

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA
PROGRAMME: M.A PSYCHOLOGY

SEMESTER I

PLC 101: HISTORICAL OVERVIEW AND CURRENT TRENDS IN PSYCHOLOGY

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Objectives:

1. To acquaint students with an overview of the history of Psychology
2. To highlight the dominant schools of Psychology
3. To understand how historical trends and events have influenced the development of Psychology as a scientific discipline.

Learning Outcomes:

At the end of this course the learner will be able to:

1. Gain insight into the history & current trends in psychology
2. Understand the schools of psychological thought
3. Apply knowledge gained to present day scenarios and issues

I – THE HISTORY OF PSYCHOLOGY

(12 Hours)

1. Contextual forces in Psychology: Economic opportunity, War, Prejudice and Discrimination
2. Philosophical influences on Psychology: René Descartes, Auguste Comte, John Locke, George Berkeley, David Hume, James Mill
3. Physiological influences on Psychology: Early research on brain functioning, Rise of experimental Psychology
4. Evolutionary theory: Charles Darwin, Francis Galton
5. The New Psychology: Wilhelm Wundt, Hermann Ebbinghaus, Franz Brentano, Carl Stumpf, Oswald Külpe

II – SCHOOLS OF PSYCHOLOGICAL THOUGHT

(12 Hours)

1. Structuralism: Edward B. Titchener
2. Functionalism: William James
3. Behaviorism: E. L. Thorndike, Ivan Pavlov, John B. Watson
4. Gestalt Psychology: Max Wertheimer, Kurt Koffka, Wolfgang Köhler, The Phi phenomenon, Gestalt principles of perceptual organization, Kurt Lewin's Field Theory
5. Psychoanalysis: Sigmund Freud, Psychoanalysis as a system of personality, Psychoanalysis as a method of treatment
6. Humanistic (3rd Force) Psychology: Existential Psychology (Martin Heidegger, Ludwig Binswanger, Rollo May, George Kelly), Humanistic Psychology (Abraham Maslow, Carl Rogers)

III – CURRENTS TRENDS IN PSYCHOLOGY

(12 Hours)

1. Psychobiology: Karl Lashley, Donald O. Hebb, Roger W. Sperry, Behavioral Genetics.
2. Cognitive Neuroscience: Cognitive Revolution, Computer metaphor, Artificial Intelligence, Cognitive science, Connectionism.
3. Forensic psychology: Introduction and overview, Forensic school psychology, Family forensic psychology, Correctional psychology, Assessment of risk, dangerousness and recidivism.
4. Media psychology: Defining mass media, psychology and media, Prosocial effects of media, Developmental issues in media psychology
5. Geropsychology: The biology of ageing; ageing and health – managing co-morbidities and functional disability in older people; social care and older people; retirement, technology and ageing.

IV – APPLICATIONS OF PSYCHOLOGY

(12 Hours)

1. Lie detection: Ekman's theory of lie detection, Strategic questioning, The SUE (Strategic Use of Evidence) technique, the polygraph process, Alternatives to the polygraph.
2. Personnel Psychology: Individual differences and work performance, Cross cultural differences in personnel psychology, Motivation and job design in the new world of work.
3. Sports and Exercise Psychology: Origins, Enhancing the performance of individual athletes, enhancing the performance of teams, Current status of the field of sports and exercise psychology.
4. Human Factor Engineering: Human error, accidents and safety; Human factors in systems design.

Books for study:

1. Aggarwal, J. C. (2015). *Essentials of educational psychology*. (3rded.). Noida: Vikas publishing house
2. Anastasi, A. (1979). *Fields of applied psychology*. (2nded.). New York: Mc-Graw Hill Book Company.
3. Bartol, C. R., & Bartol, A. M. (2008). *Introduction to forensic psychology: Research and application*. (2nded.). New Delhi: Sage publications.
4. Brennan, J. F. (1998). *History and systems of psychology*. (6thed.). New Jersey: Prentice Hall
5. Cartwright, S., & Cooper, C. L. (2008). *The Oxford handbook of personnel psychology*. USA: Oxford University press, INC.
6. Cornelissen, R. M. M., Misra, G., Varma, S. (2014). *Foundations and applications of Indian psychology*. New Delhi: Dorling Kindersley.
7. Giles, D. (2003). *Media psychology*. London: Lawrence Erlbaum Associates publishers.
8. Hamilton, I. S. (2011). *An introduction to gerontology*. New York: Cambridge University Press.
9. Hergenhahn, B. R., & Henley, T. B. (2014). *An Introduction to the history of psychology*. (7thed.). USA: Wadsworth Cengage Learning.
10. Howitt, D. (2015). *Introduction to forensic and criminal psychology*. (5thed.). UK: Pearson Education Ltd.
11. Kirsh, S. J., Duffy, K. G., Atwater, E. (2015). *Psychology for living: Adjustment, growth and behavior today*. (8th ed.). New Delhi: Pearson education.
12. Kornspan, A. S. (2009). *Fundamentals of sport and exercise psychology*. USA: Human Kinetics.
13. Leahey, T. H. (2005). *A history of psychology: Main currents in psychological thought*. (6thed.). New Delhi: Pearson education.
14. Linley, P. A., Joseph, S. (2004). *Positive psychology in practice*. USA: John Wiley & Sons
15. Misra, G., & Mohanty, A. K. (2002). *Perspectives on indigenous psychology*. New Delhi: Concept Publishing Company
16. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2014). *Handbook of Indian psychology*. Delhi: Foundation books.
17. Sanders, M. S. & McCornick, E. J. (1992). *Human factors in engineering and design*. (7thed.). Delhi: McGraw Hill, INC.
18. Sarafino, E. P. (2007). *Health Psychology – Biopsychosocial interactions*. (6thed.). USA: John Wiley & Sons, INC
19. Schultz, D. P., & Schultz, S. E., (2004). *A History of modern psychology*. (8thed.). USA: Thomson Wadsworth.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA

PROGRAMME: M.A PSYCHOLOGY

SEMESTER I

PLC 102: COGNITIVE PROCESSES

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Objectives:

1. To provide students with an understanding of the fundamental concepts of cognitive psychology and the neuropsychological underpinnings of cognitive processes.
2. To enable students to understand the significance of cognitive processes for understanding human behavior.

Learning Outcomes:

At the end of this course the learner will be able to:

1. Explain the concepts and neuropsychological basis of cognitive processes.
2. Apply knowledge of cognitive process to the understanding of human behaviour.
3. Use concepts learnt in cognitive process in practical situations.

I - INTRODUCTION TO COGNITIVE PSYCHOLOGY

(12 Hours)

1. The Origins and Emergence of Modern Cognitive Psychology
2. Core concepts in Cognitive Psychology: Mental Representations, Stages of Processing, Serial Versus Parallel Processing, Hierarchical Systems, Cognitive Architecture, Memory Stores, Consciousness, Emotion
3. Paradigms of Cognitive Psychology: Information Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach

4. Theories of Cognitive Development – Piaget, Vygotsky
5. Application: Cognitive Style and Cognitive Map

II –PERCEPTION, ATTENTION, AND IMAGERY

(12 Hours)

1. Perceiving Objects and Recognizing Patterns : Gestalt Approaches; Bottom-Up Processes – Template Matching, Featural Analysis, Prototype Matching; Top-Down Approaches – Perceptual Learning, Change Blindness, Word Superiority Effect
2. Attention: Filter Theories, Capacity Theories, Automatic Processes, The Central Bottleneck, Visual Attention
3. Mental Imagery: Finke’s Principles of Visual Imagery
4. Neuroscientific Studies of Attention
5. Application: Subliminal Perception and Extra-Sensory Perception

III – MEMORY

(12 Hours)

1. Types and Models of Memory: Sensory Memory - Iconic and Echoic Memory; Short Term Memory– Capacity and Coding; Retention Duration and Forgetting; Working Memory; Executive Functioning; Long-Term Memory – Declarative versus Procedural, Episodic versus Semantic, Levels-of-Processing View, Reconstructive Nature of Memory, Flashbulb and Autobiographical Memory, Eyewitness Testimony
2. Forgetting and Mnemonics
3. Neurological Studies of Memory Processes

IV - HIGHER COGNITIVE PROCESSES

(12 Hours)

1. Language and Cognition: Whorfian and Modularity Hypothesis; Neuropsychological Perspective; Application – Multilingualism
2. Problem Solving and Creativity: Problems and Methods of Solution – Generate-and-Test, Means-End Analysis, Working Backward, Backtracking, Reasoning by Analogy; Blocks to Problem Solving – Mental Set, Incomplete Representations, Lack of Problem-Specific Knowledge or Expertise; Stages and Sources of Creativity, Blocks to Creativity
3. Reasoning and Decision Making: Types of Reasoning – Deductive, Inductive, and Everyday Reasoning; Phases and Cognitive Illusions in Decision Making; Application - Artificial Intelligence

Books for Study:

1. Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. (5th ed.). New Delhi: Sage Publications.
2. Goldstein, E. B. (2014). *Cognitive psychology: Connecting mind, research and everyday experience*. Canada: Nelson Education.
3. Groome, D. (2013). *An introduction to cognitive psychology: Processes and disorders*. Psychology Press.
4. Groome, D., & Eysenck, M. (2016). *An introduction to applied cognitive psychology* (2nd ed.). Psychology Press.
5. Kellogg, R.T. (2007). *Fundamentals of cognitive psychology*. N.D. Sage Publications.
6. Matlin, M.W. & Farmer, T.A. (2016) *Cognition* (9th ed.). New Jersey, USA: John Wiley & sons
7. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive psychology*. New Delhi: Pearson education, first Indian reprint 2014
8. Sternberg, R. J. & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Belmont, CA: Wadsworth.

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SEMESTER I

PLC 103: APPLIED PSYCHOMETRICS

Number of Credits	04
Teaching Hours	48 hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Objectives:

1. To familiarize students with psychometric theory and principles of test construction.
2. To understand the application and contextual interpretation of data from psychological measurement.
3. To acquaint students with concepts in psychometrics.

Learning Outcomes:

At the end of this course the learner will be able to:

1. Explain important concepts in psychometrics
2. Apply knowledge of psychological measurement to practical situations
3. Understand and use various psychological tests

I - THEORETICAL - CONCEPTUAL ORIENTATION

(12 Hours)

1. The development of psychometrics: Psychometrics today, classical test theory, errors in measurement, scales of measurement
2. Overview of psychometric properties of a psychological test: Item analysis, reliability, validity, norms
3. Developing a publication quality instrument and manual: Writing test items, scoring of tests and problems of scoring, adaptation and translation
4. Legal, ethical considerations and future of psychometrics: Unresolved issues, Specific principles of psychological testing- APA guidelines, the concerns of the public and the profession, use of computers in testing, computerized adaptive testing, high-definition video and virtual reality

II - INTELLIGENCE, APTITUDE, PERSONALITY AND

NEUROPSYCHOLOGICAL TESTING

(12 Hours)

1. Intelligence: Definition, diagnostic use of intelligence, issues in intelligence testing, Measurement of Intelligence - Wechsler Intelligence Scales, Ravens Progressive Matrices
2. Aptitude: Definition, Measurement of Aptitude - Differential Aptitude Test, Scholastic Aptitude Test
3. Personality: Definition, Measurement of Personality-NEO PI-R, MMPI-2
4. Neuropsychology: Definitions, Neuropsychological Assessment-Bender Visual Motor Gestalt Test, NIMHANS Neuropsychological Battery

III-PROJECTIVE TESTING

(12 Hours)

1. Meaning of personality, classification of personality tests, the projective hypothesis
2. Inkblot Tests: Rorschach test, Alternative inkblot tests- Holtzman inkblot
3. Apperception Tests: Thematic Apperception Test, Alternative apperception procedures- CAT, Tell me a story test (TEMAS)
4. Non-pictorial Projective Procedures: word association test, sentence completion test, figure drawing tests.

IV- PSYCHOMETRIC APPLICATIONS

(12 Hours)

1. Using psychometrics in clinical psychology: Major tests used-16 PF, Eysenck Personality Inventory.
2. Using psychometrics in education, civil service, and the military: Major tests used- the SAT Reasoning Test, tests used in the U.S. Civil Service System, The Armed Services Vocational Aptitude Test.
3. Using psychometrics in counselling psychology: Major tests used- Bell Adjustment Inventory, The Strong Vocational Interest Blank.
4. Using psychometrics in industrial and business settings: Major tests used- Managerial Style Questionnaire, Occupational Aspiration Scale.
5. Using psychometrics in the information technology age: Computerization, artificial intelligence.

