MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

(w.e.f. 2022-23 admitted batch)

Course Structure and Syllabi

THE APOLLO UNIVERSITY

MURUKAMBATTU - CHITTOOR (Dt) 517127

ANDHRA PRADESH

PROGRAM OUTCOMES (PO)

PO1: Engage in practices that align with ethical codes, current legal frameworks, and mental health standards.

PO2: Utilize advanced knowledge of psychopathology, developmental systems, and foundational principles and theories that support evidence-based practices when working with clients from diverse social and cultural backgrounds across all ages.

PO3: Identify psychological disorders using a recognized international taxonomy within the broader context of clinical engagement and multi-method assessment for diverse clients across the lifespan.

PO4: Synthesize and interpret multi-modal psychological assessments and diagnostic data to inform case conceptualization and evidence-based treatment planning, including making appropriate referrals.

PO5: Conduct psychometric assessments, including hypothesis formulation, clinical interviews, selecting appropriate tools, administering tests, interpreting results, and providing both oral and written recommendations.

PO6: Develop complex case conceptualizations for severe, chronic, and/or multifaceted issues to determine suitable interventions and manage risks.

PO7: Monitor client progress and treatment outcomes, assess areas of improvement, and adjust treatment plans as necessary, while critically reflecting on both theory and professional practice.

PO8: Manage intra- and interpersonal processes in evolving case formulations, demonstrate self-reflection in professional practice, consider the impact of personal values, and take appropriate remedial actions.

PO9: Respect and acknowledge the skills and contributions of other professionals, collaborate effectively while maintaining personal autonomy and accountability within ethical and legal boundaries.

PO10: Investigate and report on a significant individual research question pertinent to clinical psychology.

PROGRAM EDUCATIONAL OBJECTIVES (PEO):

PEO1: To deliver the understanding of the emergence and goals of clinical counselling, and development of a counselling relationship and its significance.

PEO 2: To develop the understanding of the application of the principles of counselling onto diverse populations requiring counselling.

PEO 3: To develop ability to assess, evaluate and apply clinical techniques like observation, interviewing, psychological testing etc

PEO 4: To develop competence in teaching skills, clinical testing, supervision, and consultation skills

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PROGRAM SPECIFIC OUTCOMES (PSO):

After successful completion of the program the graduates will be able to:

PSO 1: Exhibit knowledge about the principles and scope of clinical psychology.

PSO 2: Identify and explain the neuro-biological and psycho-social basis of pathological behaviour.

PSO 3: Demonstrate competence in interpersonal skills and sensitivity in working and communicating with culturally diverse populations in the regional, national and global community.

PSO 4: Develop skills to do independent research through analysis and synthesis of data and demonstrate scholarly writing and presentation skills.

THE APOLLO UNIVERSITY

ACADEMIC REGULATIONS

SCOPE:

This Academic regulation provide a framework for the regulatory guidelines of all programs offered by The Apollo University. It includes procedures and practices that are to be followed to ensure academic standards in the University. The regulations are approved by the Academic Council. These regulations may be amended from time to time with the approval of the Academic council for the benefit of students or some times to reflect the changes suggested by the statutory bodies.

Information regarding amendments (if any) to the regulations will be communicated to the students by publishing in the University website. Students must follow the amended regulations as they might impact the process for the award of degree. The decision of the Vice Chancellor shall be the final in case of any discrepancy. These regulations apply to all students, despite the program of study.

1. ADMISSION INTO THE PROGRAM

The University admits the students in two modes. One through the convenor quota as per the Andhra Pradesh Private Universities Act, for which the admissions will be carried out through the convener quota by the Govt of Andhra Pradesh. The other is through University quota for which the following procedure will be followed:

A. The applicant shall satisfy the entrance requirements specified by The Apollo University and in accordance with guidelines of statutory councils for various Post-graduation programs.

B. The Applicant shall be qualified in the qualifying examination for a particular program.

C. The Applicant secures a rank in national level entrance exam or suitable such test conducted by The Apollo University / professional body.

D. The Applicant qualifies in the specified state or national level examinations prescribed by The Apollo University.

The Apollo University will widely notify the counselling schedule for admissions into the academic programs in the media. The provisional admission will be given to the eligible students during the counseling scheduled by The Apollo University. The selected candidates will be provisionally admitted into the program of his/her choice if the candidate meets

the program specific requirements in addition to academic performance qualifying exam. Admission is purely based on merit and so merely meeting the requirements will not ensure admission. The University does not discriminate based on gender, race, region, religion, disability or nationality. The University reserves the right to make admissions based on various criteria which is specified in the admission brochure.

2. ELIGIBILITY CRITERIA

Postgraduate programs

The qualifying exam eligibility for each program is given Annexure 1. The student should have passed the qualifying exam either in the year the student is seek in admission or the previous year.

University Quota: For getting admission under University quota, percentage of marks obtained in the qualifying exam, the rank obtained in TAU entrance exam or any recognized national level examination in the year of admission will be considered.

Counselling

All the eligible students need to apply for admission and have to attend counselling conducted by TAU as per the schedule for the university quota.

3. PROGRAMS

The Apollo University offers variety of programs which includes certificate, undergraduate, postgraduate, and Research. The list of programs on offer from the academic year 2022-23 onwards are annexed in Annexure 2.

Minimum duration of the program

The minimum duration of each program depends on the type of program, viz., undergraduate, postgraduate, integrated programs, etc., and the faculty which offers the program. The maximum duration of the program is N+2 years, where N stands for the minimum duration of the program as mentioned in Annexure 2. If the student has not obtained the minimum number of credits within the stipulated time, the Vice-Chancellor may extend the maximum duration in extenuating circumstances upon receiving a request along with reasons from the student for not completing the program on time.

4. CHOICE BASED CREDIT SYSTEM

The choice-based credit system (CBCS) facilitates the education student-centric. It provides the opportunity for the learner to choose the courses from a basket of core, elective, and skill enhanced courses. All programs of study are designed to meet the specified number of credit requirements. The courses taken by the student in each semester as part of program are allotted some credit points based on the number of hours assigned. Upon successful completion of the course, the student secures the number of credits allotted for that course. Once the minimum number of credits of the program is achieved, the degree can be awarded, subject to fulfilment of all other relevant conditions.

5. STRUCTURE OF THE PROGRAM

The Program structure Consists of

i) University Courses
   A. University Core
   B. University Electives
ii) Faculty Courses
   A. Faculty Core
   B. Faculty Electives
iii) Program Courses
   A. Program Core
   B. Program electives

Each course* is assigned a certain number of credits depending upon the number of contact hours (lectures/tutorials/practical) per week. (*one course means one subject)

Core Courses = 3 Credits /4 Credits Elective =3 Credits

In general, credits are assigned to the courses as detailed below:

- A classroom lecture/ tutorial of 60 min (1 hr) duration per week, spread over the entire semester, shall be considered as one credit.
- A laboratory session of minimum of 120 min (2 hr) per week shall be considered as one credit.
- A project work/ Internship session of 60 minutes (1 hr) carried out per week shall be considered as one credit.

6. MEDIUM OF INSTRUCTION

The medium of instruction (including examinations and project reports) shall be English.

7. REGISTRATION

Any of the following student must register for the courses opted in a particular semester during the scheduled registration period.

i. a new student who enrolls into any program
ii. an existing student who is continuing on rolls from the preceding regular semester
iii. a former student, i.e., who has not enrolled in the preceding regular semester or who has availed academic break or detained and got readmission

Each newly admitted student shall attend an induction/ orientation program prior to commencement of the first semester. During this program academic advisors assist the students in choosing the courses. Existing student may register online by using their registration number and mail ID through the Apollo ERP portal. Class schedules are available approximately two weeks before the beginning of every semester for each program. The concerned head of the department must approve class schedule.

8. ATTENDANCE REQUIREMENTS

- Students should earn a minimum of 80% attendance in the current semester to become eligible to write the Semester End Examinations.
- The monthly statement of attendance will be displayed on the Department Notice Board/ Apollo ERP by the respective departments within the first five working days of the following month.
- Candidates who are falling short of 80% attendance will be detained on the recommendation of the HoD and are not eligible to appear for the current semester examinations. The students who are detained in the current semester will not be allowed to register for the next semester and they have to repeat the same semester by paying the tuition fee prescribed. However, they can write arrear subjects, if any.

9. EVALUATION

The assessment of the student's performance in a Theory course shall be based on two components: Continuous Evaluation (40 marks) and Semester-end examination (60 marks). A student has to secure an aggregate of 50% in the course in the two components put together to be declared to have passed the course, subject to the condition that the candidate must have secured a minimum of 30 marks (i.e. 50%) in the theory component at the semester-end

examination. Practical/ Project Work/ Industrial Training/ Viva voce/ Seminar etc. are completely assessed under Continuous Evaluation for a maximum of 100 marks, and a student has to obtain a minimum of 50% to secure Pass Grade. For courses having both theory and practical components, 60% of the weightage will be given for theory component and 40% weightage for practical component. The student must secure 50% (Theory + Practical) with 50 marks minimum in theory to attain pass grade.

Details of Assessment Procedure are furnished below in Table 1.

Table 1: Assessment Procedure

S. No.	Component of Assessment	Marks Allotted	Type of Assessment	Scheme of Evaluation
1	Theory	40	Continuous Evaluation	i) Twenty (20) marks for mid examinations. Three mid examinations shall be conducted for 20 marks each; average of the best two performances shall be taken into consideration. ii) Ten (10) marks for Quizzes, Assignments and Presentations. iii) Ten (10) marks for periodic evaluation, case studies and projects
		60	Semester-end Examination	iv) Sixty (60) marks for Semester-end examinations
	Total	**100**		
2	Laboratory	100	Continuous Evaluation	1) 80 marks with equal weightage to all experiments subject to conduct of minimum of 10 experiments 2) 20marks for the end exam (with one of our university teachers as external other than course teacher)
3	Internship	100	Continuous Evaluation	i) (80) marks for periodic evaluation of Internship report by the Project Supervisor. ii) Twenty (20) marks for final Report presentation and Viva-voce, by a panel of internal

				examiners. iii) Students shall undergo TWO internships during the course of time and the evaluation shall be done during final semester.
4	Project work	100	Continuous Evaluation	iv) (80) marks for periodic evaluation and technical report writing by the Project Supervisor. ii) Twenty (20) marks for final Report presentation and Viva-voce, by a panel of internal examiners
5	Students Seminars	100	Continuous Evaluation	Each student has to give a seminar on any topic in consultation with the faculty member in charge A detailed report shall be submitted to the in charge. 60 marks for periodic evaluation including report preparation and 40 marks for viva voce by a panel of examiners.

GRADING SYSTEM

Based on the student performance during a given semester, a final letter grade will be awarded at the end of the semester in each course. The letter grades and the corresponding grade points are as given inTable2.

Table 2: Grades & Grade Points

Sl. No.	Grade	Grade Points	Absolute Marks
1	O(Outstanding)	10	90 and above
2	A+(Excellent)	9	80 to 89
3	A (Very Good)	8	70 to 79
4	B+(Good)	7	60 to 69
5	B (Above Average)	6	50 to 59
6	C(Average)	5	45 to 49
7	P(Pass)	4	40 to 44
8	F(Fail)	0	Less than 40
9	Ab. (Absent)	0	-

SEMESTER GRADEPOINTAVERAGE (SGPA)

A Semester Grade Point Average (SGPA) for the semester will be calculated according to

the formula:

$$GA \frac{\sum [\ G\ ]}{\sum}$$

Where

C=number of credits for the course,

G=grade points obtained by the student in the course.

A student who earns a minimum of 4 grade points (P grade) in a course is declared to have successfully completed the course, and is deemed to have earned the credits assigned to that course.

CUMULATIVE GRADE POINT AVEARGE (CGPA)

A similar formula is used to arrive at Cumulative Grade Point Average (CGPA), considering the student's performance in all the courses taken in all the semesters up to the particular point of time.

Table 3 shows the CGPA required for the award of class after the successful completion of the program.

Table3: CGPA required for award of Class

Class	**CGPA Required**
First Class with Distinction	≥8.0*
First Class	≥6.5
Second Class	≥5.5
Pass Class	≥5.0

*In addition to the required CGPA of 8.0 or more, the student must have necessarily passed all the courses of every semester in first attempt.

11. REAPPEARANCE

a. A student who has secured 'F' grade in a Theory course shall have to reappear at the subsequent Semester end examination held for that course.
b. A student who has secured 'F' grade in a Practical course shall have to attend Special Instruction Classes scheduled by the Department for securing pass.
c. A student who has secured 'F' Grade in Internship /Project work / Industrial Training etc shall have to reappear for Viva – voce scheduled by the department.
d. A student who is declared fail (F) in a course/s can apply for revaluation within one week from the date of publication of results with a fee prescribed by the university. The marks /grade awarded in the revaluation is final.

11.1 Procedure for revaluation

- The students who have not satisfied with the marks awarded by the examiner can apply for revaluation of his/her answer script/s
- The students have to apply through proper channel for revaluation and to pay the revaluation fee per paper to the university towards revaluation fee.
- Students have to apply for revaluation within 7 days from the date publication of result.
- The scripts will get valued by second examiner and if the difference is more than 15 marks, they will get valued by the third examiner. The average of the nearest two marks will be declared as the final marks.

11.2 ASSESSMENT MECHANISM

The Apollo University offers a student the benefits of Choice Based Credit System. Every paper is allotted a certain number of credits as per the UGC norms. A student is awarded the specified credits on obtaining a pass in the respective paper.

The Choice Based Credit System (CBCS) has been adopted for all PG Courses from the year 2021-22 onwards as per the recommendations of the A.P. State Council for Higher Education (APSCHE). The structure of undergraduate programmes provides a wide range of choice for students to opt for courses based on their eligibility, aptitude and career goals.

11.3 Semester End Examination

The End semester examination will be a comprehensive examination of 3 hours duration. Two End Semester examinations are conducted in a year-

Odd semester examinations in November/ December and

Even semester examination in May/June

Practical examination / Project viva will be held 2 weeks prior to the theory semester end examinations.

Post-Graduation programs Course	**Continuous Assessment**	**End semester**	**Aggregate in End semester Examinations**
PG Courses	No passing minimum	50%	50%

11.4 Post Evaluation Programme:

Under the Post Evaluation Programme there are three menus:

- Provision for improvement
- Re-totaling and Revaluation of answer scripts
- Restrictions to appear for the examinations

11.5 Provision for improvement

A student who passes a paper in the first attempt can reappear for the same paper in the succeeding End-of-Semester examination only, for improving his/her marks. Re-appearance for improvement is allowed for theory and practical subjects of all semesters, except for the final semester subjects. Revised mark statement will be issued after withdrawing the previous one, if the marks obtained in improvement are higher than the marks awarded earlier. When there is no improvement, there shall not be any change in the original marks already awarded. The improved marks shall be considered for classification but not for ranking.

