



**VIVEKANAND EDUCATION SOCIETY'S
College of Arts, Science and Commerce**

(AUTONOMOUS)

NAAC Re-accredited 'A' Grade (2017)

Best College Award (Urban Area: Year 2012-13) University of Mumbai

Recipient of FIST Grant (DST) ** Recipient of STAR College Grant (DBT)**

**VIVEKANAND EDUCATION SOCIETY'S COLLEGE OF
ARTS, SCIENCE AND COMMERCE (AUTONOMOUS)**

**NEP HOLISTIC DEVELOPMENT BASED
CURRICULUM FRAMEWORK**

For

M. A. (Part-II) PSYCHOLOGY

Postgraduate Programme

From

Academic year

2024-25

Course Structure

SEMESTER III	
MAJOR COURSES	<ol style="list-style-type: none">1. PSYCHOLOGICAL TESTING AND ASSESSMENT (ADULTS) [Credits - 04]2. PRACTICALS IN PSYCHOLOGICAL TESTING AND ASSESSMENT (ADULTS) [Credits - 02]3. CLINICAL PSYCHOPATHOLOGY (ADULTS) [Credits - 04]4. INTERVENTION SYSTEMS IN PSYCHOLOGY [Credits - 04]
ELECTIVE (MAJOR) COURSE	<ol style="list-style-type: none">1. ADVANCED SKILLS AND PROCESSES OF COUNSELLING AND PSYCHOTHERAPY [Credits - 04]
RESEARCH PROJECT	<ol style="list-style-type: none">1. RESEARCH PROJECT [Credits - 04]

M.A. (Psychology) SEMESTER III

Major Course - I

COURSE TITLE: PSYCHOLOGICAL TESTING AND ASSESSMENT (ADULTS)

COURSE CODE: PMMPYS3- 601 [CREDITS - 04]

Course Learning Objective		
The objective of this course is to:		
<ol style="list-style-type: none">1. Acquaint students with various tests and assessment batteries for adults.2. Foster understanding of the theoretical underpinnings and applications of undermentioned tests and assessment batteries		
Course Learning Outcomes		
After completion of this course learner will be able to:		
<ol style="list-style-type: none">1. Theoretically be introduced to the administration, conduction and scoring of various psychological tests used for psychodiagnostics.2. Be competent in deciding which test to be used with clients.		
Module	Name of the module	[60 L]
1	<u>FUNDAMENTALS OF TESTING AND ASSESSMENT</u> A. Psychological testing approaches and test choice rationales. B. Ethics of Testing and Assessment C. Case History D. Mental Status Examination and Mini Mental Status Examination E. Behavioural Observation, ABC Analysis	(15 L)
2	<u>ASSESSMENT OF PERSONALITY - OBJECTIVE & PROJECTIVE</u> A. MMPI 2 B. MCMI-III C. 16 PF D. ROR E. TAT	(20 L)
3	<u>ASSESSMENT OF COGNITIVE ABILITIES AND NEUROPSYCHOLOGICAL FUNCTIONING</u> A. WAIS 4 B. WMS 3 C. BGT II	(15 L)

4	<u>CLINICAL RATING SCALES</u> A. BDI B. SCL-90-R C. BAI	(10 L)
Ref:	Book for Study <ol style="list-style-type: none"> 1. Bellack, A.S. and Hersen, M. (Ed.s) (1998) <i>Behavioral assessment A Practical Handbook</i> (4th ed.). MA: Allyn and Bacon. 2. Goldstein, G. and Hersen, M. (Ed.) (2000) <i>Handbook of Psychological Assessment</i>. (3rded). Oxford: Elsevier science. 3. Hersen, M. (2004). <i>Comprehensive Handbook of Psychological Assessment</i> (Vol. 4). Industrial and Organizational assessment. New York, NY: Wiley. 4. Bellack, A.S. & Hersen, M. (1998). Behavioral assessment: A Practical Handbook (4thed). M.A.: Allyn and Bacon. 5. Coaley, K. (2009). An introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications. 6. Goldstein, G. & Hersen, M. (2000). Handbook of Psychological Assessment (3rded). Oxford : Elsevier Science. 7. Groth-Marnat, G & Wright, A.J. (2016). Handbook of Psychological Assessment (6thed.). Wiley. 8. Hersen, M. (2004). Comprehensive Handbook of Psychological Assessment (Vol.4). industrial and Organizational Assessment NY: Wiley 9. Walsh, W.B. & Betz. N.E. (1985). Tests and Measurement. New Jersey: Prentice Hall, Inc. 10. Kaslow, N.J., Rubin, N.J., Bebeau, M.J., Leigh, I.W., Lichtenberg, J.W., Nelson, P.D., Portnoy, S.M., & Smith, I.L. (2007). Guiding Principles and Recommendations for the Assessment of Competence. Professional Psychology: research and Practice, 38 (5), 441 – 451. 11. Manuals of various tests and scales covered. 	