Books for study:

1. Anastasi, A. & Urbana, S. (2016). *Psychological testing*. (7thed.). Delhi: Pearson Education Pvt. Ltd.
2. Chadha, N.K. (2009). *Applied psychometry*. New Delhi: Sage Publications India Pvt. Ltd.
3. Cohen, J.R., Swerdlik, M. E. & Kumthekar, M.M. (2017). *Psychological testing and assessment: An introduction to tests and measurement*. (7th ed.). New York. McGraw-Hill International edition
4. Gregory, R. J. (2017). *Psychological Testing: History, principles and applications*. (7th ed.). New Delhi: Pearson Education
5. Kaplan, R. M.,& Saccuzzo, D. P. (2013). *Psychological assessment and theory creating and using psychological tests*. (8thed.).Delhi: Wadsworth Thomson Learning,
6. Kline, T.J.B. (2005). *Psychological testing: A practical approach to design and evaluation*. New Delhi: Vistaar Publications.
7. Murphy, R.K. & Davidshofer, O.C. (2013). *Psychological testing: Principles & applications*. (6thed.). New Jersey: Prentice Hall.
8. Rust, J. & Golombok. (2009). *Modern psychometrics: The science of psychological assessment*, (3rded.). New York: Psychology press.

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SEMESTER I

PLC 104: ADVANCED STATISTICS FOR PSYCHOLOGY

Number of Credits:	04
Contact Hours:	48 hours
Marks:	100 (40 Internal and 60 External)
Duration of Lecture:	01 hour
Duration of Examination:	03 hours

Objectives:

1. To understand the different statistical methods and their uses
2. To equip students in working with Statistical Package for Social Sciences (SPSS)

Learning Outcomes:

At the end of this course the learner will be able to:

1. Explain different concepts in statistics and their uses
2. Use Statistical Package for Social Sciences (SPSS) for related work
3. Apply statistics to future research

I – CONCEPTS IN STATISTICS

(12 Hours)

1. Overview of Descriptive Statistics: Measures of Central Tendency & Variability
2. Normal Distribution: Properties of Normal distribution, Areas under the Normal Curve & Applications
3. Statistical Inference: Estimation theory, Hypothesis testing

4. SPSS : Understanding SPSS and its functions, Data Entry, Advanced Data Handling in SPSS

II - CORRELATION AND REGRESSION

(12 Hours)

1. Correlation: Product Moment, Special Correlations, Partial and Multiple Correlation
2. Non-parametric Correlations: Kendall's tau, Spearman's rho
3. Linear Regression
4. Multiple Regression
5. Using SPSS for Correlation & Regression

III - INFERENCE STATISTICS

(12 Hours)

1. Two –group differences: t test-independent and dependent samples
2. Multi-group differences: ANOVA – One-way ANOVA for independent means and Two-way ANOVA for independent means
3. Chi Square test - goodness of fit and independence; Mann-Whitney U test - moderate and large samples; Wilcoxon sign-rank test; Kruskal Wallis Test
4. Using SPSS for Parametric & Non-Parametric tests of Significance

IV - FACTOR ANALYSIS

(12 Hours)

1. Factor Analysis: General purpose and description, Methods of extraction and rotation
2. Exploratory and Confirmatory Factor Analysis
3. Demonstration of Factor Analysis with the help of a standardized Psychological Test
4. Advantages & Limitations of Factor Analysis
5. Using SPSS for Factor analysis

Books for study:

1. Bluman, A. G. (2012). *Elementary Statistics – a step-by-step approach*. (8th ed.). McGraw Hill Publishers.
2. Brace, N., Kemp, R. & Snelgar, R. (2012). *SPSS for Psychologists: A guide to data analysis using SPSS for windows* (5th ed.). New York: Palgrave MacMillan.
3. Gaur, A. S., & Gaur, S.S (2009). *Statistical methods for practice and research: A guide to data analysis using SPSS*. (2nd ed.). London: Sage publications.
4. Gupta, S. C. (2004). *Fundamentals of statistics*. (6th ed.). Delhi: Himalaya Publishing House.
5. Kerlinger, F.N. (2010). *Foundations of behavioural research*. New Delhi: Surjeet Publications, 12th Indian reprint.

6. Pagano, R. R. (2012). *Understanding statistics in the behavioural sciences*. (10th ed.). Cengage Learning.
7. Tabachnick, B. G., Fidell, L.S., & Osterlind, S. J. (2001). *Using multivariate statistics*. New York: Pearson Education Inc.

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SEMESTER II

PLC 201: PERSONALITY SYSTEMS AND THEORETICAL FRAMEWORKS

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Objectives:

1. To understand the fundamentals of the nature of human personality.
2. To connect various theoretical orientations to the study of personality.
3. To apply personality theories in understanding human behaviour.

Learning Outcomes:

At the end of this course the learner will be able to:

1. To appreciate the value of various personality systems and theoretical frameworks
2. To compare and critically analyse various theories of personality
3. Apply the knowledge gained in various case situations

I – INTRODUCTION TO PERSONALITY AND TRAIT THEORIES (12 Hours)

1. Definition, Nature and Functions of Personality
2. Theoretical orientation to personality study and research: Bio-Psycho-Social and Gestalt Approaches
3. Type and Trait Theories: Hippocrates and Body Humors, William Sheldon and body types, Ernest Kretschmer and body physique, Gordon Allport, Raymond Cattell

II – HUMANISTIC AND EXISTENTIAL THEORIES (12 Hours)

1. Abraham Maslow
2. Carl Rogers
3. Rollo May

III – PSYCHOANALYSIS AND NEO-FREUDIAN THEORIES (12 Hours)

1. Sigmund Freud
2. Carl Jung
3. Alfred Adler
4. Erik Erikson

IV – SOCIO-COGNITIVE AND BEHAVIOURAL THEORIES (12 Hours)

1. B.F. Skinner
2. Albert Bandura
3. Cognitive Behavioural Approaches: Aaron Beck, Albert Ellis

NOTE: All the theories will cover the following:

- **Theoretical orientation and concepts**
- **Assessment techniques**
- **Implications: strength, weakness, application**

Books for study:

1. Calvin, S.H., and Lindzey, G., & Campbell, J.B. (2007) *Theories of personality* (4th ed.). New Delhi: Wiley India Pvt. Ltd.
2. Carver, C. S., and Scheler, M.F. (2016) *Perspectives on personality* (8th ed.). Pearson.
3. Engler, Barbara. (2014). *Personality theories* (7th ed.). USA: Houghton Mifflin Company.
4. Pervin, L.A. (2003). *The science of personality* (2nd ed.). USA: Oxford University Press.
5. Ryckman, R.M., (2014). *Theories of personality* (10th ed.). New Delhi: Cengage Learning,
6. Schultz, D.P., & Schultz, S.E., (2014). *Theories of personality* (10th ed.). New Delhi: Cengage Learning.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA

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SEMESTER II

PLC 202: FUNDAMENTALS OF PSYCHOLOGICAL RESEARCH

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Objectives:

1. To understand basic concepts in psychological research.
2. To understand the procedure of preparing a research proposal and report writing.
3. To apply the research fundamentals in psychology.

Learning Outcomes:

At the end of this course the learner will be able to:

1. Explain basic concepts in psychological research
2. Apply knowledge gained to write a research proposal and research report
3. Demonstrate application of knowledge of research designs to future research

I – INTRODUCTION TO PSYCHOLOGICAL RESEARCH

(12 Hours)

1. Science, Research and Empiricism: Scientific and Everyday approaches to Knowledge, goals of Scientific method, Scientific Theory Construction and Testing, Role of theory
2. Nature of Psychological Research: search for knowledge, purposes of research, types of educational research, Operationalization of variables
3. Elements of Research: problem, hypotheses, variables, sampling, research design (procedure and tools for data collection and data analysis)
4. Ethical Issues in the Conduct of Psychological Research: Research with Human Participants, Research with Animals, Reporting and Publishing Research

II – RESEARCH WRITING IN PSYCHOLOGY

(12 Hours)

1. Uses of Computers in Research: Internet, Data Organization, Data Analysis and Data Reporting
2. The academic research problem and finding related literature
3. Guidelines for effective writing
4. Structure of a Research Report: title page, abstract, introduction, method, results, discussion, references, appendixes, footnotes, order of manuscript pages,
5. Evaluating a research report
6. Writing a Research proposal: Introduction, method, expected results and proposed data analysis plan, conclusions, references, appendix, issues of permission and funding

III – RESEARCH DESIGNS

(12 Hours)

1. Pre-Experimental Designs
2. True Experimental Designs
3. Quasi Experimental Designs
4. Small n Designs
5. Complex Designs

IV – QUALITATIVE RESEARCH METHODS

(12 Hours)

1. Qualitative Research Definitions and Processes: Validity, triangulation, grounded theory, reflexivity, phenomenology, reliability
2. Themes of qualitative research: Design strategies, data collection and field work strategies, analysis strategies
3. Research Questions and Theoretical orientations
4. Qualitative methods: Document or content analysis, case study, ethnographic studies
5. Data collection techniques: Observations, interviews, review of documents, other techniques
6. Data analysis and interpretation
7. Combining qualitative and quantitative methods

Books for study:

1. American Psychological Association, (2010). *Dissertation and thesis from start to finish*, Washington D.C.
2. American Psychological Association, (2012). *Publication manual of the American Psychological Association*, Washington D.C.
3. Best, John W., & Kahn, James V., (2006). *Research in education* (10th ed.). New Jersey: Pearson Education, Inc.

4. Broota, D.K., (2008). *Experimental design in behavioural research*. New Delhi: New Age International limited.
5. Elmes, David, Kantowitz, Barry H., & Roediger, Henry L. III, (2011). *Research methods in psychology* (9th revised ed.). Cengage Learning Custom Publishing.
6. Gondane, G.G., (2015). *Research methodology*. New Delhi: Chandralok Prakashan.
7. Goodwin, J. C., (2010). *Research in psychology* (6th ed.). USA: Wiley and Sons.
8. Kerlinger, F. N. (2010). *Foundations of behavioral research* (12th Indian reprint). New Delhi: Surjeet Publications,.
9. Kothari, C. R., & Garg, G. (2014). *Research methodology: Methods and techniques* (4th ed.). New Delhi: New Age International limited.
10. Kumar, R. (2014). *Research methodology: A step – by – step guide for beginners* (4th ed.). New Delhi: Sage Publications.
11. Shaugnessy, John; Zechmeister, Eugene B. Zechmeister, Jeanne S., (2010). *Research methods in psychology* (8th ed.). New York: The McGraw Hill Companies, Inc.

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SEMESTER II

PLC 203: NEUROPSYCHOLOGY

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Objectives:

1. To understand the structure and functions of the nervous system.
2. To highlight the link between behavior, mental processes and biological processes.
3. To understand the application of cognitive and biological foundations in clinical practice.

Learning Outcomes:

At the end of this course the learner will be able to:

1. Explain structure & functions of the nervous system
2. Understand & appreciate the neuropsychological basis of human behaviour
3. Apply concepts learnt in neuropsychology in practical situations

I –FOUNDATIONS OF NEUROPSYCHOLOGY

(12 Hours)

1. An overview of the Nervous System: The Central Nervous System, The Peripheral Nervous System, The Autonomic Nervous System.
2. Methods of investigating the brain: X-Ray computed tomography, Magnetic Resonance Imaging (MRI), Positron Emission Tomography (PET), Transcranial Magnetic Stimulation (TMS).
3. Communication in the Nervous System: The structure of the neuron, How neurons communicate, Chemical messengers in the Nervous System.
4. Fundamental genetics: Chromosomes, reproduction and linkage, chromosomal structure and replication, the genetic code and gene expression.

5. Neuropsychological basis of sensory, perceptual processes and motor systems: The visual system, Mechanisms of perception – Hearing; smell; taste and attention, The sensorimotor system.