Provision for Re-totaling and Revaluation of valued answer scripts

- PG candidates may apply for re-totaling / revaluation of valued answer scripts, to the Controller of Examinations through the Heads of Departments and Principal / Dean, in the prescribed forms, remitting the prescribed fee within 7 days from the date of publication of results. Revaluation of answer scripts is permissible only for the current semester papers and not for any arrear paper.
- Those wish to apply for revaluation of final semester papers can do so within five days from the date of publication of results. In re-valuation, the answer papers will be valued by an external examiner and if there is a difference of 15 marks between the two evaluations then the script will be sent for third valuation which is final and the mark awarded by the third examiner will be taken into the account.
- Revised mark statement will be issued after withdrawing the previous one, if the marks obtained in revaluation / retotalling are higher than the marks obtained earlier. In other cases, the original marks obtained earlier will be retained and the matter will be intimated to the student concerned as 'No change'.
- A candidate who applies for revaluation should not apply for retotalling.

Restrictions to appear for the examinations

Candidates who fail in any of the papers in the PG End semester examinations shall complete the paper concerned within N+2 years from the date of admission to the particular course. If they fail to do so, they shall re-register their names and take the examination in the texts/revised regulations/syllabus of the paper prescribed for the subsequent batch of candidates, in force at the time of their reappearance. In the event of removal of that paper consequent to change of regulation and/or curriculum after N+2 years period, the candidate shall have to take up an equivalent paper in the revised syllabus as suggested by the Chairman, Board of Studies concerned.

12. BETTERMENTOFGRADES

A student who has secured only a Pass or Second class and desires to improve his/her Class can appear for Betterment Examinations only in Theory courses of any Semester of his/her choice, conducted in Summer Vacation along with the Special Examinations. Betterment of Grades is permitted 'only once' immediately after completion of the program of study.

13. DETENTION AND RE-ADMISSION

If a student fails to meet the minimum attendance requirement or minimum standards for academic progression, the concerned academic head will recommend for detention and it will be notified by the concerned Dean of the School. The students who are detained in the current semester will not be allowed to register for the next semester and they have to repeat the same semester.

The candidates who are detained or availed academic break or suspended in the previous semester/academic year and want to continue their study shall apply for re-admission to the university. The candidates shall request for re-admission to the respective Head of the Department, with details viz., Full Name, Registration Number, Department, School, Fee payment particulars with proofs and reasons for discontinuations. The concerned academic head will forward it to the Registrar with specific comments. The Registrar will notify the decision of re-admission which shall include the prescribed fee particulars, semester/ year into which readmission is granted and additional courses to be completed by the student (if any). The candidates should apply for re-admission in advance, that is before the commencement of the semester.

14. GROOMING AND ATTIRE FOR STUDENTS

Grooming and Etiquette is of great significance in the dynamic of shaping one's Personality. The Apollo University stands by a *Code of Grooming, Attire and Etiquette* that promotes a professional standard: Academic Day; Campus Placements and Non-Academic Hours on Campus.

The Dress Code to be in compliance on academic premises while attending: Formal Functions of the Institution / Lectures / Practicals / Dining Area / Library / Labs / Office Areas.

Students shall follow appropriate attire during Academic and Non-Academic hours on the campus. Students shall wear clean, neat, pressed and presentable clothing, and command respect by dressing in accordance with responsible personal norms. Students shall always wear The Apollo University ID Card with the Lanyard.

Grooming and Formal Wear - Boys:

Formal Shirts / T-Shirts with a Collar should preferably be tucked in with a Formal pair of Pants Shoes and Socks to complete the Formal Attire. Personal Hygiene should be followed and Hair should be well groomed.

Smart Casuals for Boys:

Long Kurtas / Formals / Semi-Formal Shirts with Jeans.

Grooming and Formal Wear - Girls: Sarees / Salwar Suits / Leggings or Jeggings with Long Kurtis / Long Frocks / Long Skirts / Palazzos. Complement the outfit with proper footwear. Personal Hygiene should be followed and Hair should be well groomed.

Smart Casuals for Girls:

Jeans with long Kurtis / Long Skirts / Long Frocks.

Attire for Non-Academic Hours On Campus:

The students should be neatly attired during Non-Academic Hours on Campus.

Dress Code for Boys:

Jeans / Track Suits / T-Shirts / Trousers / Shirts.

Dress Code for Girls:

Jeans / T-Shirts or Blouses / Salwar Suits / Palazzos / Leggings or Jeggings with Long Tops / Sarees / Long Skirts / Track Suits.

DO'S AND DO'NTS FOR BOYS AND GIRL STUDENTS OF THE UNIVERSITY:

- To wear modest clothing that reflects the essence of good personal grooming standards.

- To refrain from wearing Sleeveless Clothing; Shorts; Short Tops, etc.,

PLEASE NOTE: The decision as to what constitutes Appropriate Attire vests with the Authorities of The Apollo University.

15. ELIGIBILITY FOR AWARD OF THE DEGREE

Post-graduation program may be of 2-years of duration for students who have completing 3-years of Bachelor's program.

A student shall be declared as eligible for the award of the degree if the candidate has successfully secured the minimum number of required credits as specified in the curriculum corresponding to the branch of his/her study within the stipulated time.

After successful completion of the program, a provisional certificate cum memorandum of grades (PCMG) will be issued to the students. The PCMG includes the secured grades and class achieved in chosen program and specialization if any, along with grades and CGPA secured by the student. The original degree will be presented in the subsequent convocation.

16. DISCRETION POWER

Not with-standing anything contained in the above sections, the Vice Chancellor may review all exceptional cases, and give his decision, which will be final and binding.

ANNEXURE 1

ELIGIBILTY FOR QUALIFYING EXAM FOR MASTERS PROGRAM

Program Type	Program Name	Eligibility
Masters	M.Sc. Clinical Psychology	Undergraduate degree in any stream with minimum 50% of marks from a recognised University.

ANNEXURE 2

PROGRAMS OFFERED BY DEPARTMENT OF PSYCHOLOGY

FROM ACADEMIC YEAR 2022-23

Sl. No.	Program	Level	Minimum Duration in Years (N)
1	B. Sc Health Psychology	Bachelor's	3
2	M.Sc Clinical Psychology	Masters	2

(w.e.f 2023-24 admitted batch)

Semester-I						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
MCPT6501	Evolution of Psychology	3	1	0	4	4
MCPT6502	Personality: Theory and Assessment	3	1	0	4	4
MCPT6503	Cognitive Psychology-I	3	1	0	4	4
MCPT6504	Biological Foundation of Behaviour	3	1	0	4	4
MCPT6505	Epidemiology and Statistics	3	1	0	4	4
Practicals						
MCPL6501	Personality Practicum	0	0	4	2	4
MCPL6502	Practicum in Psychometry	0	0	4	2	4
•	Sports	0	0	0	0	2
•	Mentoring	0	0	0	0	1
•	Seminar	0	0	0	0	1
•	Library	0	0	0	0	1
•	Extra-curricular activities	0	0	0	0	2
•	Co-curricular activity	0	0	0	0	1
	TOTAL	**15**	**5**	**8**	**24**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
MCPT-6501	Evolution of Psychology	Core	4	40	60	100	3 hrs
MCPT-6502	Personality: Theory and Assessment	Core	4	40	60	100	3 hrs
MCPT-6503	Cognitive Psychology-I	Core	4	40	60	100	3 hrs
MCPT-6504	Biological Foundation of Behaviour	Core	4	40	60	100	3 hrs
MCPT-6505	Epidemiology and Statistics	Core	4	40	60	100	3 hrs
MCPL-6501	Personality Practicum	Lab	2	80	20	100	2 hrs
MCPL-6502	Practicum in Psychometry	Lab	2	80	20	100	2 hrs
	TOTAL		**24**			**700**	

CE- Continuous Evaluation **SEE**- Semester-end examination

M.Sc Clinical Psychology
(w.e.f 2023-24 admitted batch)

Semester-II						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
MCPT6506	Developmental Psychology	3	1	0	4	4
MCPT6507	Psychopathology	3	1	0	4	4
MCPT6508	Introduction to Clinical Psychology	3	1	0	4	4
MCPT6509	Psychotherapies	3	1	0	4	4
MCPT6510	Cognitive Psychology-II	3	1	0	4	4
Practicals/Field Work						
MCPL6503	Psychological Assessment	0	0	4	2	4
MCPL6504	Practicum in Cognitive Psychology	0	0	4	2	4
MCPL6505	Observation visits	0	0	4	2	4
•	Sports	0	0	0	0	2
•	Extra-curricular activities	0	0	0	0	2
	TOTAL	**15**	**5**	**12**	**26**	**36**

Course Code	Course Title	Course	Credit	Evaluation			Time allotted for exam
				CE	SEE	Total	
MCPT6506	Developmental Psychology	Core	4	40	60	100	3 hrs
MCPT6507	Psychopathology	Core	4	40	60	100	3 hrs
MCPT6508	Introduction to Clinical Psychology	Core	4	40	60	100	3 hrs
MCPT6509	Psychotherapies	Core	4	40	60	100	3 hrs
MCPT6510	Cognitive Psychology-II	Core	4	40	60	100	3 hrs
MCPL6503	Psychological Assessment	Lab	2	80	20	100	2 hrs
MCPL6504	Practicum in Cognitive Psychology	Lab	2	80	20	100	2 hrs
MCPL6505	Observation visits	Field Visit	2	80	20	100	2 hrs
	TOTAL		**26**			**800**	

CE- Continuous Evaluation **SEE**- Semester-end examination

M.Sc Clinical Psychology
(w.e.f 2024-25 admitted batch)

Semester-II						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours / week**
		L	**T**	**P**		
MCPT6506	Developmental Psychology	3	1	0	4	4
MCPT6507	Psychopathology	3	1	0	4	4
MCPT6508	Introduction to Clinical Psychology	3	1	0	4	4
MCPT6509	Counselling	3	1	0	4	4
MCPT6510	Cognitive Psychology-II	3	1	0	4	4
Practicals/Field Work						
MCPL6503	Psychological Assessment	0	0	4	2	4
MCPL6504	Practicum in Cognitive Psychology	0	0	4	2	4
MCPL6505	Observation visits	0	0	4	2	4
•	Sports	0	0	0	0	2
•	Extra-curricular activities	0	0	0	0	2
	TOTAL	**15**	**5**	**12**	**26**	**36**

Course Code	Course Title	Course	Credit	Evaluation			Time allotted for exam
				CE	SEE	Total	
MCPT6506	Developmental Psychology	Core	4	40	60	100	3 hrs
MCPT6507	Psychopathology	Core	4	40	60	100	3 hrs
MCPT6508	Introduction to Clinical Psychology	Core	4	40	60	100	3 hrs
MCPT6509	Counselling	Core	4	40	60	100	3 hrs
MCPT6510	Cognitive Psychology-II	Core	4	40	60	100	3 hrs
MCPL6503	Psychological Assessment	Lab	2	80	20	100	2 hrs
MCPL6504	Practicum in Cognitive Psychology	Lab	2	80	20	100	2 hrs
MCPL6505	Observation visits	Field Visit	2	80	20	100	2 hrs
	TOTAL		**26**			**800**	

CE- Continuous Evaluation **SEE**- Semester-end examination

M.Sc Clinical Psychology
(w.e.f 2023-24 admitted batch)

III - Semester						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
MCPT7501	Neuropsychology	4	0	0	4	4
MCPT7502	Counselling	4	0	0	4	4
MCPT7503	Research Methodology	4	0	0	4	4
MCPT7504	Child and adolescent Psychology	4	0	0	4	4
MCPT-7505	Health Psychology	4	0	0	4	4
	Practical/Case Study					
MCPL7501	Clinical Assessment	0	0	4	2	4
MCPC7501	Clinical Case Study	0	0	4	2	4
•	Sports	0	0	0	0	2
•	Mentoring	0	0	0	0	1
•	Seminar	0	0	0	0	1
•	Library	0	0	0	0	1
•	Extra-curricular activities	0	0	0	0	2
•	Journal Presentation	0	0	0	0	1
TOTAL		**20**	**0**	**8**	**24**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
MCPT7501	Neuropsychology	Core	4	40	60	100	3 hrs
MCPT7502	Counselling	Core	4	40	60	100	3 hrs
MCPT7503	Research Methodology	Core	4	40	60	100	3 hrs
MCPT7504	Child and adolescent Psychology	Core	4	40	60	100	3 hrs
MCPT-7505	Health Psychology	Core	4	40	60	100	3 hrs
MCPL-7501	Clinical Assessment	Lab	2	80	20	100	2 hrs
MCPC-7501	Clinical Case Study	Case study	2	80	20	100	2 hrs
	TOTAL		**24**			**700**	

CE- Continuous Evaluation **SEE**- Semester-end examination

M.Sc Clinical Psychology
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III - Semester						
Course Code	**Course Name**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
MCPT7501	Neuropsychology	4	0	0	4	4
MCPT7502	Psychotherapies	4	0	0	4	4
MCPT7503	Research Methodology	4	0	0	4	4
MCPT7504	Child and adolescent Psychology	4	0	0	4	4
MCPT-7505	Health Psychology	4	0	0	4	4
	Practical/Case Study					
MCPL-7501	Clinical Assessment	0	0	4	2	4
MCPC-7501	Clinical Case Study	0	0	4	2	4
•	Sports	0	0	0	0	2
•	Mentoring	0	0	0	0	1
•	Seminar	0	0	0	0	1
•	Library	0	0	0	0	1
•	Extra-curricular activities	0	0	0	0	2
•	Journal Presentation	0	0	0	0	1
TOTAL		**20**	**0**	**8**	**24**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
MCPT7501	Neuropsychology	Core	4	40	60	100	3 hrs
MCPT7502	Psychotherapies	Core	4	40	60	100	3 hrs
MCPT7503	Research Methodology	Core	4	40	60	100	3 hrs
MCPT7504	Child and adolescent Psychology	Core	4	40	60	100	3 hrs
MCPT-7505	Health Psychology	Core	4	40	60	100	3 hrs
MCPL-7501	Clinical Assessment	Lab	2	80	20	100	2 hrs
MCPC-7501	Clinical Case Study	Case study	2	80	20	100	2 hrs
	TOTAL		**24**			**700**	

CE- Continuous Evaluation **SEE**- Semester-end examination

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IV - Semester							
Course Code	**Any Two Elective Papers**	**Periods per week**			**Credits**	**Hours per week**
		L	**T**	**P**		
MCPT-7601	Fundamentals of Organizational Behavior (*Elective)	3 + 3	0	0	3 + 3	3 + 3
MCPT-7602	Rehabilitation Psychology (*Elective)					
MCPT-7603	Management of Vulnerable Population (*Elective)					
MCPT-7604	Geriatric Psychology (*Elective)					
MCPT-7605	Cognitive Behavior Therapy (*Elective)					
Research Work/ Internship						
MCPP-7501	Project Work	0	0	0	8	16
MCPI-7501	Internship	0	0	0	6	12
•	Sports	0	0	0	0	1
•	Library	0	0	0	0	1
TOTAL		**6**	**0**	**0**	**20**	**36**

Course Code	**Course Title**	**Course**	**Credit**	**Evaluation**			**Time allotted for exam**
				CE	**SEE**	**Total**	
MCPT760X	Elective	Elective	3	40	60	100	3 hrs
MCPT760X	Elective	Elective	3	40	60	100	3 hrs
MCPP-7501	Project Work	Project	8	80	20	100	3 hrs
MCPI-7501	Internship	Internship	6	80	20	100	3 hrs
	TOTAL		**20**			**400**	

CE- Continuous Evaluation **SEE-** Semester-end examination

MCPT-6501 **EVOLUTION OF PSYCHOLOGY** **L T P C**
3 1 0 4

Course Description:

This course will introduce the concepts of early history of psychology, development of psychology discipline, different modern theories of psychology and cultural perspective in psychology.