Evaluation:

Internal Evaluation (Total 40 Marks)	Class Test	15 Marks
	Assignment/Essay	20 Marks
	Regularity and Attendance	05 Marks
External Evaluation (Total 60 Marks, Duration 2 Hours)		

Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B	15 Marks
Q.2 Essay Type: A or B	15 Marks
Q.3 Essay Type: A or B	15 Marks
Q.4 Essay Type: A or B	15 Marks

M. A. (Psychology) SEMESTER III

Major (Practicals)- II

COURSE TITLE: PRACTICALS IN PSYCHOLOGICAL TESTING AND

ASSESSMENT (ADULTS)

COURSE CODE: PMMPYS3-602

[CREDITS - 02]

Course Learning Objective		
The objective of this course is:		
<ol style="list-style-type: none"> 1. To enable learners to administer various tests and assessment batteries for adults 2. To enable learners to score, analyze, interpret and draft a report of the aforementioned tests and assessment batteries 		
Course Learning Outcomes		
After completion of this course learner will be able to:		
<ol style="list-style-type: none"> 1. Know the process of administration of various tests and assessments batteries for adults. 2. Score, analyze, interpret and draft reports of the aforementioned tests and assessment batteries 		
Module 1	Name of the module	[30 L]
1	<u>PSYCHOLOGICAL TESTING AND ASSESSMENT</u> Learners will be divided into five batches. Each batch will familiarize itself with the contents of each test and assessment covered in the paper 'PSYCHOLOGICAL TESTING AND ASSESSMENT (ADULTS)'. Each learner will have to display sufficient acumen in delivering instructions and administering response protocols of each test. The learner will demonstrate the same in class. A demonstrative	(10 L)
	response protocol of the test/assessment will be analyzed and interpreted by each learner.	

2	<p><u>ADMINISTRATION OF TEST AND SCORING</u></p> <p>The necessary material for the tests and assessment batteries will be made available to respective batches. Following which; learners will pair up with their batchmates and proceed with conduction of these tests in the laboratory.</p>	(10 L)
3	<p><u>ANALYSIS AND REPORT WRITING</u></p> <p>The response obtained is analyzed and reported in a typed report. The report also needs to be submitted in a softcopy.</p>	(10 L)
Ref:	<p>Book for Study</p> <ol style="list-style-type: none"> 1. Bellack, A.S. and Hersen, M. (Ed.s) (1998) <i>Behavioral assessment A Practical Handbook</i> (4th ed.). MA: Allyn and Bacon 2. Goldstein, G. and Hersen, M. (Ed.) (2000) <i>Handbook of Psychological Assessment</i>. (3rded). Oxford: Elsevier science. 3. Hersen, M. (2004). <i>Comprehensive Handbook of Psychological Assessment</i> (Vol. 4). Industrial and Organizational assessment. New York, NY: Wiley. 4. Bellack, A.S. & Hersen, M. (1998). Behavioral assessment: A Practical Handbook (4thed). M.A.: Allyn and Bacon. 5. Coaley, K. (2009). An introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications. 6. Goldstein, G. & Hersen, M. (2000). Handbook of Psychological Assessment (3rded). Oxford : Elsevier Science. 7. Groth-Marnat, G & Wright, A.J. (2016). Handbook of Psychological Assessment (6thed.). Wiley. 8. Hersen, M. (2004). Comprehensive Handbook of Psychological Assessment (Vol.4). industrial and Organizational Assessment NY: Wiley 9. Walsh, W.B. & Betz. N.E. (1985). Tests and Measurement. New Jersey: Prentice Hall, Inc. 10. Kaslow, N.J., Rubin, N.J., Bebeau, M.J., Leigh, I.W., Lichtenberg, J.W., Nelson, P.D., Portnoy, S.M., & Smith, I.L. (2007). Guiding Principles and Recommendations for the Assessment of Competence. Professional Psychology: research and Practice, 38 (5), 441 – 451. 11. Manuals of various tests and scales covered. 	