II – PSYCHOPHARMACOLOGY

(12 Hours)

1. Principles of Psychopharmacology: Pharmacokinetics, Drug Effectiveness, Effects of repeated administration, Placebo effects
2. Neurotransmitters and Neuromodulators: Amino Acids, Monoamines, Acetylcholine, Neuropeptides, Unconventional neurotransmitters
3. Drug abuse and addiction: Mechanisms of drug addiction, drug metabolism and elimination, drug tolerance, drug withdrawal effects and physical dependence

III - NEURO-PSYCHOLOGICAL BASIS OF BEHAVIOR

(12 Hours)

1. Learning, Language and Memory: The nature of learning, Learning and synaptic plasticity; Cortical localization of language, The Wernicke-Geschwind model; Relational learning Human anterograde amnesia, spared learning abilities, declarative and non declarative memory
2. Emotions: Emotions as response patterns; Facial expression of emotions; Neural basis of the communication of Emotions - Recognition and Expression
3. Sexual and reproductive behavior: Hormonal control of Sexual behavior, Neural mechanisms in sexual behavior
4. Sleep and Biological Rhythms: A physiological and behavioral description of sleep, Physiological mechanisms of sleep and waking.

IV– NEUROPLASTICITY

(12 Hours)

1. Phases of neural development: Induction of the neural plate, Neural proliferation, migration and aggregation, axon growth and synapse formation, neuron death and synapse rearrangement.
2. Causes of brain damage: Brain tumors, Cerebrovascular disorders, Closed head injuries, Infections of the brain, Neurotoxins, Genetic factors, Programmed cell death
3. Responses to Nervous system damage: Neural degeneration, Neural regeneration and Neural reorganization
4. Neuroplasticity and the treatment of CNS damage: Promotion of recovery from CNS damage by rehabilitative training, Genetic engineering, Neurotransplantation.

Books for study:

1. Carlson, N. R. (2007). *Foundations of physiological psychology*. (7th ed.). New Delhi: Pearson Education.
2. Gazzaniga, M., Heatherton, T., & Halpern, D. (2016). *Psychological science*. (5thed.). New York: W. W. Norton & Company, Inc.
3. Gupta, G. C. (2001). *Cognitive science: Issues and perspectives*. New Delhi: Icon publications Pvt. Ltd.
4. Pinel, J. P. J. (2000). *Biopsychology*. (4thed.). London: Allyn and Bacon.
5. Pinel, J. P. J., & Barnes, S. J. (2016). *Introduction to biopsychology*. (9thed.). Noida: Pearson India Education Services Pvt. Ltd.
6. Prus, A. (2017). *Drugs and the neuroscience of behavior: An introduction to psychopharmacology*. New Delhi: Sage Publications.
7. Rosenzweig, M. R., Leiman, A. L. & Breedlove, S. M. (2010). *Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience*. (2nded.). USA: Sinauer Associates, Inc.
8. Wagner, H., & Silber, K. (2007). *Physiological psychology*. UK: Garland Science/ BIOS Scientific Publishers

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SEMESTER II

PLC 204: PRACTICUM: EXPERIMENTS AND TESTS

Number of Credits:	04
Clock Hours:	48 hours
Marks:	100 (40 Internal and 60 External)
Duration of Lecture:	01 hour
Duration of Examination:	03 hours

Objectives:

1. To equip students with skills in conducting experiments in various areas of psychology.
2. To familiarize students with various types of psychological tests, their administration and interpretation.

Learning Outcomes:

At the end of this course the learner will be able to:

1. Explain the details and designs of various experiments
2. Apply knowledge of experimental designs to future research
3. Administer & interpret various psychological tests

PART ONE: EXPERIMENTS

(24 Hours)

I - EXPERIMENTS

Any 4 of the following experiments to be conducted

1. Divided Attention
2. Finger Dexterity
3. Frustration on Performance
4. Maze Learning
5. Mental Fatigue
6. Organization in Memory
7. Problem Solving
8. Selection and Grouping in Perception

Coglab Experiments:

Any 1 to be conducted

1. Memory Judgment
2. Link Word
3. Phonological Similarity Effect
4. Sternberg Search

II - DESIGNING AN EXPERIMENT

Experimental designs:

1. Between-subjects design
2. Within-subjects design
3. Pretest-Post test design
4. AB design
5. ABA design
6. Multiple baseline design

Each student has to choose any one area and design an experiment based on the above experimental designs. The areas are: Perception, Memory, Attention, Imagery, Spatial Cognition. The individual

experiment designed by each student has to be computerized using open-source package (e.g. PEBL, Open Sesame, etc.) and presented in a CD for internal assessment.

PART TWO: TESTS

(24 Hours)

I: PSYCHOLOGICAL TESTING

Any 5 of the following tests to be administered with analysis and interpretation:

1. Revised Amsterdam Kinder Intelligence Test (RAKIT)
2. Dr. Bhatia's Battery of Performance Test of Intelligence
3. Wechsler Adult Performance Intelligence Scale (WAPIS)
4. Bender Visual Motor Gestalt Test
5. PGI Battery of Brain Dysfunction
6. David's Battery of Differential Abilities (DBDA)
7. Minnesota Multiphasic Personality Inventory (MMPI)
8. Eight State Questionnaire (8SQ)
9. Rorschach Inkbot Test
10. Thematic Apperception Test (TAT)

II: SKILLS TRAINING EXERCISE

Developing a Test. The newly developed test has to be administered on a minimum of 10 individuals. The item analysis, reliability, validity and norms are to be computed and reported in the journal.

Marking Scheme:

Experiments

ISA 20 Marks: Journal (10 marks), designing the experiment (10 marks).

SEA 30 Marks: Conduct (10 marks), Report writing (10 marks), Viva (10 marks)

Tests

ISA 20 Marks: Journal (10 marks), test development (10 marks).

SEA 30 Marks: Conduct (10 marks), Report writing (10 marks), Viva (10 marks)

Books for study:

1. Hussain, A. (2014). *Experiments in psychology*. Delhi: PHI Learning Private Limited.
2. Hussain, A. (2012). *Psychological testing*. New Delhi: Pearson Education India
3. Martin, D. W. (2004). *Doing psychology experiments*. (6thed.). Belmont: Thomson Wadsworth.
4. Miller, L.A., Lovler, R.L., & McIntire, S.A. (2015). *Psychological testing: A practical approach*. (4thed.). New Delhi: Sage Publications
5. Mohsin, S.M. (2016). *Experiments in psychology*. New Delhi: Motilal Banarsidass
6. Rajamanickam, M. (2005). *Experimental psychology with advanced experiments* (in 2 Vols.). New Delhi: Concept Publishing Company.
7. Shergill, H.K. (2012). *Experimental psychology*. New Delhi: Prentice hall India Learning Private Limited.
8. Singh, A.K. (2017). *Tests, measurements, and research methods in behavioural sciences*. New Delhi: Bharati Bhawan Publishers and Distributers.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA

PROGRAMME: M.A PSYCHOLOGY

SPECIALIZATION: CLINICAL PSYCHOLOGY

SEMESTER III

PLO 301: PSYCHOPATHOLOGY

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To understand the nature of maladaptive behaviour and etiology of psychopathology
2. To analyze symptoms and understand the clinical presentation of psychological disorders according to DSM V.
3. To apply the treatments suitable for the psychological disorders

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Explain the nature of maladaptive behavior and etiology of psychopathology
2. Categorize symptoms and understand the clinical presentation of psychological disorders according to DSM V.
3. Identify treatment modalities suitable for the psychological disorders

I – NEURODEVELOPMENTAL DISORDERS

(12 Hours)

1. Intellectual disabilities
2. Communication disorders
3. Autism spectrum disorders
4. Attention-Deficit/Hyperactivity disorder
5. Specific learning disorders

II – SCHIZOPHRENIA SPECTRUM, MOOD, & ANXIETY-RELATED DISORDERS

(12 Hours)

1. Schizophrenia spectrum and other psychotic disorders
2. Bipolar and related disorders
3. Depressive disorders
4. Anxiety, Obsessive-compulsive, trauma and stressor-related disorders

III – DISSOCIATIVE, SOMATIC, SEXUAL AND PERSONALITY DISORDERS

(12 Hours)

1. Dissociative disorders
2. Somatic symptom and related disorders
3. Sexual dysfunctions
4. Personality Disorders

IV – FEEDING, ELIMINATION, SLEEP & SUBSTANCE RELATED DISORDERS

(12 Hours)

1. Feeding and Eating disorders
2. Elimination disorders
3. Sleep-wake disorders
4. Substance-related and addictive disorders

NOTE: All the disorders will cover the following:

- Clinical presentation
- Diagnostic criteria
- Etiology
- Treatment

BOOKS FOR STUDY:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
2. Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology* (16th edition). Boston: Pearson.
3. Dziegielewski, S. F. (2014). *DSM-5 in action* (3rd ed.). Hoboken, NJ: John Wiley & Sons.
4. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014). *Abnormal psychology*. New Jersey: John Wiley & Sons.
5. Mulherin, K. L. (2014). *Introduction to abnormal psychology*. USA: Asia Pacific holdings Private Limited.
6. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry*. Philadelphia: Wolters Kluwer.

SUGGESTED READINGS:

1. Comer, R.J. (2012). *Abnormal psychology*. New York, NY: Worth.
2. Craighead, W. E. (2017). *Psychopathology: History, diagnosis, and empirical foundations* (2nd ed.). John Wiley & Sons.
3. Davison, G. C., & Neale, J. M. (2001). *Abnormal psychology*. New York: John Wiley.
4. Sperry, L., Carlson, J., & Sperry, J. (2014). *Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment* (3rd ed.). Routledge.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA

PROGRAMME: M.A PSYCHOLOGY

SEMESTER III

PLO 302: PSYCHODIAGNOSTICS

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To understand the psychometric strengths and weaknesses of psychological tests.
2. To administer psychological assessments relevant to client needs and interpret the scores obtained on the assessments.

3. To generate a report and communicate the findings to clients.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Discuss the psychometric strengths and weaknesses of psychological tests.
2. Identify and administer psychological assessments relevant to client needs and interpret the scores obtained on the assessments.
3. Formulate a report and communicate the findings to clients.

I – ASSESSMENT OF INTELLIGENCE

(12 Hours)

1. Raven's Progressive Matrices: Colored Progressive Matrices, Standard Progressive Matrices, Advanced Progressive Matrices
2. Wechsler's Adult Performance Intelligence Scale (WAPIS)
3. Other tests of Intelligence: WAIS, Seguin Form Board, Vineland Social Maturity Scale,
Draw A Man Test

II – ASSESSMENT OF PERSONALITY

(12 Hours)

1. Minnesota Multiphasic Personality Inventory (MMPI)
2. Myers Briggs Type Indicator (MBTI)
3. Rorschach Inkblot Test
4. Thematic Apperception Test (TAT)
5. Children's Apperception Test (CAT)

III - ASSESSMENT OF CHILDREN WITH SPECIAL NEEDS

(12 Hours)

1. Childhood Autism Rating Scale (CARS)
2. Connor's rating scale for Attention deficit hyperactive disorder
3. NIMHANS index for specific learning disorders
4. Child Behavior Checklist (CBCL)

IV- BRIEF INSTRUMENTS FOR CLINICAL DECISION MAKING

(12 Hours)

1. Selecting Brief Instruments
2. Symptom Checklist-90-R and Brief Symptom Inventory
3. Beck Depression Inventory–II and State Trait Anxiety Inventory
4. The Psychological Report: Mental Status Evaluation, General Guidelines, Feedback, Format for a Psychological Report, Sample Reports

NOTE: All psychological tests will cover the following:

- Administration
- Scoring
- Interpretation
- Report Writing

This course is meant to provide students with skills of administering, scoring, interpreting and conveying report in clinical settings using field exposure. As an ISA component this course will be linked to community service where students will conduct free assessment camps in community settings such as schools catering to poor students, NGO's working with children etc.

BOOKS FOR STUDY:

9. Anastasi, A. & Urbana, S. (2016). *Psychological testing* (7thed.). Delhi: Pearson Education Pvt. Ltd.
10. Cohen, J.R., Swerdlik, M. E. & Kumthekar, M.M. (2017). *Psychological testing and assessment: An introduction to tests and measurement* (7th ed.). New York. McGraw-Hill International edition
11. Cooper, C. (2019). *Psychological testing: Theory and practice*. Abingdon, Oxon: Routledge.
12. Gregory, R. J. (2017). *Psychological testing: History, principles and applications* (7th ed.). New Delhi: Pearson Education
13. Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, & issues*. Boston, MA.: Cengage Learning.