Course Objectives: -

1. To introduce students to the discipline of psychology
2. To give an overview of the psychology as a subject
3. To understand the psychology in modernity
4. To understand the psychology in India and world
5. Understand psychology in east and west

UNIT		Hours
Unit-I: Psychology's Early History	Understanding science, history and philosophy; Concepts of mind – body; Nativism & Empiricism; Mechanism & Vitalism; Reason & Non- Reason; Objectivity & Subjectivity; Problem of Self. **Indian Knowledge Systems (IKS), Yoga Psychology, Buddhist Psychology, and Ayurveda, contemporary perspectives on Indigenous Psychology**	**12 Hrs**
Unit-II: Forerunners and the Beginnings of Psychology as a Discipline	Psyche – mind: Greek philosophy, Christian philosophy, Medieval period, Islamic philosophy and Indian concepts of mind; Scientific revolution, creation of consciousness; Early development of psychology and applied psychology; Concepts of consciousness and unconsciousness.	**12 Hrs**
Unit-III: Psychology's Modern History	Shift from Mentalism to Behaviorism; Rise of cognition; Raise of applied psychology; 'Psychologized' society; Value and role of Contemporary psychology.	**12 Hrs**
Unit-IV: Psychology in east and west	History of Psychology in India; Contemporary Psychology (with respect to India); Impact/ Importance of Globalization; Multicultural movements; Women in history of Psychology; Impact of religion in Psychology.	**12 Hrs**
Unit-V: Divergent Approaches to Psychology-	Psychodynamic perspectives/ approaches; Behavioral perspectives/ approaches; Cognitive perspectives/ approaches; Humanistic perspectives/ approaches; Biological perspectives/ approaches; Gestalt's perspectives/ approaches; Cultural perspectives/ approaches; Evolutionary perspectives/ approaches.	**12 Hrs**

Course Outcomes:

At the end of the course, students should be able to:

1. Acquire through knowledge in the discipline of psychology.
2. Gather deep knowledge on psychology as a subject.
3. Developed knowledge on modernity of psychology discipline
4. Acquire knowledge on psychology in context India and world perspective
5. Evaluate the psychology in the context of east and west

Text Books:

1. Baron, R. A. (1998). Psychology (4th ed.). UK: Pearson Publisher.

References Books:

1. Cloninger, S. C. (2019). Theories of Personality: Understanding Persons (7th ed.). New York: Pearson.
2. Calvin S. Hall, Gardner Lindzey & John B. Campbell. (2007).Theories of Personality (4^{th} ed.) India : Wiley Pvt. Ltd.
3. Duane P. Schultz & Sydney Ellen Schultz. (2005). Theories of Personality (8^{th} ed.). USA: Wadsworth, a division of Thomson Learning.

MCPT-6502 PERSONALITY: THEORY AND ASSESSMENT L T P C

3 1 0 4

Course Description:

This course will introduce the concepts of different personality theories, their principles and recent development in personality theories. It is also provide knowledge on assessment of personality components.

Course Objectives: -

1. To introduce theories psycho-dynamics
2. To give an overview of radical behaviorism
3. To understand humanistic and existential theories
4. To understand the trait theories
5. Understand the biological perspective of personality

UNIT		Hours
Unit-I: The Nature of Personality	Historical background; Definitions; Nature; Classifications; Theoretical approaches; Assessment.	**12 Hrs**
Unit-II: Behavioral Perspectives	Freud and Neo- Freudians; Case studies related to psychodynamic theories.	**12 Hrs**
Unit-III: Humanistic Perspectives	Skinner; Social Learning: Dollard and Miller; Social Cognitive Theorist: Bandura. Behavioral observation, schedules of reinforcement, cognitive behavioral assessment.	**12 Hrs**
Unit-IV: Biological Perspectives	Maslow, Rogers, Kelly and Rollo May; Humanistic and Existential theories.	**12 Hrs**
Unit-V: Trait Theories	Allport, Cattell, Eysenck, Temperament Theories, Factors influencing the development of Personality: family, social, Culture, religion, race; Behavioral Genetics and Personality, NEO-V personality model; Implications of psychology of personality.	**12 Hrs**

Course Outcomes:

At the end of the course, students should be able to:

1. Acquire through knowledge on psychodynamics theories.
2. Achieve overall understanding on radical behaviorism.
3. Understand the humanistic and existential theories.
4. Gather knowledge on the trait theories.
5. Evaluate the biological perspective of personality.

Text Books:

1. Calvin S. Hall, Gardner Lindzey & John B. Campbell. (2007).Theories of Personality (4th ed.) India : Wiley Pvt. Ltd.

References Books:

1. Duane P. Schultz & Sydney Ellen Schultz. (2005). Theories of Personality (8th ed.). USA: Wadsworth, a division of Thomson Learning.
2. Friedman, H. S., & Schustack, M. W. (2015). Personality: Classic Theories and Modern Research (6th ed.). Boston, MA: Pearson Education.
3. Atkinson, J. W. (1981). Studying Personality in the Context of an Advanced Motivational Psychology. American Psychologist, Vol. 36, No. 2, 117-128.

MCPT-6503 **COGNITIVE PSYCHOLOGY–1** **L T P C**

3 1 0 4

Course Description: This course will introduce the concepts of foundations of cognitive psychology, historical contexts, mechanisms of how information processing, mechanisms of attention and perception and application of learning principles in clinical psychology.

Course Objective:

1. Understand the underlying foundations of cognitive psychology and the historical contexts within which the field evolved.
2. Understanding of human study of cognitive functions.
3. Understand how information processing works, the mechanisms behind this and the application to clinical psychology.
4. Understand the mechanisms underlying attention and perception.
5. Understand the application of learning principles to clinical psychology.

UNIT		Hours
Unit-I: Introduction	Introduction to Cognitive Psychology: Definition; A brief history, The Cognitive Revolution,The emergence of cognitive science; Core Concepts: Mental Representations, Stages of processing, Memory stores; Serial vs. Parallel Processing, Hierarchical systems, Consciousness; Contemporary approaches to Cognitive Psychology: Information processing, Connectionism; The Brain and Cognition: Cerebral Cortex and Parallel Processing; Cognitive Neuroscience techniques: PET, CT, Functional MRI, ERP and other imaging techniques. **Artificial Intelligence (AI) , Digital Cognition, and technology and healthcare.**	**12 Hrs**
Unit-II: Methods of Psychology	Introduction to Psychophysics: History and development; Classical psychophysics: Weber's law, Fechner's law. Psychophysical methods: method of limits, method of constant stimuli, method of average error; Contemporary psychophysics: Steven's power law, signal detection theory (modular with demonstration and practicum on psychophysical methods and response criterion and decision).	**12 Hrs**
Unit-III: Attention	Basic Concepts: Divided attention, Selective Attention, Visual attention and Auditory attention; Theories and current developments: Bottleneck and Capacity theories; Automatic and Controlled processing, switching attention; Brain and attention	**12 Hrs**
Unit-IV: Perception	Modularity of Perception: Visual perception (Form and pattern perception); Tactile perception: (Shape and Object perception), Space perception, Speech Perception, Auditory Perception, Multimodal Perception ; Multisensory interaction and	

	Integration: Synesthesia, Comparing the senses, Perception and Action; Theories of Perception: Gestalt approach, Top – Down vs. Bottom Processing, Information Processing; Pattern Recognition: Feature detection analysis, Template matching, Prototype matching; Brain and Perception: Disruptions of Perceptions: Illusions and Agnosia.	**12 Hrs**
Unit-V: Learning	Basic concepts in learning: Habituation, Classical Conditioning and Instrumental; Conditioning, Paired Associate Learning, Implicit learning; Contiguity theories: Role of time in learning; Critical periods and Imprinting; Implications: Expectancy and Contingencies in learning; Applications in behavior modification.	**12 Hrs**

Course Outcomes:

At the end of the course, students should be able to:

1. Students acquire through knowledge on underlying foundations of cognitive psychology and the historical contexts within which the field evolved.
2. Gather knowledge on scientific study of human cognitive functions.
3. Achieve knowledge on information processing works, and its application to clinical psychology.
4. Acquire knowledge on mechanisms of attention and perception.
5. Apply the learning principles in clinical psychology.

Text Books:

1. Robert, J. Sternberg. (2009). Cognitive Psychology (5th ed.). USA: Wadsworth, Cengage Learning.
2. Michael, W. Eysenck, & Mark, Keane. (2003). Cognitive Psychology A Student's Handbook, (4th ed.). New York: Psychology Press.

References Books:

1. David Groome, (2021). An Introduction to Cognitive Psychology: Processes and Disorders. Routledge.
2. Carol Brown, (2007). Cognitive Psychology. New Delhi: Sage publications Ltd.

MCPT-6504 BIOLOGICAL FOUNDATIONS OF BEHAVIOR L T P C
3 1 0 4

Course Description:

This course will introduce the historical perspective of biological basis behavior, structure of the brain, functions of the brain, role of neurotransmitters, and role of endocrine system, interconnection between mind and body and biological theories of motivation.

Course Objectives:

1. Understand the historical concept of biological foundations of behavior**.**
2. To understand the basic structure of the nervous system and its various functions.
3. To understand the links between behavior, mental processes and biological processes.
4. Understand the biological basis of motivation, emotion and stress.
5. Understand the biological foundations in clinical practice.

UNIT		**Hours**
Unit-I: Introduction to Biological Psychology	Historical perspectives and key figures in biological psychology, The relationship between biology and psychology, The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology- anatomical methods, degeneration techniques, lesion techniques, chemical methods, Ethical issues in research.	**12 Hrs**
Unit-II: Neuroanatomy and the Nervous System	Structure and function of neurons, Central and peripheral nervous systems, Brain regions and their functions, Neurotransmitters and synaptic transmission.	**12 Hrs**
Unit-III: The Endocrine System	Hormones and their role in behavior, Endocrine glands and their functions, The hypothalamic-pituitary-adrenal (HPA) axis, Stress and the endocrine system, Genetics and Behavior, Introduction to genetics, The role of genes in psychological traits, Genetic disorders and their impact on behavior	**12 Hrs**
Unit-IV: Mind Body Relationship	Interaction, minds influence in body, body influence on mind, modulation process in health and illness, psychology of sensations, muscular and glandular of behavior	**12 Hrs**
Unit-V: Motivation, Emotion, and Biological Factors	Biological foundations of motivation, The brain and emotion, The physiology of stress and emotional responses, Contemporary Issues in Biological Psychology, Neuroplasticity and brain development Brain disorders and mental health, Ethical considerations in biological research. **Non-invasive brain stimulation techniques**, **Transcranial Magnetic Stimulation (TMS)** and **Transcranial Direct Current Stimulation (tDCS)**,	**12 Hrs**

Course Outcomes:

At the end of the course, students should be able to:

1. Able to understand the links between mental processes and biological processes and apply in clinical settings.
2. Able to applied knowledge of structure of the nervous system in understanding behavior.
3. Will be able to demonstrate the application of biological foundations in clinical practice.
4. Acquire knowledge on functions of neurotransmitters.
5. Gather knowledge on role of biology in motivation, emotion and stress.

Text Books:

1. Bryan Kolb & Ian Q. Whishaw. (2003). Fundamental of Human Neuropsychology (5th ed.). W.H. Freeman & Co. Ltd.
2. Baron, R. A. (1998). Psychology (4th ed.). UK: Pearson Publisher.

References Books:

1. Clifford T. Morgan, Richard A. King, John R. Weisz & John Schopler. (2014). Introduction to Psychology (7th ed.). New Delhi: McGraw Hill Education (India) Private Limited.
2. Miles Hewstone, Frank D. Fincham & Jonathan Foster (2005). Psychology. Swanston Street, Carlton, Victoria 3053, Australia: The British Psychological Society and Blackwell Publishing Ltd

MCPT-6505 EPIDEMIOLOGY AND STATISTICS L T P C
3 1 0 4

Course Description:
The focus is on the use of classical statistical approaches to describe thehealth of populations visiting a health setting, appropriate summaries and data displays, and the principles and methods of epidemiologic inquiry. Enhance the student competency in the context of software application, analysis and evaluation of statistics. Besides employing the relevant statistical methods and by comprehending the idea of analyticalstatistics.

Course Objectives:

1. To distinguish the roles and relationships between epidemiology and statistics in the improvement of health and align with goals to promote healthy lives (SDG 3).
2. To compute basic descriptive statistics and explore data analytic methods.
3. To understand the basic concepts in biostatistics.
4. To determine the proper method to be used in study design and analyzing data sets.
5. To identify appropriate sources of data.

UNIT		**Hours**
Unit-I	Introduction to Health and Disease- Definition of health and disease (SDG 3: Ensure healthy lives and promote well-being for all at all ages). Spectrum of diseases- communicable vs. non-communicable diseases. Determinants of Health and Disease. Social determinants of health - (SDG 3.4: By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment).Psychological factors influencing health outcomes. Epidemiology and Disease Transmission -Natural history of disease and stages of epidemiological transition. Causation theories: psychosocial, behavioral and environmental factors. Epidemiological Triad and Modes of Transmission -Understanding the epidemiological triad: agent, host, and environment. Modes of disease transmission and their psychological implications (SDG 3.3: By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases). Epidemics, Endemics, and Pandemics-Definition and characteristics of epidemics, endemics and pandemics. Psychological responses to disease outbreaks and their implications for mental health (SDG 3.5: Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol)	**12 Hrs**
Unit-II	Measures of frequency of diseases or disease occurrence, Measures	

	of morbidity: incidence, prevalence, rate, ratio, proportions, Relationship between incidence and prevalence, Measures of Risk, Risk Ratio, Odds Ratio, Measures of mortality: mortality rates: death rates, crude death rate, specific death rate, birth rate, infant mortality rate, maternal mortality, case fatality rate, proportional mortality, standardization.	**10 Hrs**
Unit-III	Introduction, Basic concepts of biostatistics, Definition, scope and uses, Definition and types of data: Qualitative and Quantitative, Variable and types, Measurement and measurement scale, Methods of data collection, its merits and demerits, Tools for data collection, Tabulation of data, Frequency distribution, Multiple classification.	**10 Hrs**
Unit-IV	Introduction to Sampling, Sampling Distribution, Population, Sample, Criteria for a good sample, Application of sampling in Health setting, Sampling techniques, Convenience sampling, Simple random sampling, Systematic sampling, stratified random sampling, cluster sampling, Calculation of sample, Comparing sample estimates, estimation Versus Hypothesis testing, Point estimates, Confidence intervals. STUDY DESIGNS: - Observational Studies, Cross Sectional Studies, Descriptive Studies, Cohort Studies, Case Control Studies, Before – after Studies, Historical Prospective Studies, Making international comparisons, Experimental Studies, The Randomized Control trial, Allocation alternative, Maneuver – Measurement including blinding Compliance, contamination, co intervention, Adverse events, Stopping rules- Analysis, Diagnostic tests, Measurement issues, qualitative research ,Mixed designs, Ecological Studies, Space time cluster studies, Familial aggregation studies	**14 Hrs**
Unit-V	Basics of Hypothesis testing, Sampling variation, Null and Alternative hypothesis, Concepts and steps in testing of hypothesis, Type I and Type II errors, Parametric tests, Paired comparisons-paired-t test, Two population mean- unpaired t test, Analysis of Variance, Analysis of Co-variance, Introduction to Non-Parametric Tests, Chi Squared test, Test of homogeneity.	**14 Hrs**

Course Outcomes:

At the end of the course, students should be able to:

1. Would able to understand the basic concepts Epidemiological traits and data visualization in accordance to SDG
2. Recognize the assumptions associated with construction of a life table.
3. Would able to understand the basic concepts in biostatistics
4. Able to Determine the proper method to be used in analyzing data sets
5. Able to Identify appropriate sources of data

Text Books:

1. Rao, NSN, Applied statistics in health sciences, JP publishers.
2. Mahajan B.K, Methods of biostatistics, Kothari book depot, A.D Marg, Bombay.

