Upanishads, Samkhya, Vedanta, Jainism, Buddhism, Sufism, Nyaya, Charvak, Bhagvadgita; Methods of knowing. Consciousness and Self and Identity,

Readings

Chung, M. C. & Hyland, M. E. (2011). *History and Philosophy of Psychology*. Wiley-Blackwell: Hoboken, NJ.

Gross, R. (1995). *Themes, Issues and Debates in Psychology*. Hodder and Stoughton: London.

Heiman, B. (1964). *Facets on Indian thought*. London: George Allen and Unwin.

Hergenhahn, B. R. (1992). *An Introduction to the History of Psychology*. (2nd ed.). Wadsworth Publishing Company: Belmont California.

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

Misra, G., & Mohanty, A.K. (2002). *Perspectives on indigenous psychology*. New Delhi Concept.

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.

SS5D-503 Cognitive Psychology I

Unit 1- Introduction: Introduction to Cognitive Psychology: Definition; The emergence of cognitive science; Core Concepts: Mental Representations, Stages of processing, Memory stores; Contemporary approaches to Cognitive Psychology: The Brain and Cognition: Cerebral Cortex and Parallel Processing; Cognitive Neuroscience techniques:

Unit 2- Psychophysics: Introduction to 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

Unit 3-Attention: Attention: basic concepts and types Theories and current developments- Bottleneck and Capacity theories; brain and attention.

Unit 4- Perception: Modularity of Perception and Integration: Synesthesia, Comparing the senses, Theories of Perception: Gestalt approach, Top-Down vs. Bottom Processing, Information Processing; Pattern Recognition theories, 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; Practical based experiments on above units. (suggested: Zeigarnik Effect, Transference of learning/Learning Curve)

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.

SS5D-505 Biological Foundations of Psychology

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

Unit 2- Nervous System: Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions of spinal cord & Brain.

Unit 3- Biopsychology of Emotion, Stress and Health: Emotions as response patterns: fear, anger and aggression; Recognition and expression; Stress and health: The stress response and gastric ulcers, Psychoneuroimmunology, stress and the hippocampus; Fear conditioning: amygdala.

Unit 4- Biopsychology 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, disorder of sleep.

Unit 5- Biopsychology of Motivation: Hunger –theories, Thirst-neural mechanisms; Human obesity. 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.

SS5D-507 Developmental Psychology

Unit 1: Development: Meaning, Determinants & Research Methodologies. Prenatal & Childhood Development : stages, Pattern & barriers. : Cognitive Development: Jean Piaget : A constructivist approach ; Adaptation ; Vygotsky: A social contextual approach;

Unit 2 Social Development: Freud; Erikson: Stages of Development; Ecological System Theory. Childhood, Identity and Society: childhood as historically produced and socio-culturally constructed; Childhood in India

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 – young, middle & late adulthood ; Mid Life Crisis, Menopause, Aging, Degenerative Disorders

Unit 5: Development & Abnormality. Practical based on above units (min. 3) (Behavioural Problem Checklist, Family environment Tests, Vineland Social Maturity test, ADHD test)

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

School of Social Sciences

Devi Ahilya University

UGC-Centre with Potential for Excellence in Social Sciences

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

New Delhi: Oxford University Press.

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.

SS5D-523 COMPUTER APPLICATIONS

Course Objective: This subject enables the students to understand the theory and practical aspect of computer applications.

Learning Outcome: After completion of this unit students will be able to:

- Understand basic computer fundamentals.
- Learn about resources of computer.
- Discuss role of operating system
- Proficient in operating MS Word, MS Excel ,MS PowerPoint.
- Able to access Internet

- Learn about various latest technologies.

Unit I - Anatomy of computer, operating system concepts, hardware, software concepts & terminology, networking--- definition, types, applications, Introduction to GUI.

Unit II - Introduction to MS-Office— MS Word: creating documents, formatting features, standard toolbar, text formatting, header & footer, mail-merge, macro, insertion of files & pictures.

Unit III - MS-Excel :Construction of worksheet and inserting data according to its characteristics, creation of charts and graphs .Use of statistical tools including measures of central tendency, coefficient of correlation and regression.

Unit IV - MS- Power point – Create power point presentation with the help of different presentation styles, editing slides, various views of PowerPoint presentation, insertion of chart and pictures, animation and transition effects, creation of photo album.

Unit V- Internet basics& Applications—Internet & its uses, Intranet & Extranet, web pages, websites, web servers, web browser, internet domains, URL's, IP address, search engines.