SUGGESTED READINGS:

1. Martínez, A. D. (2016). *Psychological assessment*. Valencia: Tirant lo Blanch.
2. Murphy, R. K. & Davidshofer, O.C. (2013). *Psychological testing: Principles & applications* (6th ed.). New Jersey: Prentice Hall.
3. Suhr, J. A. (2015). *Psychological assessment: A problem-solving approach*. New York: The Guilford Press.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA
PROGRAMME: M.A PSYCHOLOGY

SEMESTER III

PLO 303: ETHICS IN CLINICAL PRACTICE

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To understand general ethical principles and standards in practicing clinical psychology.

2. To develop awareness about the professional codes and licensing procedure as clinical psychologists.
3. To apply knowledge of ethical decision-making skills in clinical practice.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Demonstrate general ethical principles and standards in practicing clinical psychology.
2. Examine the professional codes and licensing procedure as clinical psychologists.
3. Adopt ethical decision-making skills in clinical practice.

I – ETHICS IN CLINICAL PRACTICE

(12 Hours)

1. History of Ethical Principles in Clinical Practice
2. Ethical Principles: Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice
3. Respect for People's Rights and Dignity
4. Ethical Standards: Resolving Ethical Issues, Competence, Human Relations, Privacy and Confidentiality, Advertising and other Public Statements, Record Keeping and Fees.

II – PRACTICE ISSUES

(12 Hours)

1. Critical Issues in Clinical Psychology: Legal Issues, Cultural Issues, Role of the Clinician, Clinical Judgment
2. Multiple Relationships and Boundary Issues, Close Encounters, Attraction, Sexual Misconduct

3. Psychotherapy Contract: Informed Consent, Confidentiality and Guidelines for Contracting
4. Ethics and Confidentiality in Digital Age and Online Therapy

III – ISSUES IN WORKING WITH SPECIAL POPULATION

(12 Hours)

1. Couples and Families, Survivors of Sexual Violence
2. Therapy with LGBT
3. Ethical Issues in Working with Children in the Consultation-Liaison Context, Assessment and Management of Suicide Risk, Ethnic Minority Groups
4. Ethics in Multicultural and Interpersonal Context

IV – RULES, LICENSURE AND CERTIFICATION

(12 Hours)

1. RCI Regulations and Act 2000
2. Process of Certification as a Licensed Clinical Psychologists
3. Mental Health Care Act 2017
4. Representing Clients in Court of Law; Goa State Mental Health Rules

BOOKS FOR STUDY:

1. Bholia, P. & Raguram, A. (2016). *Ethical issues in counselling and psychotherapy practice walking the line*. New Delhi: Springer
2. Hawley, G. (2017). *Ethics in clinical practice: An inter-professional approach*. S.L.: Routledge.
3. Neukrug, E. (2014). *A brief orientation to counseling: Professional identity, history, and standards*. Belmont, CA.: Brooks/Cole, Cengage Learning.
4. Pope, K, S., & Vasquez, M. J. T. (2016). *Ethics in psychotherapy and counseling, a practical guide* (5th ed.). New Jersey: Wiley.
5. Topolski, A. (2018). *Ethics for psychologists: A global and case-based approach*. London: SAGE Publications.

SUGGESTED READINGS:

1. American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
2. Rehabilitation Council of India (2000). RCI Amendment Act 2000. Retrieved from <http://www.rehabcouncil.nic.in/writereaddata/rciact.pdf>
3. Tien, L. (2012). *Ethics for psychologists: A casebook approach*. Thousand Oaks, CA: Sage Publications.
4. Francis, R. D. (2013). *Ethics for psychologists*. Chichester, U.K: British Psychological Society/Blackwell.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA

PROGRAMME: M.A PSYCHOLOGY

SEMESTER III

PLO 304: PALLIATIVE CARE

Number of Credits	04
Contact Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To develop knowledge of palliative care and symptom management.
2. To understand the interdisciplinary approach to palliative care.
3. To assess a team approach to patient care, especially for the terminally ill patients.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Explain palliative care and symptom management.
2. Examine the interdisciplinary approach to palliative care.
3. Discuss a team approach to patient care, especially for the terminally ill patients.

I - INTRODUCTION TO PALLIATIVE CARE

(12 Hours)

1. Definition, Communication and research on palliative care.
2. Symptom Management: Pain, Gastro-intestinal symptoms, Palliation of head and neck cancer, Endocrine and metabolic complications of advanced cancer, Psychiatric symptoms.
3. Principles of drug use in palliative care: The use of drugs beyond license, Drug interactions in palliative care, Syringe drivers, Antibiotics in palliative care, Non-medical prescribing.
4. The terminal phase and bereavement.
5. Legal and professional standards of care.

II - PALLIATIVE CARE ACROSS VARIOUS SETTINGS - I

(12 Hours)

1. Oncology and palliative care
2. Pediatric palliative care
3. Palliative care for learning disabilities
4. Palliative care in the home and hospital liaison
5. Self-care for health professionals and emergencies in palliative care

III - PALLIATIVE CARE ACROSS VARIOUS SETTINGS - II

(12 Hours)

1. Respiratory disease
2. Heart failure
3. Neurological disease
4. AIDS in adults
5. Palliation in the care of the elderly

IV - PALLIATIVE CARE AND ALLIED HEALTH PROFESSIONS (12 Hours)

1. Rehabilitation and social work
2. Occupational therapy
3. Physiotherapy
4. Speech and language therapy
5. Clinical and other applied psychology in palliative care.

BOOKS FOR STUDY:

1. Faull, C., Caestecker, S., Nicholson, A., & Black, F. (2012). *Handbook of palliative care* (3rd ed.). New Jersey: Wiley-Blackwell.
2. Macauley, R. C. (2018). *Ethics in palliative care: A complete guide*. UK: Oxford University Press.
3. Morrissey, M, B., & Jennings, B. (2013). *Partners in palliative care: Enhancing ethics in care at the end of life*. USA: Routledge.
4. Protus, B. M., Kimbrel, J., Grauer, P. (2015). *Palliative care consultant: Guidelines for effective management of symptoms* (4th ed.). Montgomery: Catamaran Company.
5. Zeppetella, J. (2012). *Palliative care in clinical practice*. London: Springer publications.

SUGGESTED READINGS:

1. Marrelli, T. M. (2018). *Hospice and palliative care handbook*, (3rd ed.). USA: Sigma Global Nursing Excellence.
2. Sumser, B. & Leimena, M. (2019). *Palliative care: A guide for health social workers*. UK: Oxford University Press.
3. Watson, M., Lucas, C., Hoy, A., & Wells, J. (2009). *Oxford handbook of palliative care* (2nd ed.). New York: Oxford University Press.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA
PROGRAMME: M.A PSYCHOLOGY

SEMESTER III

PLO 305: CLINICAL PSYCHOPHARMACOLOGY

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To sketch an understanding of the pharmacology and pharmacodynamics of major drug groups.
2. To develop knowledge of clinical psychopharmacology of diseases and syndromes.
3. To examine the challenges associated with the use of psychotropic drugs in specific populations.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Demonstrate fundamental knowledge of the pharmacology and pharmacodynamics of major drug groups used in the treatment of mental disorders.
2. Discuss how pharmacological investigation informs the understanding of the underlying pathology of mental illnesses.
3. Identify issues and challenges in the use of psychotropic drugs for specific populations, i.e., women, children, older persons etc.

I – FUNDAMENTALS OF PSYCHOPHARMACOLOGY

(12 Hours)

1. Psychopharmacology nomenclature
2. Neurobiology, psychotropic drug structures and mechanisms
3. Overview of clinical psychopharmacology of drugs classes
4. Carcinogenicity of psychotropic drugs
5. Diagnostic validators and the concept of a diagnostic hierarchy

II – CLINICAL PSYCHOPHARMACOLOGY OF DISEASES AND SYNDROMES-1

(12 Hours)

Treatment of affective illnesses

1. Anxiety conditions
2. Treatment of personality

III - CLINICAL PSYCHOPHARMACOLOGY OF DISEASES AND SYNDROMES-2

(12 Hours)

Schizophrenia and Schizoaffective conditions

1. Substance-related disorders
2. Post-traumatic stress

IV –APPROACHES FOR SPECIFIC POPULATIONS

(12 Hours)

1. Children and Women
2. Older persons
3. Ethnic and racial groups
4. Suicide
5. Persons with medical illnesses

BOOKS FOR STUDY:

1. Behere, P. B., Das, A., & Behere, A. P. (2019). *Clinical Psychopharmacology: An Update*. Springer.
2. Ghaemi, N. (2019). *Clinical Psychopharmacology: Principles and Practice*. Oxford University Press, USA.
3. Preston, J., O'Neal, J. H., & Talaga, M. C. (2017). *Handbook of clinical psychopharmacology for therapists*. New Harbinger Publications.
4. Schatzberg, A. F., & Charles DeBattista, D. M. H. (2019). *Schatzberg's Manual of Clinical Psychopharmacology*. American Psychiatric Pub.

SUGGESTED READINGS:

1. Anderson, I. M., & McAllister-Williams, R. H. (Eds.). (2015). *Fundamentals of clinical psychopharmacology*. CRC Press.
2. Muse, M., & Moore, B. A. (Eds.). (2012). *Handbook of clinical psychopharmacology for psychologists*. John Wiley & Sons.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA
PROGRAMME: M.A PSYCHOLOGY
SPECIALIZATION: COUNSELLING PSYCHOLOGY

SEMESTER III

PLO 306: COUNSELLING PROCESS, ETHICS AND INTERVENTIONS

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To understand the nature of counselling as a helping profession
2. To develop the knowledge the stages of the counselling process and the ethical principles involved
3. To apply interventions to specific populations

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Explain the nature of counselling as a helping profession
2. Discuss the stages of the counselling process and the ethical principles involved
3. Use interventions with specific populations

I – INTRODUCTION TO COUNSELLING**(12 Hours)**

1. Fundamental principles of effective helping
2. Characteristics of effective helpers
3. Nature of counselling, definition, goals, ethical principles
4. Understanding counselling as a process and assessment and diagnosis in counselling, structuring, leading, questioning

II – STAGES IN COUNSELLING**(12 Hours)**

1. Stage 1: Building the counselling relationship and facilitating initial disclosure
2. Stage 2: In-depth exploration
3. Stage 3: Commitment to Action and termination

III – ADAPTING THE COUNSELLING PROCESS TO SPECIFIC POPULATIONS

(12 Hours)

1. Working with ambivalent, indifferent and oppositional clients
2. Issues of human diversity
3. Working with children and parents
4. Working with older adults

IV – ETHICS IN COUNSELLING

(12 Hours)

1. Code of Ethics and Standards of Practice, American Psychological Association
2. Ethical Principles and ethical theory
3. Responsibility to the client: Safety, Negligence and Insurance, Respect for client Autonomy, Suicide and Refusal to Accept Life-saving Treatment, Counsellor Competence, Avoiding the Exploitation of Clients, Confidentiality
4. Responsibilities of the Counsellor: Responsibility to Oneself, Colleagues and the Community, Counselling-supervision, Record-keeping, Monitoring Counselling

BOOKS FOR STUDY:

1. Bond, T. (2015). *Standards and ethics for counselling in action*. London: Sage Publications.
2. Galbraith, V. (2018). *Counselling psychology*. London: Routledge.
3. Murphy, D. (2017). *Counselling psychology: An introduction*. Wiley & Sons, Incorporated, John.
4. Sue, D., & Sue, D. W. (2016). *Counselling the culturally diverse: Theory and practice*. Hoboken, NJ: John Wiley and Sons.

SUGGESTED READINGS:

1. Jordan, T. J. (2016). *Counselling psychology meets multiculturalism in the twenty-first century*. Iuniverse.

2. Patterson, L. E., & Welfel, E. R. (2005). *The counseling process*. Belmont, CA, US: Thomson Brooks/Cole Publishing Co.
3. Sharf, R. S. (2011). *Theories of psychotherapy and counselling: Concepts and cases*. Pacific Grove: Brooks/Cole Pub. Co

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA
PROGRAMME: M.A PSYCHOLOGY

SEMESTER III

PLO 307: GUIDANCE AND COUNSELING IN SCHOOLS

Number of Credits	04
Contact Hours	48 Hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To understand the concepts of guidance and counseling in school settings.
2. To develop knowledge of different types of exceptionalities among children.
3. To appraise the target population's development with counseling interventions.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Explain the concepts of guidance and counseling in school settings.
2. Identify different types of exceptionalities among children.
3. Determine suitable counseling interventions for the target population.