References Books:

1. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi: Reference books.
2. K. Park's Textbook of Preventive and social medicine M/S Banarasidas Bhanot publishers.
3. Wayne W. Daniel and Chad L. Cross, Biostatistics: A Foundation for Analysis in the Health Sciences, John Wiley & Sons, Inc.

SEMESTER- I- PRACTICAL COURSE

MCPL-6501	PERSONALITY PRACTICUM	L T P C 0 0 4 2

Course Description:

This course provides an introduction to the theory and practice of psychometrics, which is the field of study concerned with the theory and techniques of psychological measurement. Students will learn about the principles underlying the design, administration, and interpretation of psychological tests and assessments. Topics covered include test construction, reliability, validity, norming procedures, item analysis, and factor analysis. The course also explores different types of psychological tests, including intelligence tests, personality assessments.

Course Objectives:

The students will be able to learn:

1. Understand the fundamental concepts and principles of psychometrics.
2. Explain the importance of reliability and validity in psychological measurement.
3. Describe the process of test construction, including item development and test assembly.
4. Identify different types of psychological tests and their purposes, such as intelligence tests, personality assessments, and aptitude tests.
5. The students learn how to interpret the outcome of psychological tests.

List of Psychological Tools:

1. Sentence Completion Test
2. De**p**ression Anxiety Stress Scale DASS-21
3. Perceived Stress Scale
4. Hamilton Depressive Scale
5. 16 Personality Factor
6. Eysenck's Personality Questionnaire
7. Thematic Apperception Test
8. Rorschach Inkblot Test
9. Student Stress Inventory (SSI)
10. Neuro Psychological Assessment

Course Outcomes:

At the end of the course the students are expected to;

1. Able to utlise the assessment for diagnotic purpose.
2. Evaluate the personality through objective and projective test.
3. Will be apply the assessment findings for management purpose.
4. Able to apply for understanding the level of sevirity of psychopathology.
5. Will be able to interpreate the test findings.

Textbook:

1. Anastasi, A. and Susana Urbana (2019). Psychological Testing. Seventh edition. Pearson India Education services Pvt.Ltd.
2. Ian McDowell (2006). Measuring Health: A Guide to Rating Scale and Questionnaires (3rded.). Published by Oxford University Press, Inc.

MCPL-6502 **PRACTICUM IN PSYCHOMETRY** **L T P C**

0 0 4 2

Course Description:

This practicum provides hand on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests used in psychometric assessment. Typical areas of focus are cognition, attention, learning and memory.

Course Objectives:

1. Use relevant criteria to assess the appropriateness of perception and attention.
2. Understand the concept of comparative judgments.
3. Understand the practical application of learning.
4. Select and justify psychological tests for assessment purpose.
5. Interpret findings in the backdrop of cognitive process.

List of Psychological Tools:

1. Method of Average Error- Muller Lyer experiment
2. Span of Attention- Tachistoscope
3. Absolute Limen- Disc experiment
4. Pair comparison
5. Rank Order Method
6. Serial Reproduction
7. Eye hand co-ordination- Bilateral learning-Mirror drawing Experiment
8. Step Maze- Learning
9. Non -sense Syllables- Ebbinghaus experiment
10. Habit Interference

Course Outcomes:

At the end of the course the students are expected to;

1. Able to select the assessment tool based on the condition present.
2. Able to administer,score and interpret the results.
3. Apply to practical knowledge in daily life situations.
4. Interpret finding to suggest suitable counseling techniques.
5. Report the findings for further investigations.

Textbook:

1. Anastasi, A. and Susana Urbana (2019). Psychological Testing. Seventh edition. Pearson India Education services Pvt.Ltd.

SEMESTER- II

MCPT-6506 DEVELOPMENTAL PSYCHOLOGY L T P C
3 1 0 4

Course Description:

This course will introduce the theories of cognitive, social, disability related to development, aging related process and moral and socio cultural development.

Course Objectives:

1. Comprehend and describe cognitive development theories of Piaget and Vygotsky.
2. Understand attachment and moral development with specific applications and their place in developmental theories
3. Understand the concept of disability and discuss issues related to sensory disabilities from a developmental perspective
4. Describe lifecycle theories and appreciate their position in developmental psychology.
5. Understand the different theories of aging.

UNIT		Hours
Unit-I Cognitive Development	Jean Piaget: A constructivist approach; Objects and Space: Object Permanence; Vygotsky: Asocial contextual approach; Language and Thought; Speech recognition and language.	**12 Hrs**
Unit-2 Social Development	Social cognition: Intentionality; Theory of mind; Emotional development- attachment theories, Bowlby and Winnicot ;Moral Development and Prosocial behavior; Intentionality Self and social understanding; Sex differences and gender role socialization.	**12 Hrs**
Unit-III Developmental Disabilities	Low birth weight infants and prognosis; Visual handicap and development; Auditory handicap and development; Dyslexia and learning disability.	**12 Hrs**
Unit-IV Development in Adulthood	Development during Adulthood: Life stages; Mid Life Crisis, Menopause, Aging, Degenerative Disorders.	**12 Hrs**
Unit-V Moral development	Social value system: Social responsibility: Social ethics are moral principles and values: moral development theory of Kohlberg: Stages of moral development: moral reasoning and thinking process.	**12 Hrs**

Course Outcomes:

1. Will be able to apply knowledge of cognitive developmental theories in understanding behavior.
2. Able to apply the knowledge of attachment and moral development in clinical setting.
3. Able to apply the knowledge of development in understanding disabilities.
4. Will be able to apply and appreciate the life cycle process in developmental of behavior.
5. Will able to apply the knowledge of aging in the context of research and psychosocial management.

Text Books:

1. Berk L E (2003) Child development (6th ed.). Pearson Education. Prentice Hall Inc.
2. Feldman, R. (2010). Development across the Life span. Pearson Education: Delhi.

References Books:

1. Gelman R & Kit-Fong A T (Eds) (1996). Perceptual and cognitive development, (2nd ed.), Academic Press.
2. Heward WL & Orlansk M.D. (1992). Exceptional children, (4th ed.). Mac Millan Press.
3. Damon W & Lerner R M (Eds). Handbook of child psychology. Theoretical models of human development. 6thedition.

MCPT-6507 **PSYCHOPATHOLOGY** **L T P C**
3 1 0 4

Course Description:
This course will introduce the different concept associated with psychopathology. It will discuss the diagnostic systems and their classification. This chapter will also cover the etiology of the disorders and their management. This chapter will cover the disorders like anxiety, neurocognitive, psychosis, personality etc.

Course Objectives:

1. To acquire knowledge on the classifications related to psychopathology.
2. Ability to use DSM-5 and ICD10 classificatory systems.
3. Adopt skills to diagnose various disorders.
4. Learn models of etiology of psychopathologies.
5. To learn the method of demonstrate psychopathological formulation.

UNIT		**Hours**
Unit-I: Classification and Theoretical Models	Normality and Abnormality; Classification system; **DSM-5-TR, & ICD-11,** Similarities, differences and critical evaluation; Major theoretical models of psychopathology.	**12 Hrs**
Unit-II: Psychopathology of Neuropsychological Conditions	Dementia, delirium, head injury, epilepsy, other amnesic syndromes; psychosocial management of dementia	**12 Hrs**
Unit-III: Psychopathology of Addiction and Sexual Disorders	Addiction related disorders- alcohol, opioid, Cannabis, Cocaine, Inhalants or volatile, Clinical characteristics & etiology; Motivational interviewing and interventions; Clinical characteristics & etiology- sexual preferences, deviation and orientation disorders.	**12 Hrs**
Unit-IV: Psychopathology of Adult Personality Disorders	Clinical characteristics, etiology and theories of cluster A, B and C personality disorders; Differences in ICD0-10 and DSM V.	**12 Hrs**
Unit-V: Psychological Disorders	Anxiety disorders; Somatoform disorders; Dissociative disorders; Mood disorders; Schizophrenic disorders.	**12 Hrs**

Course Out Comes:

1. Demonstrate understanding of the various manifestations of psychopathology
2. Demonstrate the ability to use DSM V and ICD 10 classificatory systems
3. Demonstrate understanding of skills required to diagnose various disorders.
4. Contrast and compare the models of etiology of psychopathologies
5. Demonstrate mastery of skills required for psychopathological formulation.

Text Books:

1. Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi: Jaypee Brothers.
2. Sadock, B.J. & Sadock, V. A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams &Wilkins.

References Books:

1. Hecker, S.E. & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.
2. Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rdEd.).New York: Kluwer Academic publishers.
3. American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th.ed.): Text revision (DSM-IV-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt.)Ltd.

MCPT-6508 INTRODUCTION TO CLINICAL PSYCHOLOGY

L T P C
3 1 0 4

Course Description:

This course will introduce the historical view of clinical psychology, clinical assessment skills, cognitive and behavioral based intervention, future perspective of clinical psychology and ethical issues.

Course Objectives:

1) Acquire knowledge on foundation of clinical psychology.
2) To develop a basic understanding about assessment.
3) Acquire knowledge on interventions in the context of clinical psychology.
4) Demonstrate familiarity with scientific, ethical and legal aspects in clinical psychology.
5) To handle the Practice-oriented issues in the field.

UNIT		**Hours**
Unit-I: Foundations of Clinical Psychology	Historical & Philosophical background; Nature of discipline: theory and research; Towards a Clinical Identity: education & training, professional activities and employment settings, differences/similarities with other mental health professions.	**12 Hrs**
Unit-II: Clinical Assessment	Processes: planning, data collecting, interpreting, and communicating findings; Clinical Interview: components and basic skills; Diagnosis and Classification: basic issues and skills; other assessment components and skills (Intellectual, Neuropsychological, Personality and Behavioral assessment).	**12 Hrs**
Unit-III: Clinical Interventions	General issues: Nature of specific therapeutic variables (client, therapist, relationship). Course of intervention; Various perspectives (briefly): Psychodynamic, Humanistic-Existential, Behavioral-Cognitive, Group & Family. concepts of **Digital Mental Health**, and **Artificial Intelligence (AI) applications in Clinical Psychology**.	**12 Hrs**
Unit-IV: Critical Issues in Clinical Psychology	Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.	**12 Hrs**
Unit-V: Ethical and	Informed consent and confidentiality, Professional boundaries and multiple relationships, Diversity and	

Professional issues in Clinical Psychology	cultural competence	**12 Hrs**

Course Outcomes:

1. Able to do the basic assessments.
2. Able to apply intervention basic skills.
3. Able to apply scientific approach in understanding pathology.
4. Able to handle basic psychological issues in the field.
5. Help to practice in clinical psychology with ethical responsibility.

Text Books:

1. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
2. Pomerantz, A. M.(2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi.
3. Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6thed.). Belmont, CA: Wadsworth/Thomson Learning.

References Books:

1. Aiken, L. R. (2000). Psychological testing and assessment (10thed.). Boston: Allyn & Bacon.
2. Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Delhi: Pearson Education
3. Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore:Brooks/Cole.
4. Fernandes Ballesteros, R. (ed.). (2003). Encyclopedia of psychological assessment. Vol. I & II. New Delhi: Sage.
5. Freeman, F. S. (1965). Theory and practice in psychological testing (3rded.). New Delhi: Oxford and IBH.

(FOR 2023-24 admitted batch)

MCPT-6509 **PSYCHOTHERAPIES** **L T P C**
3 1 0 4

Course Description:

This course will introduce the historical view of psychotherapy, role of psychodynamic psychotherapy, principles and techniques of couple therapy, role of family therapy and group therapy.

Course Objectives

1. To understand theory and techniques of major psychotherapy approaches.
2. To gain knowledge on ethico-legal issues and other critical issues associated with psychotherapy.
3. To develop knowledge on therapy techniques and associated documentation through role play and simulation.
4. To understand in dealing with couples, families and groups.
5. Acquire knowledge on different psychotherapies principle and its application.

UNIT		Hours
Unit-I: Introduction to Therapies	Introduction: Historical and cultural contexts for the development of Couples, Family and Group therapy. Developmental frame works in Couples, Family and Group therapy.	**12 Hrs**
Unit-II Psychodynamic and Humanistic Therapies	Psychoanalytic, Brief Analytic, Object-Relations, and Interpersonal Approaches; Client-Centered, Existential and Gestalt therapies; Behavioral therapy, Cognitive therapy (Beck), Rational Emotive Behavior Therapy (Ellis).	**12 Hrs**
Unit-III: Couple Therapies	Couples Therapy: Theoretical frame works, Issues and therapeutic approaches for working with couples. Evidence based practice in couples therapy, Treatment planning.	**12 Hrs**
Unit-IV: Family Therapy	Family Therapy: Major Dominant theories of Family Therapy - classical, post-modern and social contructivistic approaches. Treatment planning in Family Therapy	**12 Hrs**

Unit-V Group Therapy and Addiction Management	Group Therapy: Theories of group therapy, emergence of group interventions as de facto forms of treatment and brief forms of group therapy; Treatment planning using Group interventions – choice of treatment and modality. Review of evidence based models in Group therapy. **Addiction management-** Motivational interviewing, MET, Relapse Prevention techniques, Brief Intervention-FRAMES, Family intervention for addiction.	**12 Hrs**

Course Outcomes:

1. Able to apply theory and techniques of major psychotherapy approaches.
2. Able to apply knowledge on ethical-legal issues and other critical issues associated with psychotherapy.
3. Able to deal with couples, families and groups in addressing their issues.
4. Able to motivate the communities with role-plays and other approaches.
5. Achieve better knowledge on therapeutic principles.

Text Books:

1. Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2ndEd.). Singapore: Brooks/Cole.
2. Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont,C A: Wadsworth/Thomson Learning.

References Books:

1. Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.
2. Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
3. Corey, G. (1996). Theory and practice of counseling and psychotherapy (5thed.). Pacific Grove, CA: Thomson-Brooks/Cole.
4. Dryden, W. (2007). Dryden's handbook of individual therapy. (5thed). Sage Publications: New Delhi.