Unit VI - Introduction to IT and its development – Virtual reality, GPS, GIS, Mobile technology – 1G, 2G, 3G, 4G. Wi-Fi, Bluetooth.

Recommended Books:

1. Pradeep K. Sinha. Priti Sinha Computer Fundamentals, Fourth Edition, BPB Publications.
2. Rajaraman, V, Fundamentals of Computers, Prentice Hall of India, New Delhi.
3. Techniques and Applications, Prentice Hall, Englewood Cliffs, NJ.
4. Wood, M.B., Introduction Computer Security, Broadman Associates, Delhi.
5. Sushila Madan, Information technology by, Taxmann allied services (P) Ltd.
6. Ramesh Behl : Information technology for management by, Tata McGraw Hill education Pvt. Ltd.

SEMESTER II

SS5D-502 **Theories of Personality**

Unit 1- Psychodynamic Theories I: Classical psychoanalysis: Freud- Kohut, Klein, Stern, Winnicott, Bowlby

Unit 2- Trait Theories: Allport, Cattell, Eysenck ; Type approaches.

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

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

Unit 5- Practical tests (minimum 2) : (Cattle's 16 PF, MBTI, NEO – PI & Others.)

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. & Camobell, J.B. (2002). *Theory of personality*, 4TH edition. John Wiley and Sons

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

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

SS5D-504 Cognitive Psychology II

Unit 1- Memory: Sensory memory, Short term memory & Working Memory; Long Term Memory, Autobiographical and eyewitness memories; Semantic Network and Models of Knowledge Representation, Models of memory for new information: General approach, Simple association models and SAM model; Forgetting meaning. Theories of forgetting; Disorders and disruptions of memory: amnesia, traumatic and false memories, Confabulation ; Metacognition: Metamemory, TOT, Metacomprehension; Brain structures in Memory

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

Unit 3- Problem Solving: Types & Strategies of Problem Solving Problem-Solving Approaches: Gestalt, Newell and Simon's theory, Factors that influence Problem Solving; Creativity: Creative process, Creativity and Functional Fixity, Investment theory of Creativity, Judging Creativity.

Unit 4- Language: Defining Language: Origins of language, meaning structure and use; 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 & Factors affecting Comprehension, Embodied Cognition; Bilingualism.

Unit 5- Practical Based on above units : Experiment (min 1) & Test (min 2) : Experiment (STM/primary and recency effect/ memory inhibition), Test (Divergent Production Abilities by K.N Sharma, General intelligence by K.S Mishra & S.K pal/Others)

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.

SS5D-506 Psychopathology I

Unit 1- Classification and Theoretical Models: Systems of classification, basic features; DSM-V, ICD-11, similarities, differences and critical evaluation; Major theoretical models of psychopathology; Critical evaluation.

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

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

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

Unit 5- Practical based on above units: (Addiction Screening Tests/Screening tests for personality disorders/Mental Health Battery by A.K Singh / Bell's Adjustment Inventory by Dr. R.K Ojha / Others)

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.

SS5D-522 Social Psychology

Unit 1- Introduction to Social Psychology: The definition and nature of social psychology; Growth of social psychology; 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.; Attribution- theories, biases and errors; Organizing and Changing attitudes; persuasion and propaganda techniques; Prejudice, Stereotypes and Discrimination; Groups: Small groups and its functions; Theories of inter-group relations; Reducing prejudice.

Unit 3- Social Relations and Influence: Nature, and dynamics of Interpersonal attraction; Sexuality and intimacy; Aggression: Theories and individual differences in aggression; Violence- sexual harassment, genocide, terrorism.

Unit 4- Social psychological perspectives on health and illness; Psychological effects of unemployment. Social and ethnic minorities and law; Cross-cultural psychology: Individualistic vs. collectivistic culture: Poverty and deprivation.

Unit 5- Emotions in Everyday Life: Biological, Cognitive, Constructionist, Psychodynamic, Evolutionary and Cultural Perspectives; Self Conscious Emotions: Shame, Guilt, Embarrassment, and Pride. Practical based on above units: Tests (min 2): (Self Esteem scale by santosh dhar & Upinder Dhar/ Attitude Scale by N.S Chauhan and Saroj aurora/ Emotional Intelligence Inventory by S.K mangal & Shubhra Mangal/Others)

Readings

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

SS5D-524 Research Methodology-Qualitative and Quantitative

Unit 1-Introduction to Research: Meaning and definition of research; scope and importance of research; Types of research, The process of research, Research problem and objective formulation, types of variables, Research applications in social, psychological, political, and business sciences; Features of a Good research study,