I - INTRODUCTION TO GUIDANCE AND COUNSELING (12 Hours)

1. Guidance: Definition, Characteristics, Nature, Types, Aims.
2. Educational guidance: Definition, Need, Methods.
3. Vocational guidance: Definition, Aims, Methods.
4. Counseling: Definition, Role of a counselor, Counseling process and counseling interviews.
5. Guidance services in schools.

II - COUNSELORS IN EDUCATIONAL SETTINGS (12 Hours)

1. The role and functions of counselors in school settings: An overview, The elementary school counselor, The middle and high school counselor, The secondary school counselor, Counselors in vocational schools, Counselors in higher education.
2. Teacher and administrator roles in the school counseling program: The classroom teacher, The chief school administrator.

3. The counselor and relationships with other helping professions: The school psychologist, The school social worker, The special educator, School health personnel, Psychiatrists.
4. The counselor as educational consultants: The consultation process, Consultation models, Consultation skills, Consultation in school settings.
5. Inclusive education: Concept, Need, Inclusive education programmes in India, Steps for inclusive education at school level, Role of a teacher.

III - COUNSELING CHILDREN WITH SPECIAL CONCERNS

(12 Hours)

1. Counseling children with a physical disability.
2. Counseling children with emotional disturbance.
3. Counseling children with learning disabilities.
4. Counseling children facing maltreatment.
5. Counseling children in chemically dependent families.

IV - COUNSELING FOR CAREER PLANNING AND DECISION MAKING (12 Hours)

1. The changing nature of the world of work and current interests in career planning.
2. Career counseling and the development of the human potential: Women, Minorities, The poor, People with disabilities, Dual career couples.
3. The school counselor's role in student career development, Techniques for career planning and decision making in schools.
4. Career counseling in non-school settings: Community mental health agencies, Community career centers, Employment offices, Employment assistance programs, Private practice.
5. Computerized career assistance systems: Information systems, Guidance systems, Career information and the internet, Ethical considerations.

BOOKS FOR STUDY:

1. Aggarwal, J. C. (2014). *Essentials of educational psychology* (3rd ed.). Noida: Vikas publishing house Private Limited.

2. Gibson, R. L., & Mitchell, M. H. (2014). *Introduction to counseling and guidance* (7th ed.). New Delhi: PHI Learning Private Limited.
3. Henderson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Spain: Brooks/Cole Cengage Learning.
4. Kolbert, J. B., Williams, R. L., Morgan, L. M. Crothers, L. M., Hughes, T. L. (2016). *Introduction to professional school counseling: Advocacy, leadership, and intervention*. New York: Routledge.
5. Ziomek-Daigle, J. (2016). *School counseling classroom guidance: Prevention, accountability and outcomes*. London: Sage Publications.

SUGGESTED READINGS:

1. Bor, R., Landy, J. E., Gill, S. & Brace, C. (2002). *Counseling in schools*. London: Sage Publications.
2. Sharry, J. (2004). *Counseling children, adolescents and families: A strength-based approach*. London: Sage Publications.
3. Ziomek-Daigle, J. (2017). *Counseling children and adolescents: Working in school and clinical mental health settings*. New York: Routledge.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA

PROGRAMME: M.A PSYCHOLOGY

SEMESTER III

PLO 308: COUNSELLING ACROSS THE LIFESPAN

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To develop an understanding of specific concerns associated with each stage of the lifespan.
2. To apply knowledge of specific concerns in each stage to design suitable preventive and treatment strategies.
3. To understand the importance of health promotion for numerous contexts over the lifespan.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Identify specific concerns in childhood, adolescence, adulthood and old age.
2. Design effective strategies to deal with specific concerns such as developmental disruptions, psychosocial crisis and conflicts experienced at various stages across the lifespan.
3. Formulate developmentally appropriate counseling strategies and interventions to facilitate optimal health over the lifespan.

I - COUNSELLING CHILDREN (12 Hours)

1. Child identity development
2. Fostering resilience in children experiencing developmental disruptions
3. Promoting healthy and effective relationships among school aged children
4. Psychosocial adjustment of children with chronic illness

II - COUNSELLING ADOLESCENTS (12 Hours)

1. Promoting healthy lifestyles
2. Positive identity development among adolescents
3. Fostering adolescent work and career readiness
4. Health disparities and help-seeking behaviour among adolescents

III – COUNSELLING ADULTS (12 Hours)

1. Young adulthood: Promoting healthy relationships, treating behavioural health challenges, positive parenting and child rearing

2. Middle adulthood: Role strain and conflict, supporting adaptation to new family roles, promoting positive career change in midlife

IV - GERIATRIC COUNSELLING

(12 Hours)

1. A positive aging framework for counselling older adults
2. Psychosocial crisis and emotional impact of chronic illness and disability
3. Facilitating transitions through retirement
4. Working therapeutically with older adults

BOOKS FOR STUDY:

1. Capuzzi, D. (2016). *Human growth and development across the lifespan: Applications for counselors*. John Wiley & Sons.
2. Juntunen, C. L., & Schwartz, J. P. (Eds.). (2015). *Counseling Across the Lifespan: Prevention and Treatment* (2nd ed.). Sage Publications.
3. Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (2018). *Career development: A life-span developmental approach*. Routledge.
4. Wong, D. W., Hall, K. R., Justice, C. A., & Hernandez, L. W. (2015). *Counselling individuals through the lifespan*. Sage Publications.

SUGGESTED READINGS:

1. Sharry, J. (2004). *Counseling children, adolescents and families: A strengths-based approach*. Sage Publications.
2. Horton-Parker, R. J., & Brown, N. W. (2002). *The unfolding life: Counseling across the lifespan*. Bergin & Garvey.

CARMEL COLLEGE OF ARTS, SCIENCE & COMMERCE, NUVEM-GOA

PROGRAMME: M.A PSYCHOLOGY

SEMESTER III

PLO 309: PSYCHOLOGY OF ADDICTION

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To develop knowledge and skills useful in working with individuals with addictive behaviors.

2. To examine specific addiction models with suitable counselling approaches.
3. To understand the major classifications of psychotropic drugs of abuse and typical routes of administration.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Discuss knowledge and skills useful in working with individuals with addictive behaviors.
2. Classify specific addiction models with suitable counselling approaches.
3. Identify the major classifications of psychotropic drugs of abuse and typical routes of administration.

I – ADDICTION: A COMPREHENSIVE APPROACH

(12 Hours)

1. Introduction: Definition, process, abuse and dependence, signs and symptoms
2. Types of Addiction: DSM V classifications
3. Theories of addictions: Biological, Exposure, Adaptation
4. Causes of Addictive behaviours: Sociocultural, Psychological, Physiological Moral and Spiritual, Role of Heredity

II – SUBSTANCE ABUSE AND ADDICTION

(12 Hours)

1. Alcohol and Drug Use: Neurons, Drugs, reward and dopamine
2. Addictive's: Opiates, Stimulants, Sedatives, Marijuana, Hallucinogenic, Nicotine, Cannabis.
3. Subjective aspects of drug use: Craving, Intoxication, Cognitive Deficits
4. Physiology and Pharmacology: what the body does with alcohol; Ingestion, Absorption, Excretion, Metabolism, What Alcohol does to Behaviour; Tolerance, Synergism, effects on blood vessels

III - ADDICTION: THE FAMILY DISEASE

(12 Hours)

1. Addiction and Mental Health: Association between substance misuse and psychosis, prevalence, outcomes associated with addiction
2. Short- and long-term effects on Health: Fatal Alcohol Effects
3. Substance Misuse in older adults: Illicit Drug Use, Medication Misuse, Assessment of older people with substance misuse, using & evaluating health and social outcomes.
4. Family and Addiction: impact on children, co-dependency, family

IV- TREATMENT AND RECOVERY PROCESS

(12 Hours)

1. Using CBT to treat addictions
2. Alcoholics Anonymous and 12 steps Therapy: The process, criticisms of Alcoholics Anonymous
3. Narrative identity and change: Addiction & Recovery; Narrative Therapy, Client Talk, Generating Narrative, Narratives of Recovery, Interviewing; Change Talk, The four Motivational Interview Processes, Core Motivational Interview Skills
4. Relapse Prevention: Models of Relapse Prevention, Relapse Prevention Counselling, Building a support system in Communication, psycho social care (rehabilitation, after care etc)

BOOKS FOR STUDY:

1. Abadinsky, H. (2018). *Drug use and abuse* (9th ed.). Boston: Cengage Learning
2. Chandler, C. S. (2018). *Addiction psychology: Theory, intervention and practical issues*. New Delhi: Sage Publications.
3. Davis, P., Patton, Robert., & Jackson, S. (2017). *Addiction Psychology and Treatment*. New Jersey: John Wiley and Sons.

4. Maisto, S., Galizio, M. & Connors, G. (2019). *Drug use and abuse* (8thed.). Boston: Cengage Learning.

SUGGESTED READINGS:

1. Moss, A., & Dyer, K. (2010). *Psychology of addictive behavior*. London: Red Globe Press.
2. Svanberg, J. (2018). *The psychology of addiction*. London: Routledge, Taylor & Francis Group.
3. West, R. (2013). *Theory of addiction*. New Jersey: John Wiley and Sons.

SEMESTER III

PLO 310: CAREER COUNSELLING AND THE WORLD OF WORK

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To develop an understanding of core concepts and terminology relevant to career counselling.
2. To examine the diverse skills and techniques in career guidance and counselling.

3. To explore and be sensitive to the problems that diverse populations encounter in career planning and development.
4. To understand contextual perspectives on career and lifestyle planning.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Identify and describe major theories of career development and demonstrate an understanding of assessment procedures and ethical issues in career counselling.
2. Identify and utilize career counselling skills and techniques to design effective career development plans with clients.
3. Apply career counselling skills and techniques to multicultural groups, individuals with disabilities, couples and families, and in career transitions and job loss.
4. Demonstrate an understanding of career counselling and lifestyle planning in educational, mental health, vocational rehabilitation settings, and for clients with addictive behaviours.

I - FOUNDATIONS OF CAREER COUNSELLING

(12 Hours)

1. Definition of terms: career, career development, career development interventions, career counselling, career education.
2. Theories of career development: Super's Life-span, Life-space theory, Holland's theory of types
3. Integrating career and personal counselling
4. Career counselling intake interview, standardized tests and self-assessment procedures
5. Ethical issues in career counselling

II - SKILLS AND TECHNIQUES IN CAREER GUIDANCE AND COUNSELLING

(12 Hours)

1. Individual and group assessment and appraisal
2. Using information technology
3. Designing career development plans with clients
4. Establishing a thriving career development program
5. Supervision, coaching and consultation

III - CAREER COUNSELLING FOR SPECIAL POPULATIONS

(12 Hours)

1. Multicultural groups
2. Individuals with disabilities
3. Career transitions and job loss
4. Couples and families

IV - CONTEXTUAL PERSPECTIVES ON CAREER AND LIFESTYLE PLANNING

(12 Hours)

1. Educational settings
2. Mental health and private practice
3. Vocational rehabilitation settings
4. Clients with addictive behaviours

BOOKS FOR STUDY:

1. Capuzzi, D., & Stauffer, M. D. (Eds.). (2018). *Career counselling: Foundations, perspectives, and applications*. Routledge.
2. Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2009). *Career counselling: Contexts, processes, and techniques*. American Counselling Association.
3. Niles, S. and Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson Education.
4. Zunker, V. (2015). *Career counselling: A holistic approach* (9th ed.). Cengage Learning.

SUGGESTED READINGS:

1. Herr, E.L., and Cramer, S.H. (2003). *Career guidance and counseling through the life span: Systematic approaches* (6th ed.). Boston: Allyn and Bacon.
2. Kidd, J. M. (2006). *Understanding career counseling: theory, research and practice*. Sage Publications.

SEMESTER III

PLO 316: SPECIALIZATION PRACTICUM

Number of Credits	04
Teaching Hours	48 hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To develop knowledge to administer and interpret psychological assessment tools.
2. To understand concepts of adaptive/ non-adaptive behavior to case formulations and diagnosis in the context of human development.
3. To understand techniques of assessment and report writing in mental health settings.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Administer and interpret psychological assessment tools to target groups.
2. Discuss concepts of adaptive/ non-adaptive behavior to case formulations and diagnosis in the context of human development.
3. Demonstrate skills of interviewing, case history eliciting, and report writing in mental health settings.