(w.e.f 2024-25 admitted batch)

MCPT-6509 **COUNSELLING** **L T P C**
4 0 0 4

Course Description:

This course will introduce the basic concepts of counseling, skills required for counseling, different counseling approaches, indigenous counseling techniques and application with special group of population.

Course Objectives:

1. To understand the process and technique of counseling.
2. Understand the basic concept of counseling.
3. To differentiate the various approaches to counseling.
4. To be aware of the assumptions and issues of counseling applications.
5. Understand the indigenous counseling techniques.

UNIT		**Hours**
Unit-I: Introduction to Counseling	Definition of counseling, Counseling, Psychotherapy and Guidance as related fields. Counseling as a helping relationship. Scope of counseling, Goals of counseling, Counseling ethics.	**12 Hrs**
Unit-II: Counseling Process	Stages of counseling process, Variables affecting counseling process: Counselor Characteristics and skills; counselee characteristics. Core conditions of helping relationship; empathy, unconditional positive regard and congruence.	**12 Hrs**
Unit-III: Approaches and techniques of Counseling	Briefly explain the view of human nature, Role of counselors, Goals and strengths and limitations of: Freud, Person centered counseling, Existential counseling and Gestalt counseling, - Techniques: Psychoanalysis (brief), client centered therapy, existential therapy, T.A, Goals and strengths and limitations of: behavioral approach, cognitive approach, techniques: behavioral modification, systematic desensitization, social skill training, and cognitive therapy: REBT, Reality & CBT.	**12 Hrs**
Unit-IV: Indian approaches in Counseling	Indian approach of Yoga and meditation in counseling, type of yogic practices, stages of raja yoga, Indian model of healthy personality, Relaxation techniques: JPMR, hypnosis.	**12 Hrs**
Unit-V: Special areas	Counseling and rehabilitation of differently abled persons; categories under differently abled, counseling weaker section	

in Counseling	and minorities; psychological barriers, diagnosis and intervention. Counseling for alcohol and substance abusers; role of counselors, rehabilitation and counseling legal offenders and victims of abuse and crisis intervention counseling.	**12 Hrs**

Course Outcomes:

1. Will be able to instrument counseling techniques in solving the problems.
2. Apply approaches during counseling the clients.
3. Able to apply Indian approaches during counseling.
4. Able to apply counseling techniques with specific group of populations.
5. Capacity in dealing the weaker session and ensure rehabilitation.

Text Books:

1. Gladding, S.T. (2009). Counselling: A comprehensive profession (6th ed.).New Delhi: Pearson India.
2. Jones, R.N. (2012). Basic counseling skills: A Helper's Manual; (3rd ed.) Sagesouth Asia ed.

References Books:

1. Rao,S.N. & Sahajpal, P.(2013). Counselling and Guidance. Pp. 317-327, 334-335, 339-350.

MCPT-6510 COGNITIVE PSYCHOLOGY –II L T P C
3 1 0 4

Course Description:
This course will introduce the theoretical concepts of memory, language, and thinking, problem solving ability, decision making, reasoning and role of neural process in cognitive functioning.

Course Objectives:
1. To learn about process of memory.
2. To understand how the language is produced and understood.
3. To understand the skills of problem solving.
4. Learn to assessment and treatment of abnormality.
5. Understand the neural process of cognitive functioning.

UNIT		Hours
Unit-I: Memory	Sensory memory: iconic and echoic; Short term memory: Capacity and characteristics, Memory Codes, Recognition of items in STM, Working Memory; Long Term Memory: Encoding and Retrieval in Long Term memory, Autobiographical and eyewitness memories; Semantic Network and Models of Knowledge Representation, Episodic Memory, Procedural(Implicit and Explicit) Models of memory for new information: General approach, Simple association models and SAM model; Forgetting: Reproduction and reconstruction in memory, Theories of forgetting; Disorders and disruptions of memory: amnesia, traumatic and false memories, Confabulation ; The Multimodal Approach, Improving prospective memory; Metacognition: Meta-memory, TOT, Meta-comprehension; Brain structures in Memory.	**12 Hrs**
Unit-II: Language Comprehension and Production	Defining Language: Origins of language, meaning structure and use; Perspectives of Language: Modularity Hypothesis, Whorfian Hypothesis and Neuropsychological Perspectives; Representations of Language: Chomsky's Universal grammar, Neural systems; Psycholinguistics; Understanding Language: Heuristics and Strategies and Minimal Attachment; Speaking: Producing a word, sentence, speech errors, Discourse, the social contexts of speech; Comprehension, Reading and Discourse: Factors affecting Comprehension, Reading processes and Discourse processes, Writing: Cognitive model, planning the writing assignment, sentence generation, revision; Embodied Cognition; Bilingualism; Brain and Language.	**12 Hrs**
Unit-III: Thinking, Problem Solving and	Concepts and Categorization: Function of concepts, Structure of Natural Object Categories, Use of categories in reasoning; Problem Solving: Types of problem, Understanding the problem, Strategies of Problem Solving (Sub goals, analogues) Problem-Solving Approaches: Gestalt, Newell and Simon's theory, Factors that	**12 Hrs**

Creativity	influence Problem Solving; Creativity: Creative process, Creativity and Functional Fixity,Investment theory of Creativity, Judging Creativity.	
Unit-IV: Reasoning and Decision Making	Reasoning: Types of Reasoning: Deductive, Inductive and everyday reasoning, Syllogistic Reasoning (Conditional Reasoning) ; Approaches to the study of reasoning: Componential, Rules/heuristics, mental models approaches; Patterns of Reasoning Performance ; Decision Making: Models – Compensatory and Non-compensatory; Types of decisions: Decisions in risk, under certainty and uncertainty; Basic concepts: Estimating probabilities, combining probabilities and values, risk dimensions; Models in Decision Making: Utility models (Expected utility, Multi attribute utility, dual processing); Cognitive Illusions in Decision Making: Availability, representativeness, framing effects, illusory correlations, hindsight effects, overconfidence; Emotions and Decision Making.	**12 Hrs**
Unit- V Intelligence:	Definition. Concept of IQ,EQ, Social and spiritual intelligence, Determinants of intelligence: heredity and environment. Theories – Two factor theory (Spearman), Primary Mental Abilities (Thurstone), Multifactor theory (Thorndike), Multiple intelligence (Gardner), Triarchic (Sternberg) Structure of intellect (Guilford), Fluid & Crystallized (Cattell), Stage theory of Cognitive development (Piaget), PASS theory (Das, Naglieri, Kirby). Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales, group tests. Extremes of intelligence- Mental retardation and giftedness.	**12 Hrs**

Course Outcomes:

1. Able to work on the memory and its implications.
2. Able to apply the principles of language and comprehension in understanding the communication.
3. Able to learn skills and apply in problem solving.
4. Able to assess and treat and manage abnormality.
5. Evaluate the neural-basis of cognitive processes.

Text Books:

1. Goldstein B E (2007). Sensation and Perception (7thEdition) Wadsworth.
2. Kellogg, R. T. (2007). Fundamentals of Cognitive Psychology. Sage Publications.

References Books:

1. Reed, S.K. (2007). Cognitive theories and applications. International Edition. 8thedition.Wadsworth.
2. Solso, R. L. (2001). CognitivePsychology.6th Edition. Pearson Education.
3. Benjafield J. C. (2007) .Cognition, Third Edition. Oxford University Press.

SEMESTER-II- PRACTICALS

MCPL-6503 PSYCHOLOGICAL ASSESSMENT L T P C
0 0 4 2

Course Description:

This chapter will be introduced different psychological assessment tools, such as like intelligence, memory, social adaptability, cognitive functions, pathology and there application.

Course Objectives:

1. To understand the application intelligence test.
2. Acquire knowledge on cognitive assessment.
3. To understand the assessment of psychopathology.
4. To understand the social adaptability assessment.
5. Can understand the application of the test and there reliability and validity.

List of Psychological Tools:

1. Bhatia Battery of Performance Test of Intelligence
2. PGI (Childen's Memory Scale)
3. Neuropsychiatric Inventory
4. Vineland Social Maturity Scale (VSMS)
5. Beck Depression Inventory (BDI)
6. Rey Complex Figure Test
7. Parent Child Relationship
8. Emotional Intelligence Test
9. State-trait Anxiety Inventory
10. Marital Adjustment

Course Outcomes:

1. Will be able to apply the psychological tools.
2. Will be able to understand the relevancy of the test.
3. Able to understand the authenticity of the test.
4. Will be able to apply for diagnostic and management context.
5. Able to understand the level of pathology.

Text Books:

1. Ian McDowell (2006). Measuring Health: A Guide to Rating Scale and Questionnaires (3rd ed.). Published by Oxford University Press, Inc.
2. Anastasi & Urbani (2016). Psychological Testing (7th ed.). Pearson Education India.

MCPL-6504 PRACTICUM IN COGNITIVE PSYCHOLOGY L T P C

0 0 4 2

Course Description:

The Cognitive Psychology Practical course offers students a hands-on exploration of fundamental concepts and methodologies in cognitive psychology. Through a series of laboratory sessions and experiments, students will engage in experiential learning aimed at understanding the cognitive processes underlying human behavior, perception, memory, attention, Intelligence, Concept formation, problem-solving, and decision-making.

Course Objectives:

1. To Understand fundamental cognitive processes such as perception, attention, memory, Intelligence, and problem-solving
2. To Integrate insights from cognitive neuroscience to understand the neural basis of cognitive processes and their implications for behavior
3. To learn assess the appropriateness of a psychological test for clinical purposes.
4. To use of psychological tests to carry out the assessment as per specified procedure in investigating the relative domains
5. To Interpret the findings in understand of the client's condition

List of Psychological Tools:

1. Intergenerational conflict scale
2. Hoffman-Kasaine Concept formation test
3. RPM
4. Wriggly – problem solving blocks
5. Retroactive Interference
6. Short term memory for Digits
7. Accuracy of Testimony
8. Multiple aptitude Test battery-MAB
9. Wisconsin card sorting test
10. Zeigarnik effect

Course Outcomes:

1. Able to Understand fundamental cognitive processes such as perception, attention, memory, Intelligence, and problem-solving
2. Able to Integrate insights from cognitive neuroscience to understand the neural basis of cognitive processes and their implications for behavior
3. Able to assess the appropriateness of a psychological test for clinical purposes.
4. Able to Interpret the findings in understand of the client's condition

Text Book:

1. Anastasi, A. and Susana Urbana (2019). Psychological Testing. Seventh edition. Pearson India Education services Pvt.Ltd.

References:

1. Munn, N.L.(1938). A laboratory Manual Of general Experimental Psychology. Prentice Hall.

MCPL-6505 **OBSERVATION VISITS** **L T P C**
0 0 4 2

Course Description:
Observation visits typically involve individuals or groups observing specific environments, events, or processes for educational, research, or evaluative purposes. These visits are designed to gather firsthand information, insights, and data by directly observing phenomena in their natural context.

Course Objectives:

1. Provide knowledge on Case History Taking.
2. Acquired knowledge on Mental Status Examination.
3. To understand the mental health disorders in the clinical setting.

Observation of Profiles:

1. Anxiety Disorder profiles.
2. Depression Disorder profile.
3. Psychosis related disorder profile.
4. Alcohol use disorder profile.
5. Intellectual disability profile.
6. Behavioural addiction related profile.
7. Personality disorder related profile.
8. Anxiety related disorder profile.
9. Bipolar disorder related profile.
10. Somatic Symptom and Related Disorders profile.
11. Other childhood related disorders profile.
12. Dissociative related disorders profile.

(At least 10 profile need to be observed)

Course Outcomes:
At the end of the course students will be –

1. Able to diagnose a case with the help of diagnostic system.
2. To understand the application of diagnostic system.
3. To diagnose clinical case like anxiety, depression, psychosis etc. and their management.

Text Books:

1. American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th.ed.): Text revision (DSM-IV-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt.)Ltd.
2. World Health Organization.(1992).*The ICD-10 Classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines* (10^{th}ed.). Geneva.

References:

1. Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi: Jaypee Brothers.
2. Sadock, B.J. & Sadock, V. A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams &Wilkins.

SEMESTER- III

MCPT-7501 NEUROPSYCHOLOGY L T P C
4 0 0 4

Course Description:

This course will introduce the historical view of neuropsychology, role of brain functioning and different parts of the brain, neurodelopmental disorders, neurocognitive related disorders and different neuropsychological assessment.

Course Objectives:

1. To understand the History and Concepts of Neuropsychology and its assessment.
2. To analyze the Structural Elements of Neuropsychology
3. To diagnose Neurodevelopmental and adult disorders of neuropsychology
4. To elucidate the Cerebrovascular Disorders
5. To identify the Management and Coping Strategies of Neuropsychological Disorders

UNIT		Hours
Unit-I: History of Neuropsychology	History, Origin - Development of Neuropsychological Assessment - Qualitative and Quantitative Perspectives of neuropsychological assessment - Basic Anatomy, Elements of Neurology, Methods of study of Research in Neuropsychology -Anatomical Methods, Degeneration Techniques, Lesion Techniques, Chemical Methods, Stereotaxic Surgery, Micro-Electrode Studies, Oscilloscope, Polygraph, Scanning Methods and Ethical Issues in Research - Recent Trends in Neuropsychological Assessment.	**12 Hrs**
Unit-II: Structural Elements of Neuropsychology	Major Structures and Functions, Spinal Cord, Brain: Forebrain, Midbrain, Hindbrain, Cerebral Cortex, Temporal, Parietal and Occipital Lobes; Prefrontal Cortex - Central Nervous System - Peripheral Nervous System - Neural Transmission and its Perspectives Lobe Syndromes	**12 Hrs**
Unit-III: Neurodevelopmental Disorders	Neurodevelopmental Disorders- Autism, ADHD, Intellectual Disability, Down's Syndrome, Rhett's Syndrome, Fragile X, Cerebral Palsy, Meningitis and SLD.	**12 Hrs**
Unit-IV: Cerebrovascular Disorders	Traumatic Brain Injury, Infections, Epileptic Seizure Disorder, Dementia, Delirium, Alzheimer's Disease, Parkinson's Disorder Amnesia and its types, Multiple Sclerosis, Vascular Dementia & Huntington Disease.	**12 Hrs**
Unit-V:	Assessment of Localization & Lateralization; Goals of	

Neuropsychological Assessment	neuropsychological assessment; Neuropsychological assessment- MMSE, PGI Memory Scales, Luria Nebraska Neuropsychological Battery; Methods of investigation-EEG, & ERP; Scanning and imaging-CAT, PET, MRI & FMRI	**12 Hrs**

Course Outcomes:

1. Comprehend the History and Concepts of Neuropsychology and its Assessment.
2. Evaluate the Structural Correlates of Neuropsychology.
3. Understand the Neuro Developmental and Adult Disorders of Neuropsychology.
4. Evaluate the Cerebrovascular Disorders and its Implications.
5. Implement the Management and Coping Strategies of Neuropsychological Disorders.