Unit 2 Data source and data structure and Sampling:

Types and methods of Primary and secondary data collection, Review of Literature, qualitative and quantitative data, Survey method---sampling and sampling methods

Unit 3: Measurement and Scaling, Classification and presentation of data through charts, frequency distribution and graphs, Correlation and Regression

Unit 4: Hypothesis and hypothesis testing for large and small sample, t-test, z-test, Chi-square test

Unit 5: Report writing , Synopsis Writing and ethics in research

Note: Students can refer more models for extra learning

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 III

SS5D-601 Psychological Assessment

Unit 1: Introduction to psychological assessment, and Psychological Measurements Practice & Challenges.

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

Unit 4: Frequently used assessments: Memory, Intelligence, Aptitude, Assessment of children with special needs.

Unit 5: Frequently used assessments: Personality & Projective. Practical based on above units: tests (min 2) (General Intelligence by K.S Mishra and S.K Pal/16 Personality questionnaire by R.B Cattle/ Rosenzweig Picture Frustration test/Emotional Intelligence Inventory by S.K Mangal & Shubhra Mangal)

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.

SS5D-603 Preparing for Clinical Work

Unit 1: Revisiting the history of understanding abnormality through various perspectives: Psychodynamic, Behaviorism, Cognitive, Humanistic, Existential, Anti-psychiatry movement and Post-modern theories.

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

Unit 3: Clinical history taking; Mental Status Examination; Psychodiagnostic formulation, Clinical interviewing skills.

Unit 4: Major Rating Scales and Tools used in Clinical Practice: Assessment for Addiction, Mood disorders, anxiety, OCD, Childhood disorders

Unit 5: An introductory exploration of transference and counter- transference.

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.

Laing, R. D. (1967). *Politics of Experience and Birds of Paradise*. London: Penguin Books.
Maj, M. (2002). *Psychiatric Diagnosis and Classification*

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 Psychotherap: Theory and Practice*. New York: Harper and Row.

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.

Zuckerman, E. L. (2010). **Clinician's thesaurus**: The guide to conducting interviews and writing psychological reports (7th ed.). Guilford Press.

SS5D-605 Psychotherapy I

Unit 1: Research & Training Issues: Introduction; 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: Nature, Goal and Scope of the therapy Brief Analytic, Object-Relations, and Interpersonal Approaches. Hypnosis vs. Catharsis; Important Terms in Psychoanalysis-Defense Mechanism, Nature and Type of Transference, Personality structure, Dynamics and Development of Personality and Dream Analysis.

Unit 3: Behavioural Therapies- Nature, Goal and Scope of the therapy, Systematic Desensitization, Implosive, Flooding, Contingency Management and Biofeedback.

Unit 4: Humanistic & Mindfulness based Therapies: Client-Centered, Existential, Gestalt therapies & Acceptance and commitment therapy.

Unit 5: Cognitive Behavioural and Supportive Therapies- Introduction and Applications of CBT, REBT, Supportive Therapies & Brief therapies.

Readings

Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Singapore: Brooks/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 Edition 12:121-144.

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.

- 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

SS5D-621 Counselling in Context

Unit 1: Introduction to Counselling: Nature, Process, approaches and challenges.

Unit 2: Approach to Counselling: Psychodynamic, Adlerian, Humanistic, Cognitive, Behavioural, Existential and Feminist approach.

Unit 3: Ethical Issue in Counselling: Professional competence, value, power and role of professional network. Perspective on Practices: School, Family, corporate/work and spiritual

Unit 4: Vocational Counselling and Guidance; Indiscipline, Teacher-Student Relationship and Classroom management; Learning disabilities, Special needs & Multicultural classrooms; Parenting Education, Prevention Approaches in Educational settings

Unit 5: Practical based on above units. (Peer sessions/Mock Sessions/Case Studies/Other)

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.

SEMESTER IV

SS5D-602 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: Practical based on above content tests (min 2) (Depression Proness Scale by Niranjana Prasad Yadav/ Anxiety Depression & Stress Scale by Pallavi Bhatnagar/ Bell's Adjustment Inventory by Dr. R.K Ojha/Others)

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.

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

SS5D-604 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.

- 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

SS5D-622 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.

SS5D-624 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

**School of Social Sciences
Devi Ahilya University**

UGC-Centre with Potential for Excellence in Social Sciences
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. & Nicoloson, P. (Eds). (1992). *Gender issues in Clinical Psychology*. London:
Routledge.

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.

SS5D-624The 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
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.

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.

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.