(AS PER THE SPECIALIZATION SELECTED BY THE CONCERNED STUDENT)

I – PSYCHOLOGICAL TESTING

(01 Credit, 12 Hours)

1. Rapport building, Diagnosis and Assessment

2. Taking a case history, conducting Mental Status Examination, arriving at a testing rationale
3. Test demonstrations (MMPI, TAT, DAP, Rorschach, and related) and Case protocol analysis
4. Case conferences
 - Assessment will be conducted through simulated case analysis and case presentations

II – OBSERVATION IN FIELD SETTINGS

(01 Credit, 12 Hours)

1. Observation in various field settings: NGOs, schools, private practitioner clinics, companies and industrial/ corporate organizations.
2. Observation log book to be maintained.

III – PARTICIPATORY INVOLVEMENT IN COMMUNITY SERVICE

(01 Credit, 12 Hours)

1. Attending workshops and certificate courses to enhance core competency skills
2. Organizing and conducting workshops for specific target groups (adolescents, parents, educators, employees etc.) to promote awareness and engage in psycho-education on critical psychological issues
 - Assessment will be conducted on the basis of a documented report, including photographs and permission letters, submitted for evidence purpose

IV – CLIENT INTERACTION AND CASE WRITING

(01 Credit, 12 Hours)

06 cases to be assessed as specified below:

Clinical Psychology: child – 01, adolescents – 02, adults – 02, geriatric – 01

Counselling Psychology: child – 01, adolescents – 02, adults – 02, geriatric – 01

Human Resource Management: adults – 04, geriatric – 02

The student has to maintain a journal to include the following: Detailed case history, mental status examination, testing rationale with basic test details, test interpretation, points to consider, suggested interventions, prognosis

SPECIALIZATION: CLINICAL PSYCHOLOGY

SEMESTER IV

PLO 401: PSYCHOTHERAPY

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To understand the therapeutic approaches available in the treatment of psychological disorders
2. To examine the intervention techniques as postulated by the therapeutic approaches.
3. To develop knowledge of the application of various psychotherapeutic techniques in varied techniques

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Outline the therapeutic approaches available in the treatment of psychological disorders
2. Explain the intervention techniques as postulated by the therapeutic approaches.
3. Apply various psychotherapeutic techniques in varied settings.

I – PSYCHOTHERAPY: ANALYTICAL APPROACHES (12 Hours)

1. Counselling theory, competency and treatment planning
2. Psychoanalysis
3. Transactional analysis

II – PSYCHOTHERAPY: HUMANISTIC-EXISTENTIAL APPROACHES (12 Hours)

1. Person centered counselling and psychotherapy
2. Existential counselling and psychotherapy
3. Gestalt counselling and psychotherapy

III – PSYCHOTHERAPY: ACTION-ORIENTED APPROACHES (12 Hours)

1. Behaviour therapy
2. Cognitive –behaviour therapy
3. Rational Emotive behaviour therapy
4. Evidence-based cognitive behavioural approaches: dialectical behaviour therapy and Trauma focused cognitive behavioural therapy

IV – PSYCHOTHERAPY: POST MODERN APPROACHES (12 Hours)

1. Solution-based approach

2. Narrative and Collaborative approaches
3. Feminist and multicultural counselling and psychotherapy

NOTE: All the therapies will cover the following:

- Concepts
- Overview of the counseling process
- Counselling relationship
- Goal setting
- Interventions and special concerns in therapy

BOOKS FOR STUDY:

1. Corey, G., & California State University. (2013). *Theory and practice of counseling and psychotherapy*. Belmont, Calif: Wadsworth.
2. Gehart, Diane R. (2016) *Mastering competencies in family therapy :a practical approach to theories and clinical case documentation* Belmont, CA : Brooks/Cole
3. Gehart, Diane R. (2013) *Theory and treatment planning in Counselling and Psychotherapy*. Cengage Learning: Brooks/Cole
4. Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and psychotherapy: systems, strategies, and skills*. Boston : Prentice Hall
5. Sharf, R. S. (2014). *Theories of psychotherapy and counselling: Concepts and cases*. Pacific Grove: Brooks/Cole Pub. Co.

SUGGESTED READINGS:

1. George, R. and Cristiani, T. (1995). *Counseling: Theory and practice*. Old Tappen, United States: Pearson Education, p.28.
2. James, R. K., & Gilliland, B. E. (2003). *Theories and strategies in counseling and psychotherapy* (5th ed.). Needham Heights, MA, US: Allyn & Bacon.
3. Prochaska, J. O., & Norcross, J. C. (2003). *Systems of psychotherapy: A transtheoretical analysis*. Pacific Grove, CA: Brooks/Cole Pub.

SEMESTER IV

PLO 402: PSYCHOSOCIAL REHABILITATION

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To develop knowledge of the concepts, nature, scope, theories, models and ethical concerns in psychosocial rehabilitation.
2. To examine the assessment strategies and ways of engaging clients in the process of recovery so as to build a recovery focused therapeutic relationship and collaborative rehabilitation plan.
3. To sketch an understanding of specific skills and interventions such as formulating a rehabilitation goal, strengths assessment and treatment adherence.
4. To evaluate the critical role of life care planning and community support systems in facilitating psychosocial recovery.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Describe the concepts, nature, scope, theories, models and ethical concerns in psychosocial rehabilitation.
2. Demonstrate skills and intervention strategies within the context of comprehensive rehabilitation treatment planning.
3. Discuss assessment strategies and the importance of client engagement in the recovery focused therapeutic relationship and rehabilitation plan.
4. Formulate a rehabilitation treatment plan that aims at reconnecting/integrating clients into the community through life care planning and community support systems.

I - INTRODUCTION TO PSYCHOSOCIAL REHABILITATION

(12 Hours)

1. Understanding the nature and scope of psychosocial rehabilitation
2. Concepts of ability, disability, recovery and rehabilitation
3. Theories and models in rehabilitation psychology: Medical, neuropsychological, social, and bio-psychosocial models
4. Ethical issues in rehabilitation

II - THERAPEUTIC RELATIONSHIP AND REHABILITATION PLAN (12 Hours)

1. Components of therapeutic relationship, therapeutic alliance and treatment outcomes
2. Client engagement in the therapeutic process
3. Overcoming strains in the therapeutic alliance and resolving alliance ruptures
4. The assessment strategy
5. The rehabilitation plan

III - THERAPEUTIC SKILLS AND INTERVENTIONS (12 Hours)

1. Deciding on life changes: Role of motivational interviewing
2. Individual recovery planning: aligning values, strengths and goals
3. Activation and related interventions
4. Cognitive remediation
5. Treatment adherence

IV - COMMUNITY AND PEER-SUPPORT (12 Hours)

1. Social skills and employment
2. Promoting healthy lifestyles
3. Living skills
4. Peer support in mental health service context
5. Supporting families and carers

BOOKS FOR STUDY:

1. Corrigan, P. W. (2016). *Principles and practice of psychiatric rehabilitation: An empirical approach*. Guilford Press.
2. Cox, D. R., Cox, R. H., & Caplan, B. (2013). *Specialty competencies in rehabilitation psychology*. Oxford University Press.
3. King, R., Lloyd, C., & Meehan, T. (2013). *Handbook of psychosocial rehabilitation*. John Wiley & Sons.
4. Pratt, C. W., Gill, K. J., Barrett, N. M., & Roberts, M. M. (2013). *Psychiatric rehabilitation*. Academic Press.

SUGGESTED READINGS:

1. Frank, R. G., Rosenthal, M., & Caplan, B. (2010). *Handbook of rehabilitation psychology* (2nd ed.). Washington, DC, US: American Psychological Association.
2. King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). *Manual of psychosocial rehabilitation*. John Wiley & Sons.
3. Sunder, S. (2010). *Textbook of Rehabilitation* (3rd ed.). Chennai: Jaypee brothers Medical Publishers.

SEMESTER IV

PLO 403: CLINICAL MENTAL HEALTH COUNSELLING

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To develop an understanding of the foundational elements for clinical mental health counselling and its impact on clinical practice.
2. To understand the procedures of assessment, diagnosis, treatment planning, clinical documentation and record maintenance in clinical mental health counselling.
3. To evaluate the methods and models of supervision and research in the practice of clinical mental health counselling.
4. To examine the current and future trends in the practice of clinical mental health counselling.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Describe the general framework and its impact on the practice of clinical mental health counselling.
2. Demonstrate knowledge of assessment, diagnosis, treatment planning, clinical documentation and record maintenance in clinical mental health counselling.
3. Judge the effectiveness of various methods and models of supervision and research in the practice of clinical mental health counselling.
4. Discuss how current and future trends facilitate and challenge the practice of clinical mental health counselling.

I - FRAMEWORK FOR CLINICAL MENTAL HEALTH COUNSELLING (12 Hours)

1. Foundational principles, history and evolution of clinical mental health counselling
2. Legal and ethical issues in clinical mental health counselling
3. Understanding advocacy and social justice
4. Continuum of care: Modalities, services, settings, and roles, professional issues

II - CLINICAL MENTAL HEALTH COUNSELLING PROCEDURES (12 Hours)

1. Assessing client concerns: clinical intake and diagnostic interviewing, mental status examination, quantitative and qualitative assessment
2. Diagnosis and treatment planning
3. Crisis management and disaster relief: Impact, responses, training
4. Clinical documentation and record maintenance

III - SUPERVISION AND RESEARCH IN CLINICAL PRACTICE (12 Hours)

1. Models of clinical supervision: Developmental, discrimination, peer, group supervision, triadic models
2. Maximizing supervision experience: Self-assessment, preparation, risk taking, self-reflection, feedback from authority and peers, bringing difficult topics for supervision

3. Using research to improve clinical practice: Evidence-based practice, scientist-practitioner model

IV - CURRENT & FUTURE TRENDS

(12 Hours)

1. Neuroscience in counselling: Neural anatomy, neuroscience and the therapeutic relationship, neurofeedback
2. Motivational interviewing: Basics of MI support for MI, practice of MI
3. Emotionally Focused Couple Therapy and Dialectical Behaviour Therapy
4. Trauma-Focused Cognitive Behavioural Therapy (TF-CBT)
5. Mindfulness and spirituality in clinical mental health counselling

BOOKS FOR STUDY:

1. Gerig, M. S. (2017). *Foundations for clinical mental health counselling: An introduction to the profession*. Upper Saddle River: Pearson
2. Gladding, S. T., & Newsome, D. W. (2017). *Clinical mental health counselling in community and agency settings*. Pearson.
3. Watson, J. C., & Schmit, M. K. (2019). *Introduction to Clinical Mental Health Counseling: Contemporary Issues*. Sage Publications.

SUGGESTED READINGS:

1. Sherperis, C. J., & Sheperis, D. S. (2014). *Clinical mental health counselling: Fundamentals of applied practice*.
2. Young, J. S., & Cashwell, C. S. (Eds.). (2016). *Clinical mental health counselling: Elements of effective practice*. Sage Publications.