Text Books:

1. Morgan, J. E. & Ricker, J. H. (2018).Textbook of Clinical Neuropsychology, Routledge, New York.

References Books:

1. Parsons, M. W., & Hammeke, T. A. (2014). Clinical Neuropsychology: A Handbook for Assessments, American Psychological Association.
2. Walsh K. (2008). Neuropsychology, New Delhi: B.I. Churchill Livingstone Pvt. Ltd.

(FOR 2023- 24 admitted batch)

MCPT-7502 **COUNSELLING** **L T P C**
4 0 0 4

Course Description:

This course will introduce the basic concepts of counseling, skills required for counseling, different counseling approaches, indigenous counseling techniques and application with special group of population.

Course Objectives:

1. To understand the process and technique of counseling.
2. Understand the basic concept of counseling.
3. To differentiate the various approaches to counseling.
4. To be aware of the assumptions and issues of counseling applications.
5. Understand the indigenous counseling techniques.

UNIT		**Hours**
Unit-I: Introduction to Counseling	Definition of counseling, Counseling, Psychotherapy and Guidance as related fields. Counseling as a helping relationship. Scope of counseling, Goals of counseling, Counseling ethics.	**12 Hrs**
Unit-II: Counseling Process	Stages of counseling process, Variables affecting counseling process: Counselor Characteristics and skills; counselee characteristics. Core conditions of helping relationship; empathy, unconditional positive regard and congruence.	**12 Hrs**
Unit-III: Approaches and techniques of Counseling	Briefly explain the view of human nature, Role of counselors, Goals and strengths and limitations of: Freud, Person centered counseling, Existential counseling and Gestalt counseling, - Techniques: Psychoanalysis (brief), client centered therapy, existential therapy, T.A, Goals and strengths and limitations of: behavioral approach, cognitive approach, techniques: behavioral modification, systematic desensitization, social skill training, and cognitive therapy: REBT, Reality & CBT.	**12 Hrs**
Unit-IV: Indian approaches in Counseling	Indian approach of Yoga and meditation in counseling, type of yogic practices, stages of raja yoga, Indian model of healthy personality, Relaxation techniques: JPMR, hypnosis.	**12 Hrs**
Unit-V: Special areas in Counseling	Counseling and rehabilitation of differently abled persons; categories under differently abled, counseling weaker section and minorities; psychological barriers, diagnosis and	**12 Hrs**

	intervention. Counseling for alcohol and substance abusers; role of counselors, rehabilitation and counseling legal offenders and victims of abuse and crisis intervention counseling.	

Course Outcomes:

1. Will be able to instrument counseling techniques in solving the problems.
2. Apply approaches during counseling the clients.
3. Able to apply Indian approaches during counseling.
4. Able to apply counseling techniques with specific group of populations.
5. Capacity in dealing the weaker session and ensure rehabilitation.

Text Books:

1. Gladding, S.T. (2009). Counselling: A comprehensive profession (6th ed.).New Delhi: Pearson India.

2. Jones, R.N. (2012). Basic counseling skills: A Helper's Manual; (3rd ed.) Sagesouth Asia ed.

References Books:

1. Rao,S.N. & Sahajpal, P.(2013). Counselling and Guidance. Pp. 317-327, 334-335, 339-350.

(w.e.f 2024-25 admitted batch)

MCPT-7502 **PSYCHOTHERAPIES** **L T P C**
3 1 0 4

Course Description:

This course will introduce the historical view of psychotherapy, role of psychodynamic psychotherapy, principles and techniques of couple therapy, role of family therapy and group therapy.

Course Objectives

1. To understand theory and techniques of major psychotherapy approaches.
2. To gain knowledge on ethico-legal issues and other critical issues associated with psychotherapy.
3. To develop knowledge on therapy techniques and associated documentation through role play and simulation.
4. To understand in dealing with couples, families and groups.
5. Acquire knowledge on different psychotherapies principle and its application.

UNIT		Hours
Unit-I: Introduction to Therapies	Introduction: Historical and cultural contexts for the development of Couples, Family and Group therapy. Developmental frame works in Couples, Family and Group therapy.	**12 Hrs**
Unit-II Psychodynamic and Humanistic Therapies	Psychoanalytic, Brief Analytic, Object-Relations, and Interpersonal Approaches; Client-Centered, Existential and Gestalt therapies; Behavioral therapy, Cognitive therapy (Beck), Rational Emotive Behavior Therapy (Ellis).	**12 Hrs**
Unit-III: Couple Therapies	Couples Therapy: Theoretical frame works, Issues and therapeutic approaches for working with couples. Evidence based practice in couples therapy, Treatment planning.	**12 Hrs**
Unit-IV: Family Therapy	Family Therapy: Major Dominant theories of Family Therapy - classical, post-modern and social contructivistic approaches. Treatment planning in Family Therapy	**12 Hrs**
Unit-V Group Therapy and Addiction Management	Group Therapy: Theories of group therapy, emergence of group interventions as de facto forms of treatment and brief forms of group therapy; Treatment planning using Group interventions – choice of treatment and modality. Review of evidence based models in Group therapy.	**12 Hrs**

	Addiction management- Motivational interviewing, MET, Relapse Prevention techniques, Brief Intervention-FRAMES, Family intervention for addiction.	

Course Outcomes:

1. Able to apply theory and techniques of major psychotherapy approaches.
2. Able to apply knowledge on ethical-legal issues and other critical issues associated with psychotherapy.
3. Able to deal with couples, families and groups in addressing their issues.
4. Able to motivate the communities with role-plays and other approaches.
5. Achieve better knowledge on therapeutic principles.

Text Books:

1. Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2ndEd.). Singapore: Brooks/Cole.

2. Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont,C A: Wadsworth/Thomson Learning.

References Books:

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

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

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

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

MCPT-7503 RESEARCH METHODOLOGY L T P C
4 0 0 4

Course Description:

This course will introduce the brief outline of research, different research designs, techniques and application of sampling method of data collection, statistical analysis techniques and research report writing skills.

Course Objectives:

1. To facilitate the students to learn the fundamental of Research Methodology.
2. Understand basic statistical analysis.
3. Acquire knowledge on sampling methods for data collection.
4. To develop a practical knowledge in identifying solution to research problem.
5. Acquire knowledge on fundamental concept of research.

UNIT		Hours
Unit-I: Introduction to research	Research: Concept and Meaning; Social Research: Concept, Definition, Objectives, Functions, Characteristics, Scope and Limitations; Social Science Research; Basic Elements in Social Research: Concept Construct, Variable, Hypothesis, Fact, Theory.	**12 Hrs**
Unit-II: Research process and research designs	Steps in Research Process: Theoretical Framework, Research Designs: Need for Research design, Concepts relating to Research design; Types of Research designs: Exploratory, Formulate, Descriptive, Diagnostic, Experimental, Evaluative, Case Study, Participatory Research and Mixed Method Designs.	**12 Hrs**
Unit-III: Sampling methods /tools of data collection	Sampling: Its importance, Purpose; Types of Sampling: Probability and Non probability, Sampling Error; Sources of Data: Primary and Secondary; Methods of Data Collection: Observation, Participant observation, Case study and Interview – Nature and Importance, Types of interviews; Tools of Data collection: Mailed questionnaire and Interview schedule; Construction and qualities; Uses of scaling techniques, Data and Levels of Measurement.	**12 Hrs**
Unit-IV: Basic statistics for social work research	Descriptive statistics: Measures of central tendency (mean, median, mode); Measures of dispersion (range, mean deviation, quartile deviation, standard deviation, coefficient of variation); Measures of correlation (Spearman's Rank Correlation, Pearson Product Moment Correlation and	

	regression analysis) • Inferential Statistics: Parametric (test of difference of means of two samples) and Non - Parametric statistical tests (Chi-square, Wilcoxon T statistic, Mann–Whitney U statistic). • Computer applications related to quantitative and qualitative data analysis	**12 Hrs**
Unit-V: Analyses of data and report writing	Editing, Coding and Tabulation: Need and Importance; Methods of Analysis of data: quantitative and Qualitative analysis, Content analysis and Case analysis and Statistical analysis; Use of computer and SPSS, AMOS and R Software in data analysis; **Research Integrity and Responsible Conduct of Research**, **Artificial Intelligence (AI) in research**, **plagiarism detection software**, and an overview of **PRISMA Guidelines**, **Systematic Reviews**, and **Meta-analysis** Report writing: Purpose, Structure and Procedures, styles of research report writing. Research Proposal Writing, Funding agencies and Publications.	**12 Hrs**

Course Outcomes:

1. Gain basic concepts and knowledge on research.
2. Understand various methods and types of research and statistics.
3. Interpret elementary statistics used in reporting of research findings.
4. Analyse basic statistics and its application in research.
5. Explain with statistics software and its application in research.

Text Books:

1. Allen Rubin & EarlR. Babbie, (2010). Research Methods for Social Work, Cengage Learning.
2. Goode William, J. &Paul. K. Hatt, (1998). Methods in Social Research, New York, McGraw Hill.
3. Krishnaswamy, O.R, (2016). Methodology of Research in Social Sciences, Mumbai, Himalaya Publishing House.

References Books:

1. Black James A. & Champion Dean, J, (1976). Methods and issues in Social Research, New York., John Wiley.
2. Festinger, L. & Katz. D, (1953). Research Methods in Behavioral Sciences; the Dyden Press, New York.
3. Good W. J., and H. K. Hatt, (1952). Methods in Social Research, Tokyo, McGraw Hill Gupta S.P., Statistical Methods.
4. Ram Ahuja, (2001). Research Methods, New Delhi, Rawat Publications.

MCPT-7504 CHILD AND ADOLESCENT PSYCHOLOGY L T P C
4 0 0 4

Course Description:
This course will introduce the child growth and development process, childhood related disorders, personality development, psychosocial issues related to adolescence phase, counseling and management skills.

Course Objectives:

1. To understand some of the basic developmental needs and problems of children and adolescents and the role of family and parents in social (class, caste, gender and institutionalization) and cultural context.
2. To gain increased understanding of the nature of child and adolescent developmental psychopathology, and how it differs from normal development with implications for later development
3. To increase understanding of cultural, social, and biological/genetic factors in developmental psychopathology and well-being.
4. To have knowledge and understanding of systems theory to analyze how community, environmental, and institutional opportunities and barriers influence children/adolescents academic, career, and personal/social success and overall development.
5. To be able to assess the needs and problems different age groups at in situations with support of key stakeholders.

UNIT		**Hours**
Unit-I: Child Psychology	**Concept of development-** principles of growth-Maturation and development, determinants: biological and socio-cultural- Developmental stages: life span approach Pre-natal and Neonatal Development: Stages and factors in prenatal stage- Neonatal: physical characteristics, reflexes, issues in childbirth- Sensory, motor and cognitive capacities in neonatal stage. **Infancy and childhood:** Development during infancy: physical and motor development, Language, emotional and social development during infancy, Development during childhood: preschool and childhood – social, emotional, cognitive and moral development.	**12 Hrs**
Unit-II: Child Psychopathology	**Introduction to Child Psychopathology** (ICD/ DSM). Developmental Delays and Developmental Disorders; Pervasive developmental disorders; Developmental disorders of scholastic skills; Behavioral disorders, externalizing disorders; Hyperkinetic disorders, Conduct Disorders, Oppositional defiant disorder; Emotional disorders – internalizing disorders. Anxiety and Impulse	**12 Hrs**

	Control Disorder: Separation Anxiety Disorder, Selective mutism, School phobia, Social communication disorder, Enuresis, Depression, Childhood psychosis Child psychological abuse, child neglect.	
Unit-III: Adolescent Psychology	Understanding the Adolescence: The nature of adolescence, Influence of childhood experience, young people environment, Challenges for young people. Adolescent sexuality, adolescent leisure. Gender development in adolescence; The development of mental health - Personality and Social Development – Emotions –emergence of Self – Role of parents and siblings – peer group influence and school contexts, cultural contexts – Psychoanalytic, social learning and cognitive perspectives in the personality development.	**12 Hrs**
Unit-IV: Issues and Concerns in Adolescence	Biological transitions, Cognitive transitions, Social transitions, Identity, Autonomy, Intimacy, Sexuality, Gender, Achievement Moral development, values and Religion, Family dynamics, Romantic relationships Risk Behaviours: STDs, HIV/AIDS; Teenage Pregnancy, Addiction to Technology, Violence and rape; Poverty and low educational attainment; Adolescent stress- external and internal stressors, Obesity and eating disorders; Risk factors and Protective factors. Emotional problems of Adolescents – identity crisis in adolescence, relationship with parents and peers, sexual identity- Teenage problems; Identity problem and Borderline disorders in adolescence. Affective Disorders, Self-injurious behaviour, depression and Suicide. Conduct disorder, aggression, delinquency, substance abuse and Antisocial Behavior	**12 Hrs**
Unit-V: Children and Adolescent Counselling	Counselling children -Introduction to counselling: Micro & Macro skills of counselling. Historical Background and contemporary ideas about counselling children; Ethical considerations when counselling children- Attributes of a counsellor for children. Child Counselling Skills – Observation, Active Listening - Helping children to tell their story and empathy skills- Dealing with resistance and transference- Dealing with self-concept and self-destructive beliefs- Actively facilitating change – Termination of counselling-Skills for counselling children in groups	**12 Hrs**

	Proactive Counselling for Adolescence: Foundation of the proactive approach, Proactive process for Counselling adolescence, making use of adolescent communication process, Useful Counselling micro-skills, promoting changes in the adolescence, Maintaining a collaborative relationship Counselling Strategies: Symbolic strategies, Creative strategies, Behavioural and cognitive behavioural strategies, Psycho-educational strategies.	

Course Outcome:

1. Understand the context of the school, the wider relationship of the school to society, the school administration, the teachers and their roles and responsibilities (school as a developmental niche and the beliefs and practices of its members).
2. Understand the home-school relationship and its dialectics across socio-economic settings.
3. Understand the child as a learner and the learning problems and disabilities in the context of the school - Understand the nature of learning and cognition and the developmental problems of the stage, the social-cultural nature of learning, the role of affect in cognition.
4. Evolve an understanding of various disorders and their diagnosis, assessments, interventions, therapies and counselling.
5. Able to use coordination, collaboration, referral, and team-building with teachers, parents, and community resources to facilitate successful development of all children/adolescents.

Text Books:

1. Brems, C. (1993). A comprehensive guide to child psychotherapy. Allyn & amp; Bacon.
2. Kapur, M. (2001). Psychological therapies with children and adolescents. First Edition. NIMHANS.

References Books:

1. Allen, L. (2005). Sexual Objects- Young people, sexuality and education. Palgrave MacMillan.
2. Hobday, A. & Ollier, K. (1999). Creative Therapy with Children and Adolescents. Impact.
3. Kapur, M. 1997. Mental health in Indian schools. New Delhi: Sage.
4. Karanth, P & Rozario, J. 2003. Learning disabilities in India. New Delhi: Sage Publications.

MCPT-7505 **HEALTH PSYCHOLOGY** **L T P C**
4 0 0 4

Coures Description:

This course will introduce the historical iew of health psychology, biomedical sciences of health, health behaviour change, socio cultural perspective of health and role of life style on health.