SEMESTER IV

PLO 404: CLINICAL NEUROPSYCHOLOGY

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To sketch an understanding of the concepts, principles, theories, issues and relevance of neuropsychology in clinical and forensic settings.
2. To develop knowledge of pediatric, adult, and geriatric cognitive and neurological disorders.
3. To apply knowledge of pediatric, adult, and geriatric neuropsychological disorders to prognosis and treatment planning.
4. To implement interventions and strategies for neuropsychological rehabilitation in the clinical context.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Demonstrate fundamental knowledge and comprehension of the basic terminology and core concepts including principles, theories, issues and relevance of neuropsychology in clinical and forensic settings.
2. Describe and differentiate disorders across the lifespan through review of pediatric, adult, and geriatric cognitive and neurological disorders.
3. Extend knowledge of pediatric, adult, and geriatric neuropsychological disorders to prognosis and treatment planning.
4. Integrate knowledge to the design of individualized patient interventions and suggest directions for rehabilitation

I - INTRODUCTION TO CLINICAL & FORENSIC NEUROPSYCHOLOGY (12 Hours)

1. Historical background to modern theories of clinical neuropsychology
2. Relevance of neuropsychology for clinical psychology practice
3. Basic concepts and principles of neuropsychological assessment
4. Psychological and psychiatric aspects of brain disorder: Nature, assessment and implications for clinical psychology
5. Issues in clinical and forensic neuropsychological practice

II - PEDIATRIC, ADULT, AND GERIATRIC NEUROPSYCHOLOGY (12 Hours)

1. Pediatric neuropsychology: Ethical issues with children, acquired central nervous system difficulties, neurodevelopmental disorders, pediatric clinical neuropsychological assessment
2. Adult neuropsychology: Disorders of memory, language and communication, acquired disorders of voluntary movement, adult clinical neuropsychological assessment
3. Geriatric neuropsychology: Ethical issues, neuropsychological aging difficulties, geriatric clinical neuropsychological assessment

III - PROGNOSIS AND TREATMENT PLANNING (12 Hours)

1. Premorbid patient factors: Intellectual abilities, personality factors, social support network, age, gender
2. Types of difficulties expressed by the patient: Nature and extent of changes, course of illness or injury
3. Ways to enhance recovery: Spontaneous recovery, recovery of old functional systems, development of new functional systems, changing the environment

IV – CLINICAL NEUROPSYCHOLOGICAL REHABILITATION (12 Hours)

1. Principles of cognitive rehabilitation
2. Theoretical approaches to cognitive rehabilitation
3. Interventions for psychological problems after brain injury
4. Neurorehabilitation strategies for people with neurodegenerative conditions

BOOKS FOR STUDY:

1. Goldstein, L. H., & McNeil, J. E. (Eds.). (2012). *Clinical neuropsychology: A practical guide to assessment and management for clinicians*. John Wiley & Sons.
2. Gurd, J.M., Kischka, U. & Marshall, J.C. (2013). *The handbook of clinical neuropsychology* (2nd ed.).NY, NY: Oxford University Press.

3. Heilman, K. M., & Valenstein, E. (Eds.). (2012). *Clinical neuropsychology* (4th ed.). New York, NY, US: Oxford University Press.
4. Morgan, J. E., & Ricker, J. H. (Eds.). (2017). *Textbook of clinical neuropsychology*. Taylor & Francis.

SUGGESTED READINGS:

1. Holtz, J. L. (2010). *Applied clinical neuropsychology: An introduction*. Springer Publishing Company.
2. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological assessment* (5th ed.). New York, NY, US: Oxford University Press.
3. Ogden, J. A. (2005). *Fractured minds: A case-study approach to clinical neuropsychology* (2nd ed.). New York, NY, US: Oxford University Press.

SEMESTER IV

PLO 405: CLINICAL GEROPSYCHOLOGY

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To apply various geriatric assessment to formulate a comprehensive plan for treatment.
2. To examine the various sources causing psychological distress among adults.
3. To develop knowledge of various interventions that can be employed with older adults.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. To apply various geriatric assessment to formulate a comprehensive plan for treatment.
2. Identify the various sources causing psychological distress, i.e. Depression, anxiety, mood disorders, personality disorders, psychosis, among older adults.
3. To apply knowledge of interventions such as Cognitive behaviour Therapy, Cognitive grief therapy, exercise and health promotion to older adults.

I – CLINICAL GEROPSYCHOLOGY: AN INTRODUCTION

(12 Hours)

1. Historical perspectives
2. Successful development and ageing: Theory and intervention
3. Transitions in later life
4. Moral and ethical considerations

II – GERIATRIC ASSESSMENT AND FORMULATION

(12 Hours)

1. Interviewing older adults
2. Assessing change of cognitive trajectories over time in later life
3. Evaluation and treatment of geriatric neurocognitive disorders
4. Older adults and long-term care: Trends and challenges in mental health treatment

III - SOURCES OF PSYCHOLOGICAL DISTRESS AMONG OLDER ADULTS

(12 Hours)

1. Loneliness and health
2. Depression and anxiety
3. Mood disorders, personality disorders and psychosis
4. Life-style risks and health

IV – INTERVENTIONS FOR OLDER ADULTS

(12 Hours)

1. Cognitive-Behaviour Therapy
2. Cognitive Grief Therapy
3. Psychological interventions in non-mental health settings
4. Cognitive impairment: Exercise and health promotion

BOOKS FOR STUDY:

1. Bush, S.S., Allen, R.S., & Molinari, V. (2016). *Ethical practice in geropsychology*. Washington, DC: American Psychological Association.
2. Hersen, M., & Van Hassett, V.B. (Eds.). (2013). *Handbook of clinical geropsychology*. Springer Science & Business Media.
3. Lichtenberg, P.A., Mast, B.T., Carpenter, B.D., Wetherell, J.L., & American Psychological Association (2015). *APA handbook of clinical geropsychology*. Washington, DC: American Psychological Association.

SUGGESTED READINGS:

1. Panchana, N.A., & Laidlaw, K. (2014). The Oxford handbook of clinical geropsychology.
2. Panchana, N.A., Laidlaw, K., & Knight, B.G. (Eds.). (2010). Casebook of clinical geropsychology: International perspectives on practice. USA: Oxford university press.
USA: Oxford University Press.

SPECIALIZATION: COUNSELLING PSYCHOLOGY

SEMESTER IV

PLO 406: COUNSELLING SPECIFIC POPULATIONS

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To develop an understanding of the characteristics and needs of clients in specific populations.
2. To examine causal factors, and preventive and treatment strategies for counselling clients in specific populations.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Describe the characteristics and needs of clients in specific populations.

2. Demonstrate the ability to apply major counselling strategies to respond to the distinct needs of clients in specific populations.

I- SUBSTANCE ABUSE COUNSELLING

(12 Hours)

1. Understanding substance abuse: Definition and diagnosis, drugs and their effects, motivational interviewing
2. The process of behaviour change: Assessment and treatment planning, helping clients change, empowering clients with group work, maintaining change in substance abuse behaviours
3. The context of change: Working with families, program planning and evaluation, preventing substance abuse

II - COUNSELLING FOR EATING DISORDERS

(12 Hours)

1. Understanding eating disorders and its causes: Hidden meanings and motivations, assessment and evaluation
2. Cognitions and eating disorders: Unhelpful thinking styles, challenging negative thoughts and positive self-talk
3. Social aspects of eating disorders: Eating disorders and relationships, family roles, eating disorders in the workplace and positive communication
4. Treatment of eating disorders and maintenance of recovery: CBT, damage limitation, relapse prevention, aiding recovery

III- COUNSELLING FOR SPECIAL POPULATIONS IN SCHOOL

(12 Hours)

1. Students with physical and emotional problems
2. Students involved with the Juvenile justice system
3. Gifted students
4. Counselling students to increase motivation and school completion
5. Students with Incarcerated parents

IV: COUNSELLING SPECIAL GROUPS

(12 Hours)

1. Counselling sexual minorities
2. Suicide prevention and management
3. Trauma and sexual abuse counselling
4. Single parents and blended families

BOOKS FOR STUDY:

1. Brooks, F., & McHenry, B. (2015). *A contemporary approach to substance use disorders and addiction counseling*. John Wiley & Sons.
2. Connors, G. J., DiClemente, C. C., Velasquez, M. M., & Donovan, D. M. (2016). *Substance abuse treatment and the stages of change: Selecting and planning interventions*. Guilford Press.
3. Davies, N., & Bacon, E. (2016). *Eating disorder recovery handbook: A practical guide to long-term recovery*. Jessica Kingsley Publishers.
4. Fisher, E. S., & Kennedy, K. S. (2016). *Counselling special populations in schools*. Oxford University Press.
5. James, R., & Gilliland, B. (2016). *Crisis intervention strategies* (8th ed.). Cengage Learning.
6. Reeves, A. (2010). *Counselling suicidal clients*. Sage Publications.
7. Vacc, N. A., DeVaney, S. B., & Brendel, J. M. (Eds.). (2015). *Counselling multicultural and diverse populations: Strategies for practitioners* (4th ed.). Routledge.

SUGGESTED READINGS:

1. Gilbert, M. S. (2005). *Counselling for eating disorders*. Sage Publications.
2. Lewis, J. A., Dana, R. Q., & Blevins, G. A. (2014). *Substance abuse counseling*. Cengage Learning.
3. Velleman, R. (2011). *Counselling for alcohol problems*. Sage Publications.
4. Wright, H. N. (2011). *The complete guide to crisis & trauma counseling: What to do and say when it matters most*. Gospel Light Publications.

SEMESTER IV

PLO 407: MARITAL COUNSELING AND FAMILY THERAPY

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To understand the vulnerabilities that arise in marriage and families.
2. To examine the nature of marital counselling.
3. To implement the theories and interventions in family therapy.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Recognize vulnerabilities that arise in marriage and families.
2. Explain the nature of marital counselling.
3. Apply theories and interventions in family therapy

I – UNDERSTANDING MARRIAGE AND FAMILY IN THE MODERN CONTEXT

(12 Hours)

1. Marriage and Intimate relationships: Moving toward marriage, Marital Adjustment across the family life cycle
2. Vulnerable areas in Marriage and Families
3. Changing trends in marriage and family structure
4. Nurturing healthy relationships: Principles of a good marriage

II – NATURE OF MARITAL COUNSELLING

(12 Hours)

1. Nature of Marital Counselling: definition, nature and scope
2. Objectives of marital counselling: domains of intervention, balance in marriage and system variables targeted for change
3. Focus of Marital counselling: Assessment of marriage, relationship, and conflict
4. Structuring of the counselling session and therapeutic responses to special issues in counselling

III – INTERVENTION IN MARITAL COUNSELLING

(12 Hours)

1. Assumptions and Intervention overview in marital counselling

2. Interventions to address issues of motivation, meaning and management
3. Working through and acceptance based interventions: resistance to change, avoiding relapse, emotion and meta-emotion, dealing with perpetual problems
4. Solution focused interventions: enhancing marital friendship, resolving conflicts, buffering children from marital conflict, working as a team and terminating therapy

IV – FAMILY THERAPY

(12 Hours)

1. Nature of Family therapy: objectives, perspectives and scope
2. Structuring of the family counselling session: principles, challenges and risk
3. Approaches to Family therapy: Bowen’s intergenerational approach, Structural family therapy approach, Strategic therapy approach
4. Current trends in family therapy: psycho-educational approach, professional training and organizations, family law, medicine, gender-related and multicultural aspects

BOOKS FOR STUDY:

1. Ferrier, S., & McDermid, V. (2017). *Marriage*. London: Virago.
2. Gottman, J. M., & Silver, N. (2018). *The seven principles for making marriage work*. New York: Three Rivers Press.
3. Gottman, J. S., Gottman, J. M., & Siegel, D. J. (2015). *10 principles for doing effective couples therapy*. New York: W.W. Norton & Company.
4. Sharf, R. S. (2011). *Theories of psychotherapy and counselling: Concepts and cases*. Pacific Grove: Brooks/Cole Pub. Co.

SUGGESTED READINGS:

1. Bubenzer, D. L. and West, J. D. (2002). *Counselling couples*. (10thed.). Delhi: SAGE Publications India Pvt. Ltd.
2. Peterson, G.W. & Bush K.R. (2013). *Handbook of marriage and the family*. New York, NY, US: Springer.

3. Sherman, R., & Fredman, N. (2015). *Handbook of structured techniques in marriage and family therapy*. New York: Routledge.

SEMESTER IV

PLO 308: COUNSELLING INDIVIDUALS WITH LIFE-THREATENING ILLNESS

Number of Credits	04
Contact Hours	48 hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To sketch an outline of the historical perspectives and overview of counselling individuals with life-threatening illness.
2. To analyze the complexities of life-threatening illness in each phase of the illness trajectory.
3. To comprehend the experience of life-threatening illness from the perspective of the family.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Explain the historical perspectives and develop sensitivity to the individual as a whole person and respond appropriately to illness concerns.

2. Identify effective counselling strategies and interventions for each phase of illness, i.e., prediagnostic, diagnostic, chronic, recovery, and terminal phase.
3. Recognize and respond to the emotional concerns of the family and discuss specific family tasks to facilitate support through the course of illness.

I – HISTORICAL PERSPECTIVES AND OVERVIEW

(12 Hours)

1. Historical perspectives on dying and illness
2. Seven sensitivities of effective professional caregivers
3. Sensitivities to families, different age groups, populations, generational differences
4. Responses to life-threatening illnesses: Physical, cognitive, emotional, behavioural, and spiritual

II - COUNSELLING IN VARIOUS PHASES OF ILLNESS

(12 Hours)

1. The prediagnostic phase: Symptom related factors, physical, psychological, situational and social factors, the process of health seeking, health seeking in other contexts
2. The crisis of diagnosis: Understanding the disease, maximizing coping strengths and limiting weaknesses, exploring the impact of the disease on self and others, ventilating feelings and fears, the end of the diagnostic phase
3. The chronic phase of illness: Managing symptoms, side effects, stress; health regimens, social support, isolation, normalizing life, preserving self-concept, redefining relationships, finding meaning, the end of the chronic phase

III - COUNSELLING CLIENTS IN RECOVERY AND IN THE TERMINAL PHASE

(12 Hours)

1. Counselling clients in recovery: Dealing with the residues of illness, coping with ongoing fears and anxieties, fear of recurrence, examining lifestyle issues and reconstructing one's life, redefining relationships with caregivers
2. Counselling clients in the terminal phase: Discussing death, decisions in the terminal phase, end-of-life phenomena

IV - COUNSELLING FAMILIES DURING A LIFE-THREATENING ILLNESS

(12 Hours)

1. The experience of illness: A family perspective
2. Assessing factors that affect family relations
3. Assessing caregiving
4. Family tasks throughout the illness
5. Supporting families at the time of death

BOOKS FOR STUDY:

1. Altschuler, J. (2011). *Counselling and psychotherapy for families in times of illness and death*. Palgrave Macmillan.
2. Doka, K. J. (2013). *Counselling individuals with life-threatening illness*. Springer Publishing Company.
3. Werth, J. L. (Ed.). (2012). *Counselling clients near the end of life: A practical guide for mental health professionals*. Springer Publishing Company.
4. Zeppetella, J. (2012). *Palliative care in clinical practice*. London: Springer Publishing Company.

SUGGESTED READINGS:

1. Heyse-Moore, L. (2008). *Speaking of dying: A practical guide to using counselling skills in palliative care*. Jessica Kingsley Publishers.
2. Humphrey, G. M., & Zimpfer, D. G. (2007). *Counselling for grief and bereavement*. Sage Publications.
3. Watson, M., Lucas, C., Hoy, A., & Wells, J. (2009). *Oxford handbook of Palliative care* (2nd ed.). New York: Oxford University Press.

SEMESTER IV

PLO 409: CRISIS AND TRAUMA COUNSELLING

Number of Credits	04
Teaching Hours	48 Hours
Marks	100 (40 ISA and 60 SEA)
Duration of Lecture	01 Hours
Duration of Examination	03 Hours

Course Objectives:

1. To understand the nature and stages of crisis and trauma.

2. To plan strategic interventions relevant to crisis and trauma management.
3. To examine the clinical outcomes of crisis and trauma.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Discuss the nature and stages of crisis and trauma.
2. Determine strategic interventions relevant to crisis and trauma management.
3. Explain the clinical outcomes of crisis and trauma which will place them in an advantageous position to deal with crisis situation in future.

I – INTRODUCTION TO CRISIS AND TRAUMA (12 Hours)

1. Crisis: Definition, Categories of Crisis, Normative and Traumatic Stressor
2. Trauma: Definition, The Role of Triggers, Risk Factors, Response to Trauma
3. Trauma Related Disorders: Post-Traumatic Stress Disorder, Major Depressive Disorder
4. Theories: Intervention Theory, Expanded Theory, Applied Theory

II – SPECIFIC CRISIS AND TRAUMA – I (12 Hours)

1. Traumatic Death and the Crisis of Suicide
2. Family Crisis, Personal Loss, Bereavement and Grief
3. Cultural Sensitivity in Crisis Situations
4. Crisis Related to Serious Illness and Disabilities

III – SPECIFIC CRISIS AND TRAUMA - II (12 Hours)

1. A Marriage or Partnership in Crisis
2. Disaster Trauma Response
3. The Crisis of Violence and Abuse
4. Crisis at Workplace

IV – THERAPEUTIC INTERVENTIONS IN CRISIS AND TRAUMA (12 Hours)

1. Crisis and Disaster Management Skills
2. ABC Model of Crises Intervention
3. Trauma Recovery Models: Albert Roberts’ Seven-Stage Crisis Intervention Model, Mitchell’s Critical Incident Stress Management intervention system
4. Tools of Trade: Listening, Basic Strategies and Interventions
5. Telephone and Online Crisis Counselling

BOOKS FOR STUDY:

1. Elena, W. (2018). *Trauma survivors' strategies for healing*: California: Althea Press.
2. James, R.K., & Gilliland, B.E. (2017). *Crisis intervention strategies*. Boston: Cengage Learning.
3. Kurt, D. (2018). *The crisis intervention manual* (3rd ed.). California: Empathy Works
4. Steele, W. & Malchiodi, C. (2015). *Trauma-informed practices with children and adolescents*. USA: Routledge.

SUGGESTED READINGS:

1. Kolski, T.D., Jongsma, A.E., & Myer, R.A. (2014). *The crisis counseling and traumatic events treatment planner, with DSM-5 updates* (2nd Ed.). Wiley: New York, NY.
2. Dass-Brailsford, P. (2012). *A practical approach to trauma: Empowering interventions*. USA: Sage Publications.
3. Najavits, L. M. (2017). *Recovery from trauma and addiction*. New York: The Guilford Press.

SEMESTER IV

PLO 410: INTERVENTIONS IN POSITIVE PSYCHOLOGY

Number of Credits 04

Contact Hours 48

Duration of Lecture	01 Hour
Marks	100 (40 ISA and 60 SEA)
Duration of Examination	03 Hours

Course Objectives:

1. To understand the fundamental concepts of positive psychological interventions.
2. To examine established areas of interventions in positive psychology.
3. To apply positive psychological interventions across populations and contexts.

Learning Outcomes:

At the end of this course, the learner will be able to:

1. Describe the meaning, nature, importance of interventions in positive psychology and the general guidelines and challenges associated with developing and implementing positive psychological interventions.
2. Implement a strength-based practice through the use of gratitude, patience, creativity forgiveness, and empathy-related interventions in diverse settings.
3. Use positive psychological interventions across populations and contexts, i.e., clinical populations, chronic illnesses, terminally ill, substance abuse, workplace, classroom, rehabilitation, community.

I – INTRODUCTION TO INTERVENTIONS IN POSITIVE PSYCHOLOGY (12 Hours)

1. Interventions in positive psychology: Meaning, nature, importance
2. The relationship between counseling psychology and positive psychology
3. General guidelines for developing positive psychological treatment plans
4. Challenges associated with implementing positive psychological interventions

II - INTERVENTIONS IN POSITIVE PSYCHOLOGY - 1

(12 Hours)

1. Gratitude interventions: Interventions to increase gratitude in children, adolescents and adults
2. Positive psychological interventions for promoting forgiveness: Efficacious components of forgiveness interventions, unresolved questions about forgiveness interventions
3. Empathy-related interventions

III - INTERVENTIONS IN POSITIVE PSYCHOLOGY - 2

(12 Hours)

1. Creativity as a target and tool for positive interventions: Creativity as a tool for increasing well-being, building creativity-based positive interventions
2. Patience interventions to improve well-being: Defining and discriminating patience, possible applications of patience interventions
3. Positive family therapy interventions: Systems theory, positive family therapy, interventions in positive family therapy

IV- INTERVENTIONS ACROSS POPULATIONS AND CONTEXTS

(12 Hours)

1. Interventions across populations: Clinical populations, chronic illnesses, terminally ill, substance abuse
2. Interventions across contexts: Workplace, classroom, rehabilitation, community
3. Recent advances: Online positive psychological interventions, social identity interventions, forensic settings, posttraumatic growth, traumatic brain injury, positive neuroscience, cyberbullying

BOOKS FOR STUDY:

1. Carr, A. (2011). *Positive psychology: The science of happiness and human strengths*, (2nd ed.). Hove, UK; Routledge.
2. Dunn, D. S. (Ed.). (2017). *Positive Psychology: Established and Emerging Issues*. Routledge.
3. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications.

4. Parks, A. C., & Schueller, S. (Eds.). (2014). *The Wiley Blackwell handbook of positive psychological interventions*. John Wiley & Sons.
5. Proctor, C. (Ed.). (2017). *Positive psychology interventions in practice*. Springer.
6. Warren, M. A., & Donaldson, S. I. (2017). *Scientific advances in positive psychology*. Westport, Connecticut: Praeger Publishers.

SUGGESTED READINGS:

1. Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J. (Eds.). (2011). *Applied positive psychology: Improving everyday life, health, schools, work, and society*. Routledge.
2. Lomas, T., Hefferon, K., & Ivtzan, I. (2014). *Applied positive psychology: Integrated positive practice*. Sage.
3. Magyar-Moe, J. L. (2009). *Therapist's guide to positive psychological interventions*. Academic press.
4. Snyder, C. R., & Lopez, S. J. (2002). *Handbook of positive psychology*. New York: Oxford University.

SEMESTER IV

PLO 416: SPECIALIZATION PRACTICUM

Number of Credits	04
Teaching Hours	48 hours
Marks	100 (40 Internal and 60 External)
Duration of Lecture	01 hour
Duration of Examination	03 hours

Course Objectives:

1. To develop planning and organization skills through interactive and experiential learning.
2. To analyze case studies with respect to problem identification and management plan.
3. To apply appropriate treatment goals in collaboration with the client.

Learning Outcomes:

At the end of each course the learner will be able to:

1. Demonstrate planning and organization skills by conducting workshops on selected topics related to mental health.
2. Examine case studies with respect to problem identification and management plan.
3. Implement appropriate treatment goals and clinical interventions in clinical settings

(AS PER THE SPECIALIZATION SELECTED BY THE CONCERNED STUDENT)

I – THERAPEUTIC INTERVENTION: OVERVIEW

(01 Credit, 12 Hours)

1. Rapport building and understanding client distress
2. Interventions (basic and advanced skills)
3. Formulating and executing the intervention plan
4. Case analysis and Case conferences
 - Assessment will be conducted through simulated role-play exercises, movie reviews, group discussions

II – OBSERVATION IN FIELD SETTINGS

(01 Credit, 12 Hours)

1. Observation in various field settings: NGOs, schools, private practitioner clinics, companies and industrial/ corporate organizations.
2. Observation log book to be maintained.

IV – CLIENT INTERACTION AND CASE WRITING

(02 Credits, 24 Hours)

10 cases to be assessed:

Clinical Psychology: child – 01, adolescents – 04, adults – 04, geriatric – 01

Counselling Psychology: child – 01, adolescents – 04, adults – 04, geriatric – 01

Human Resource Management: adults – 08, geriatric – 02

The student has to maintain a journal to include the following: Detailed case history, mental status examination, testing rationale with basic test details, test interpretation, points to consider, suggested interventions, prognosis

SEMESTER IV
PLO 417: DISSERTATION

SEMESTER IV	
Number of Credits	08
Marks	200 (80 ISA and 120 SEA)

Note:

OA-18A.4 Dissertation

1. Ordinarily, the Dissertation shall be spread over third and fourth Semesters and shall not generally constitute an entire Semester-equivalent of Credits. However, the DC/DFC may consider on case to case basis and reduce it to one Semester, if it involves full field-work or dissertation in other Institutes or Industries.
2. The DC/DFC shall decide at the end of the second Semester, the modalities relating to the dissertations, which shall be informed to the students.
3. Topics for dissertations shall be finalized by the student in consultation with the guiding teacher.

OA-18A.7 Evaluation of Dissertation

1. (a) The Dissertation shall be assessed by the Guide/Supervisor and by the DC/DFC. The student shall make a presentation of the work before the DC/DFC and students of the Department. The DC/DFC shall assess the work. Average of marks of all teachers attending the presentation shall be the evaluation of the dissertation which shall carry 60% of the total marks assigned for dissertation which shall be the SEA component.

(b) The Guide shall assess the Dissertation work independently for 40% marks which shall be the ISA component. The ISA shall be completed by the guide in the third semester based on the modalities decided by the concerned DC/DFC. If a student is willing to discontinue the dissertation due to poor performance in the ISA component, s/he shall be permitted to opt for required number of optional courses in the fourth semester.