Course Objectives:

1. To make awareness about the scope of health psychology and its role in achievement and maintenance of health.
2. To make awareness about of the stress and coping behavior of individuals in various life situations.
3. To make aware of the role of Psychology in general health and chronic health problems.
4. Acquire knowledge on importance of life style.
5. To provide knowledge on socio cultural perspective on health.

UNIT		Hours
Unit-I: History and concepts	Need and Significance of Health Psychology, Historical and Conceptual basis of Health Psychology. Quality of Life in relation to health-wellness state and illness state.	**12 Hrs**
Unit-II: Psychobiology of Health Biomedical Science and Health Psychology	Mental Health .Illness as an expression of emotional needs, Stress, Coping and Management. Role of psychological process in Somatoform disorders.	**12 Hrs**
Unit-III: Health and Behavior Change, Health Behaviour and Health Models	Health Compromising Behaviour: Alcohol use and abuse, smoking, sexual behaviour, Jealousy, Rumor spreading. Health Enhancing techniques: Exercise, Yoga, Eating and health, positive thinking, skill development.	**12 Hrs**
Unit-IV: Society and Health Culture, Social class, Gender and attitude in relation to Health.	Social relationships – Support system, social networking, friendships service availability and utilization Doctor- Patient communication & relationship in the context of Health psychology.	**12 Hrs**
Unit-V: Managing Lifestyle illness and terminal illness	Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma. Psychological Factors in Degenerative Neurological diseases- Alzheimer's disease, Dementia and Problems of aging and adjustment. Psychological factors in Pain and Pain management.	**12 Hrs**

Course Outcomes:

1. Will have knowledge about problems related to physical illness.
2. Able to address the issues related to socio cultural aspects.
3. Dealing and motivating the stakeholders to change lifestyle.
4. Able to generate awareness on mental health and hygiene practices.
5. Acquire knowledge on life style diseases.

Text Books:

1. Taylor, S. E. (2006). Health psychology, New Delhi: McGraw Hills Inc.
2. Mohan, J. & Sehgal, M. (2006).Health Psychology: Recent Perspectives.

References Books:

1. Dematteo, R. M. & Martin, R. L. (2007). *Health Psychology*, Pearson Education.
2. Marks, D., Murray, M., Evans, B.,Willig, C.Woodwall, C.&Syskes, C. (2008). *Health Psychology*, New Delhi: Sage.
3. Roberts, R., Towell, T., & Golding, J. F. (2001). *Foundations of Health Psychology*. New York Palgrave Houndmills.
4. Sarafino, E. P. (1998). Health Psychology: Bio-psychosocial interactions (2nd and 3rded.), John Wiley & Sons Inc.
5. Sheridan, C. L. &. Radmacher, S. A. (1992). *Health Psychology*: *Challenging the Biomedical Model*, John Wiley & Sons Inc., 1992.

SEMESTER-III - PRACTICAL

MCPL- 7501 **CLINICAL ASSESSMENT** **L T P C**
0 0 4 2

Course Description:

This course is a practical hand on experience to psychological test. It will introduce the different rating scales, assessment of memory function, semi-projective techniques and their application. This course aims to bridge the gap between theoretical concepts and practical applications of psychological assessment.

Course Objectives:

1. To understand about the objective personality assessment.
2. To understand about the projective personality assessment.
3. Acquired knowledge on application of personality assessment.
4. To understand the assessment of memory functions.
5. To understand the application of rating scales for case clarification.

List of Psychological Tools:

1. Sack Sentence Completion Test (SSCT)
2. PGI Memory Scale (Adult)
3. Frustration Discomfort Scale
4. Social Phobia Inventory (SPIN) by Connor KM et al.
5. The Assertiveness Inventory by Robert and Michale
6. Mini Mental State Examination (MMSE)
7. Rosenberg Self-Esteem Scale
8. General well-being Schedule
9. WHO Quality of Life-BRIEF
10. Aggression Questionnaire

Course Outcomes:

After completion of the course, students will be able to:

1. Demonstrate the semi-projective personality assessment tools.
2. Apply for diagnostic purpose.
3. Apply for understand dynamics of the individual.
4. Assess the severity of illness.
5. Apply for treatment purpose.

Text Books:

1. Ian McDowell (2006). Measuring Health: A Guide to Rating Scale and Questionnaires (3rded.). Published by Oxford University Press, Inc.
2. Anastasi & Urbani (2016). Psychological Testing (7th ed.). Pearson Education India.

References:

1. Gary Groth-Marnat. (2003). Handbook of psychological Assessment (4th ed.). USA: John Wiley & Sons, Inc.
2. https://www.psychologytools.com

MCPC-7501 **CLINICAL CASE STUDY** **L T P C**
0 0 4 2

Course Description:

This intention of the course is to provide in-hand experience, in the context of how to diagnose a case and apply the diagnostic criteria in the clinical setting. The students will gate experience how to diagnose a mental health problems based on diagnostic system, such ICD or DSM. They will be also received experience in how to manage the mental health disorders and how to deal with them.

Course Objectives:

1. Provide knowledge on Case History Taking.
2. Acquired knowledge on Mental Status Examination.
3. To understand the mental health disorders in the clinical setting.
4. To understand the application of diagnostic system.
5. To diagnose clinical case like anxiety, depression, psychosis etc. and their management.

Case study Profiles:

13. Anxiety Disorder profiles.
14. Depression Disorder profile.
15. Psychosis related disorder profile.
16. Alcohol use disorder profile.
17. Intellectual disability profile.
18. Behavioural addiction related profile.
19. Personality disorder related profile.
20. Anxiety related disorder profile.
21. Bipolar disorder related profile.
22. Somatic Symptom and Related Disorders profile.
23. Other childhood related disorders profile.
24. Dissociative related disorders profile.

(At least 10 profile need to study)

Course Outcomes:

At the end of the course students will be –

1. Able to diagnose a case with the help of diagnostic system.
2. To apply clinical skills for treatment purpose.
3. Acquire clinical knowledge on different disorders.
4. To apply theoretical concept in the clinical setting.
5. Acquire vast clinical experience related to mental disorder

Text Books:

1. American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th.ed.): Text revision (DSM-IV-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt.)Ltd.
2. World Health Organization.(1992).*The ICD-10 Classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines* (10thed.). Geneva.

References:

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

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

SEMESTER- IV- ELECTIVE PAPERS

MCPT-7601 FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOR

L T P C
3 0 0 3

Course Description:
This course will be introduced the basic concept of organization behaviour, group dynamics, organizational culture, leadership quality, organizational decision making etc. The course will also cover the motivation, personality, attitude, social perception and their influences in the organization. This course will also discuss coping with occupational stress.

Course Objectives:

1. To get knowledge on organization and organizational behaviour and understand their significance in the workplace.
2. To understand the factors influencing individual behaviour in organizational settings, including personality, perception, attitudes, and motivation.
3. To understand the concept of productive behaviour and its importance in organizational performance.
4. To understand the concept of organizational systems and their components.
5. To understand the concept of organizational change and the interventions and techniques used in organizational development.

UNIT		HOURS
Unit 1: Basics of Organization and Organizational Behaviour	Introduction to organizations- concept and characteristics of organizations; Typology of organizations; Theories of organizations: nature of organizational theory, Classical theories, Modern management theories, System Theory Organizational Behaviour Concepts of Organizational Behaviour, Scope, Importance, Nature, characteristics, objective, principles of organizational behaviour and Models of OB.	**9 Hrs**
Unit 2: Individual and Group Behaviour in Organizations	Introduction, Self-awareness, Perception and Attribution, Learning, Systems approach to studying organization needs and motives – attitude, values and ethical behavior, Personality, Motivation-Concept & Theories, Managing motivation in organizations, Task performance and evaluation. Group Behavior in Organization Foundations of group, group behavior and group dynamics, Advantages, Types of group behavior, difference between group and team, Culture and group behavior, Group Development and	**9 Hrs**

	Cohesiveness, Group Performance and Decision Making, Intergroup Relations; Teams in Organizations- Team building experiential exercises, Interpersonal Communication and Group; Leadership: Meaning, types, Theories and Perspectives on Effective Leadership, Power and Influence, managing Conflict and Negotiation skills, Job/ stress management, decision-making, problem-solving techniques	
Unit 3: Productive Behavior and Occupational Stress	Productive behavior - Meaning, dimension; Job analysis and Job performance – meaning, dimensions, determinants and measurement; Job satisfaction and organizational commitment -meaning, dimensions and measures roles and role clarity; Occupational stress – meaning, sources, theories and models, effects, coping mechanism, effects and management; Occupational stress in organizations.	**9 Hrs**
Unit 4: Organizational System	Organizations Structure - Need and Types, Line & staff, functional, committee, project structure organizations, centralization & decentralization, Different stages of growth and designing the organizational structure; Organizational Design-Parameters of Organizational Design, Organization and Environment, Organizational Strategy, Organization and Technology, Power and Conflicts in Organizations, Organizational Decision-Making; Organizational Culture vs Climate; Organizational Change; Organizational Learning and Transformation.	**9 Hrs**
Unit 5 Organizational Change and Development	Types of change, sources of change, the change process, the human element in change; Organizational power, Organizational politics. Management and society, culture and management, management ethics, social objectives and responsibilities of management, corporate social responsibility. Overview of Organizational Development; Concept of OD, Importance & Characteristics, Objectives of OD, History & Evolution of OD, Implications of OD Values.	**9 Hrs**

Course Outcomes:

1. Students will demonstrate an understanding of the nature and scope of organizational behavior and its relevance in contemporary workplaces.
2. Students will analyze individual differences in the workplace and their impact on employee behavior and performance.

3. Students will recognize the significance of productive behavior in achieving organizational goals and objectives.
4. Students will demonstrate the ability to lead and facilitate organizational change processes effectively.
5. Students will apply knowledge of organizational change and development to propose recommendations for improving organizational effectiveness and managing change challenges.

Text Books:

1. Kountz Harold, Heinz Weihrich, Management - A global perspective, 19th edition, Mc Graw Hill International, New Delhi, 2005.
2. Koontz Harold, Heinz Weihrich, Essentials of management, Mc Graw Hill Intenational, New Delhi, 2004.

References:

1. L.M.Prasad, Principles and practice of Management, 6th edition, Sultan Chand Publishers New Delhi, 2001.
2. Stephen P. Robbins., Timothy A.Judge. & Seema Sanghi. (2010).Essentials of Organisational Behavior. 10th ed. Pearson Education Inc.
3. Luthans, S. (2008). Organisational Behaviour,11th ed. Boston: McGraw Hill.
4. Newstrom J.W., & Davis, K.(1995).Human Behaviour at work: Organizational Behaviour.11th ed.Mc Graw Hill Book Co.

MCPT-7602 REHABILITATION PSYCHOLOGY L T P C
3 0 0 3

Course Description:

This chapter will introduce the different disability concepts, development of rehabilitation services, Indian scenario in rehabilitation, techniques of disability assessment and intervention techniques.

Course Objective:

1. To understand historical development of models of disability.
2. To learn past and present scenario of disability in India.
3. To comprehend Learning and behavioral disability.
4. To learn the needs and concerns of disabled in all groups.
5. Acquire knowledge on behavioral management.

UNIT		Hours
UNIT-I: Introduction	Rehabilitation Psychology – field and scope- foundations and historical development, models of rehabilitation, disability in India, past and present scenario.	**9 Hrs**
UNIT-II: Individuals with disabilities	Disabilities in early and middle adulthood, adolescence and early and late adulthood, Sensory and physical disabilities, learning and behavioral disability, need and concerns of disabled groups.	**9 Hrs**
UNIT-III: Assessment of disability- Psychological aspects	Diagnostics and assessment – learning and behavioral disability- research methods Psychosocial aspects of disability- attitudes, stereotypes and prejudices and discrimination towards the disabled- minority and underprivileged status.	**9 Hrs**
UNIT-IV: Behavioral management	Behavioral analysis- principles and techniques, Common techniques of management of problems of the disabled.	**9 Hrs**
Unit-V: Organization of services and Trauma and resilience	Organization and management of rehabilitation services- collaboration with families of disabled persons- special education strategies for learning and behavioral disability- assistive technologies and quality of life in the disabled, statutory provisions and policies- RPWD Act, National Trust Act & Mental Health Care Act, role of NGOs in rehabilitation of disabled- professional standards, ethical concerns. **Trauma and resilience:** Child sexual abuse and trauma; POCSO Act- goal, application; theoretical concept of resilience and development of resilience.	**9 Hrs**

Course Outcomes:

1. Knowledge of scope of rehabilitation psychology and scenario in India.
2. Knowledge of various disabilities and their assessment.
3. Knowledge of techniques for management of problems of disabled.
4. Aware of various governmental and NGOs services, policies and provisions for disabled.
5. Acquire knowledge on different Acts for disable people.

Text Books:

1. Frank, R & Eliot. J (2002): Hand Book of Rehabilitation Psychology, Washington DC: American Psychological Association.
2. Karna, G.N (2002): Disability Studies in India-Retrospects and prospects (SDRS), New Delhi: Gyan Publishing House.

References Books:

1. Gargivio, R M (2006): Special Education in Contemporary Society, An introduction to Experimental Psychology, 2nd edition, Belmont, CA: Woddsworth/Thomson.
2. Smart, J (2002): Disability Society and the Individual, Austin, TX: Pro-ed
3. Karna, G.N (2000): Disability Studies in India-Issues, challenges, International Journal of Disability studies, 1(1)20-40.
4. Rights Person with Disability Act (2016). Ministry of Health and Family welfare department. Govt. India: New Delhi.
5. National Trust Act (1999). Ministry of Social Justice & Empowerment, Govt. of India.

MCPT-7603 MANAGEMENT OF VULNERABLE POPULATION **L T P C**
3 0 0 3

Course Description:
Students will develop the knowledge, skills and sensitivity necessary for effective management and support of vulnerable populations within diverse contexts. The course will also explore emerging trends and challenges in the field, preparing students to navigate and contribute to ongoing efforts to promote equity, social justice, and well-being for all individuals, regardless of their vulnerabilities.

Course Objectives:

1. To learn the concepts of vulnerable population, root cause of vulnerability and risk of infection.
2. To understand the Health inequality and health care disparities among vulnerable population.
3. To realize and learn the assessment & addressing the needs of vulnerable population.
4. To study the Special schemes, projects, programs for vulnerable population.
5. To explore the International aid agencies supporting vulnerable population.

UNIT		**HOURS**
Unit-I	Definition and Concept of Vulnerable Population, Vulnerable groups their health and human rights; Vulnerable Groups facing Structural Discrimination in India–Women, children, SC, ST etc.	**9 Hrs**
Unit-II	Vulnerability by different factors in relation to Mental Health - Race and ethnicity (Tribal, Dalits, Indigenous populations), Gender (male, female, transgender), Geographical area (rural/urban, remote & hilly areas), Age (Child, adolescent, elderly), Disability (Physical & Mental – Social and health inequalities) Migration & Displacement.	**9 Hrs**
Unit-III	Stigma and Discrimination (PLW HIV/AIDS, Sexual Minorities, Sex workers), High Risk Occupations (Farmers-Farm workers, Industrial workers, Mining workers, Sex Workers, Child Labour, Street Children) Environment, War and Natural Calamities .	**9 Hrs**
Unit-IV	Violation of right to health of vulnerable population-Concept of gender, Social structure and gender, Gender discrimination, Consequences of gender discrimination on health, Gender in the context of development, Violence against women, Girl trafficking, Global issues related to gender, Legal aspects and acts related to gender: MTP, PNDT,	**9 Hrs**

	Prostitution, homosexuality etc.	
Unit-V	Issues related to Children and Adolescent- Child abuse/Child labour/Street Children & malnutrition, Girl trafficking & anemia in adolescents, reproductive rights of adolescents. Health inequality and health care disparities among vulnerable population Advocacy of health and human rights of vulnerable groups Public health preparedness of vulnerable population, Vulnerable population in medical/health research, Assessment & addressing the needs of vulnerable population, Special schemes, projects, programs for vulnerable population, International aid agencies supporting vulnerable population.	**9 Hrs**

Course Outcomes:

1. Able to understand the concepts of vulnerable population, root cause of vulnerability and risk of infection.
2. Able to understand the Health inequality and health care disparities among vulnerable populations.
3. Able to perform the assessment & addressing the needs of vulnerable populations.
4. Explored the Special schemes, projects, programs for vulnerable population.
5. Explored the International aid agencies supporting vulnerable population.

Text Books:

1. King T.E., & Wheeler M.B. (Eds.), Medical Management of Vulnerable and Underserved Patients: Principles, Practice, and Populations, 2e. McGraw-Hill Education: https://accessmedicine.mhmedical.com/content.aspx?bookid=1768 & sectioned.
2. Julia Hodgson, Kevin Moore, Trisha Acri, Glenn Jordan Treisman. (2019). Integrative Medicine for Vulnerable Populations. USA: Springer Cham.

References:

1. Vulnerable Groups in India by Chandrima Chetterjee & Gunjan Sheoran, CEHAT, Mumbai
2. Mary Larkin (2009) Vulnerable Groups in Health And Social Care, Sage Publications Ltd, 1st Edition
3. Vulnerable Populations in Research (ppt) by Dr. G.D. Ravindran, St. John's Medical College

MCPT-7604 **GERIATRIC PSYCHOLOGY** **L T P C**
3 0 0 3

Course Description:
This course will focus on the psychological aspects of aging, including mental health, cognitive functioning, and social well-being among older adults. The course will cover cover the common mental health issues affecting older adults, such as depression, anxiety, dementia, impact of social relationships, life transitions, and coping strategies on older adults' psychological well-being, neuropsychological profiles of age-related conditions such as Alzheimer's disease and Parkinson's disease. This course also discus about therapeutic approaches tailored to the needs of older adults, including cognitive-behavioral therapy, reminiscence therapy, and supportive counseling.

Course Objectives:
1. To learn the Psycho social issues of ageing
2. To learn and practice to counsel the elders
3. To understand the methods of assessment process of ageing
4. To Understand the various clinical issues in elderly
5. To acquire knowledge on rehabilitation approaches

UNIT		**HOURS**
Unit-I: Psycho Social Aspects of Aging	Developmental Stages of Late Adulthood, Developmental tasks, Physical and Physiological Changes, Theories of Aging: Activity theory, Disengagement theory, Modernizing theory, Relevance of theories to working with Older Adults Socio-emotional Changes, Retirement: Preparation for retirement; Issues in re-employment; Readjustment and redefining roles; Stages of bereavement; coping strategies; loneliness; preparation for death.	**9 Hrs**
Unit-II: Gerontological Counselling	Role of family: Changing family and kinship structure; Role expectations; transitions in roles and relationships; generation gap; intergenerational relationships, Self-Concept and Self-esteem: Changing scenario in the Indian Context and Changing in self and coping strategies, Parenting and Grand parenting: Role of the elderly; Role of Children; Role of grandchildren; Basic principles, Concept, Meaning, scope and Applications, Assessment in Family Therapy: Family Tree, Time Lines and Genograms	**9 Hrs**
Unit-III: Assessment and Process	Assessment of Aging: Concept and Components of 'Activities of Daily Living' (ADL) and 'Quality of Life' (QOL); 'Quality of Life Index' (QOLI): Health-related	

of Ageing	Quality of Life (HRQoL), Quality Adjusted Life Years (QUALY) and Disability Adjusted Life Years (DALY); Geriatric assessment- need, Components, tools and techniques of: anthropometric assessment, biochemical assessment, functional ability and physical health assessment and clinical assessment; Process of Aging: Causes and Consequences of Aging, Cardiovascular and respiratory Aging, Renal and Reproductive Aging, Gastrointestinal Aging, Cerebro-vascular Aging, Sensory Aging	**9 Hrs**
Unit-IV: Clinical aspects of Aging	Degenerative disorders: etiology, pathophysiology, clinical and biochemical manifestations, treatment and prevention; Disability : Hearing and Vision Impairment, Dental and Speech impairment - Orthopaedic disorders Arthritis and Osteoporosis; Diabetes - Hypertension and Coronary artery disease; Terminal Illnesses: Renal failure, Cancer - Psycho-neurological disorders: Depression, Anxiety, Dementia, Parkinson's disease, Alzheimer's Disease; Hormonal Changes: Menopause and Andropause - Aging research, Anti-Aging interventions, Anti-Aging Drugs and Surgical procedures.	**9 Hrs**
Unit-V: Policies, Programmers and Rehabilitation	Integrated Care for Older People (ICOPE Guidelines, WHO 2017); National Policy on Older Persons (1999); The Maintenance and Welfare of Parents and Senior Citizens Act (2007); Programmers/ Schemes for Welfare, Shelter and Housing, Health and Disability, Pension and Retirement, Legal Aid, etc.; Services for old age care - long and short-term stay, day care, dementia care, respite care, home based services like meals on wheels, home care giving etc. Physical health and constraints; coping mechanisms, Rehabilitation, Concepts and History of Rehabilitation; Principles of Rehabilitation – Assessment, Goals, Priorities and Monitoring Progress Rehabilitation in Old age – Special features in relation to aging, multiple pathology, Policies, Expectation, Carers, Social and Financial Rehabilitation as Team work – Team leadership, Therapist, Physiotherapy, Occupational Therapy, Social Worker, Physician and Nursing personnel, Organisation and Effectiveness of	**9 Hrs**

	Rehabilitation services – Community Services, Geriatric Unit, Day hospital, Day Care Centre, Long Stay Care Institution; Empowering for retirement; Ministry of Social Justice and Empowerment, Government of India Non Governmental Organisations, Community Based Organisations, Senior Citizens Associations, Religious and philanthropic institutions Family, Volunteers - role, rights and responsibilities	

Course Outcomes:

1. Able to appreciate the nature of psychosocial changes during ageing.
2. Able to understand fundamental concepts and terminology of Aging and diseases.
3. Knowledge on human organ systems function.
4. Knowledge on National and International policies for adults.
5. Able to acquire about the rehabilitation techniques.

Text Books:

1. Sasser, J. and Moody, H. (2018). Gerontology: The basics. Routledge.
2. Quadagno, J, S. (2017). Aging and the life course: An introduction to Social Gerontology (7th Ed). McGrawHill College.

References:

1. Linda K. George and Kenneth F. Ferraro (2016) - Handbook of Ageing and Social Sciences, Eighth Edition. Elsevier
2. Murray, C.J. Salomon, J.A.Mathers, C.D. (2002).Summary measures of population health: concepts, ethics, measurement and applications. Geneva: World Health Organization.
3. Sharma O.P. (2008) Geriatric Care – A Textbook of Geriatrics and Gerontology, New Delhi, Viva Publications.

MCPT-7605 COGNITIVE BEHAVIOR THERAPY L T P C
3 0 0 3

Course Description:

This course will introduce the historical view of cognitive therapies, different case formulation and assessment, cognitive behaviour therapy application with different disorders and ethical concerns of the therapy.

Course Objectives:

1. Understand the theoretical foundations of cognitive therapies, including the cognitive triad and cognitive distortions.
2. Evaluate and assess clients for cognitive and emotional disorders.
3. Apply cognitive therapy techniques, including cognitive restructuring and behavioral interventions.
4. Demonstrate competency in creating and implementing cognitive therapy treatment plans.
5. Analyze case studies and clinical scenarios to develop a deeper understanding of cognitive therapy applications.

UNIT		Hours
Unit-I: Introduction to Cognitive Therapies	Historical overview of cognitive therapies, Core concepts: thoughts, emotions, and behaviors Cognitive-behavioral model and its applications in clinical psychology.	**9 Hrs**
Unit-II: Cognitive Assessment and Formulation	Identifying cognitive distortions, Cognitive assessment tools and techniques Creating cognitive case formulations, Integrating assessment data into treatment planning Cognitive Restructuring, Identifying automatic thoughts, Cognitive restructuring techniques	**9 Hrs**
Unit-III: Behavioral Techniques in Cognitive Therapy	Behavioral experiments and interventions, Exposure therapy and systematic desensitization, Homework assignments and behavioral activation, Role-play and case analysis of cognitive restructuring.	**9 Hrs**
Unit-IV: Specific Applications of Cognitive Therapies	Treating depression and anxiety, Cognitive therapy for trauma and post-traumatic stress disorder (PTSD), Cognitive therapy for personality disorders and complex cases	**9 Hrs**
Unit-V: Cultural Considerations and Ethical Issues	Cultural competence in cognitive therapy, Ethical considerations in cognitive therapy practice, Diversity and inclusion in clinical psychology, Case Studies and Practical Application, Analyzing and discussing real case studies, play and practice sessions Developing treatment plans for specific cases.	**9 Hrs**

Course Outcome:

1. Able to undestand the cognitive therapy historical view.
2. Able to apply the cognitive formulation.
3. Acquire knowledge on ethical practices of cognitive therapy.
4. Will be able to apply the CT techniques for management of psychological issues.
5. Can apply CBT skills for managemet of mental health problems.

Textbook:

1. Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.).Singapore: Brooks/Cole.
2. Trull,T.J.,&Phares,E.J.(2001).Clinicalpsychology:Concepts,methods,andprofession(6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
3. Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.

References:

1. Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole. Corey,G. (1996). Theory and practice of counseling and psychotherapy (5thed.). Pacific Grove, CA: Thomson-Brooks/Cole.

2. Dryden, W. (2007). Dryden's handbook of individual therapy. (5thed). Sage Publications: NewDelhi.

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

MCPP-7501 **PROJECT WORK** **L T P C**
0 0 16 8

Prerequisite: The student is supposed to complete all the core sube6cs in Clinical psychology, psychopathology,psychological assessment and research methodology including the data analysis and interpretation.

Course Description:
The project report in Clinical Psychology serves as a hallmark of doctoral training, demonstrating students' mastery of research skills, critical thinking abilities, and scholarly expertise in their chosen area of specialization within clinical psychology. It prepares students for future careers in academia, research, clinical practice, or other professional roles where advanced knowledge and research skills are essential. The dissertation represents a significant scholarly contribution to the field and demonstrates the student's ability to conceptualize, design, execute, and disseminate empirical research.

Key components of the course include:

1. **Topic Selection and Proposal Development:** Students select a research topic that aligns with their interests, expertise, and career goals in clinical psychology. They develop a detailed research proposal outlining the background literature, research questions or hypotheses, study design, methodology, and expected contributions to the field.
2. **Literature Review**: Students conduct a comprehensive review of the existing literature relevant to their research topic. This review synthesizes empirical studies, theoretical frameworks, and conceptual models to provide a foundation for their research rationale and hypotheses.
3. **Research Design and Methodology**: Students design a rigorous research study that employs appropriate methodologies, data collection techniques, and statistical analyses to address their research questions or test their hypotheses. This may involve quantitative, qualitative, or mixed-methods approaches, depending on the nature of the research.
4. **Data Collection and Analysis**: Students collect and analyze data according to their chosen research design. They utilize advanced statistical software or qualitative analysis tools to examine patterns, relationships, and trends within their data, drawing meaningful conclusions that contribute to the empirical knowledge base in clinical psychology.
5. **Ethical Considerations:** Students adhere to ethical principles and guidelines in all aspects of their research, ensuring the protection of human participants and the integrity of their research findings. They obtain necessary approvals from institutional review boards (IRBs) or ethics committees and maintain ethical standards throughout the research process.
6. **Supervision and Mentorship:** Students receive guidance and mentorship from faculty advisors or dissertation committee members throughout the dissertation process. Regular meetings provide opportunities for feedback, support, and direction to help students navigate challenges and progress toward completion.
7. **Writing and Dissemination:** Students write a comprehensive dissertation document that presents their research methodology, findings, and interpretations in a clear, concise, and scholarly manner. They also prepare presentations or manuscripts for dissemination at professional conferences or publication in peer-reviewed journals, contributing to the broader scientific community.
8. **Defense:** Upon completion of the dissertation, students defend their research findings and interpretations before a dissertation committee comprised of faculty members and external

experts. The defense allows students to showcase their scholarly contributions, defend their methodological choices, and respond to questions from committee members.

Course Outcomes:

1. Original Contribution to Knowledge
2. Research Skills Development
3. Critical Thinking and Problem-Solving
4. Integration of Theory and Practice
5. Publication and Dissemination
6. Professional Development and Recognition

MCPI-7501 **Course Name: INTERNSHIP** **Credit - 6**
(Total - 180 hours)

Prerequisite: The student is supposed to complete all the core sube6cs in Clinical psychology, psychopathology,psychological assessment, psychotherapy and counseling.

Course Description:
This internship offers students the opportunity to apply theoretical knowledge and clinical skills in real-world settings within the field of clinical psychology. Through supervised experiences, students will engage in direct client interaction, assessment, intervention, and consultation in diverse clinical settings such as hospitals, mental health clinics, community agencies, or private practices.

Course objectives:
During internship students is supposed to **;**
1. Develop and refine clinical skills in assessment, diagnosis, and intervention across a range of psychological disorders and presenting problems.
2. Bridge the gap between theoretical knowledge gained in academic coursework and real-world application in clinical settings.
3. Understand and apply ethical guidelines and legal standards governing the practice of psychology, including issues related to confidentiality, informed consent, and professional boundaries.
4. Cultivate cultural humility and sensitivity to effectively work with clients from diverse cultural, racial, ethnic, and socioeconomic backgrounds.
5. Develop the ability to establish rapport, build therapeutic alliances, and tailor interventions to meet the individual needs, preferences, and goals of clients.
6. Gain proficiency in maintaining accurate and comprehensive clinical documentation, including assessment reports, treatment plans, progress notes, and discharge summaries.

Course: Student will be visiting an organization for a period of 45 days (180hours) to complete the internship.

Course Outcomes:
At the end of the internship, the students will be able to:
1. Apply theoretical knowledge of psychological principles and therapeutic techniques to real-life clinical situations.
2. Conduct comprehensive psychological assessments using standardized tools and methods to evaluate clients' cognitive, emotional, and behavioral functioning.
3. Demonstrate ethical and professional conduct in accordance with ethical guidelines and legal standards governing the practice of psychology.
4. Collaborate effectively with interdisciplinary teams and community resources to enhance the quality of care for clients and promote holistic well-being.
5. Reflect on personal and professional growth, identify areas for continued learning and skill development, and integrate feedback from supervisors and peers to enhance clinical competence.