Evaluation:

Internal Evaluation (Total 40 Marks)	Completion of supervised test administration, scoring and interpretation in lab	20 Marks
	Detailed case reports to be submitted on each test taught (one each)	20 Marks

External Evaluation - Semester III End Practical examination	
(Total 60 Marks, Duration 2 Hours)	
Viva-voce examination	30 Marks
Test Instruction and Conduction based on simulated case vignette	15 Marks
Report based on simulated cases provided at the time of examination	15 Marks

M.A. (Psychology) SEMESTER III**Elective (Major) Course- III****COURSE TITLE: CLINICAL PSYCHOPATHOLOGY (ADULTS)****COURSE CODE: PMMPYS3 - 603 [CREDITS - 04]**

Course Learning Objective		
The objective of this course is:		
<ol style="list-style-type: none"> 1. To inform students of diverse etiologies of clinical disorders. 2. To understand clinical presentations and phenomenology of clinical disorders. 		
Course Learning Outcomes		
After completion of this course learner will be able to:		
<ol style="list-style-type: none"> 1. Students will be able to understand criteria for diagnosis of disorders. 2. Students will be able to understand the etiology of disorders. 3. Students will be aware of Indian history and legal system related to mental health. 		
Module	Name of the module	[60 L]

1	<p><u>INTRODUCTION TO PSYCHOPATHOLOGY</u></p> <p>A. History of mental illness in India, Mental Health Acts and legal systems.</p> <p>B. Classifications of mental disorders: DSM and ICD.</p> <p>C. Phenomenology, signs and symptoms of clinical psychopathology.</p> <p>D. Socio-demographic determinants of clinical psychopathology.</p>	(15 L)
2	<p><u>PSYCHOPATHOLOGY OF PSYCHOSIS, MOOD, BRAIN AND ADDICTION</u></p> <p>A. Schizophrenia spectrum and other psychotic disorders.</p> <p>B. Mood disorders.</p> <p>C. Neurocognitive disorders.</p> <p>D. Substance use and addictive disorders.</p>	(15 L)
3	<p><u>PSYCHOPATHOLOGY OF ANXIETY SPECTRUM, PERSONALITY, SEXUAL DYSFUNCTION, INTELLECTUAL DEFICITS AND LEARNING.</u></p> <p>A. Anxiety Disorders, OCD, Trauma and stressors related disorders, Dissociative, psychosomatic disorders.</p> <p>B. Personality Disorders.</p> <p>C. Sexual dysfunctions and gender Dysphoria, eating and sleep disorders.</p> <p>D. Intellectual deficits and Learning Disability.</p>	(15 L)
4	<p><u>IMPULSE CONTROL, SUICIDE AND GERIATRIC PSYCHOPATHOLOGY</u></p> <p>A. Habit and impulse disorders</p> <p>B. Suicide and related behaviors.</p> <p>C. Geriatric psychopathology.</p>	(15 L)

Ref:	<p>Books for Study:</p> <ol style="list-style-type: none"> 1. Adams P.B. and Sutker, H.E. (2001). <i>Comprehensive Handbook of Psychopathology</i> (3rd ed.). NY: Springer. 2. Hersen, M and Beidel, D (2012). <i>Adult psychopathology and diagnosis</i> (6th ed.). NY:Wiley. 3. Sadock B.J. and Sadock V.A.(2015). <i>Kaplan and Sadock's Synopsis of Psychiatry</i> (11th ed).. PA: Lipincott, Williams and Wilkins 3. M.Gelder, D. Gath, R.Mayou, P. Cowen. (1996). Oxford textbook of Psychiatry (3rd edition). UK: Oxford University Press. 	
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Evaluation:

Internal Evaluation (Total 40 Marks)	Class Test	15 Marks
	Assignment/Essay	20 Marks
	Regularity and Attendance	05 Marks

External Evaluation (Total 60 Marks, Duration 2 Hours)	
<p>Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)</p>	
Q.1 Essay Type: A or B	15 Marks
Q.2 Essay Type: A or B	15 Marks
Q.3 Essay Type: A or B	15 Marks
Q.4 Essay Type: A or B	15 Marks

M. A. (Psychology) SEMESTER III

Major Course - IV

COURSE TITLE: INTERVENTION SYSTEMS IN PSYCHOLOGY

COURSE CODE: PMMPYS3-604

[CREDITS - 04]

Course Learning Objective		
The objective of this course is: <ol style="list-style-type: none">1. To acquaint students with various systems of psychological intervention.2. To orient students with eclectic, integrated and multicultural approaches to interventions.		
Course Learning Outcomes		
After completion of this course learner will be able to: <ol style="list-style-type: none">1. Understand the various systems of psychological intervention2. Develop an eclectic, integrated approach to intervention.		
Module 1	Name of the module	[60 L]
1	<u>INTERVENTION SYSTEMS EMPHASIZING BACKGROUND</u> <ol style="list-style-type: none">A. Sigmund Freud- classic psychoanalysisB. Alfred Adler-individual psychologyC. Carl Jung- analytical psychologyD. Indian Perspective (Work of Kakkad and others)	(15 L)
2	<u>INTERVENTION SYSTEMS EMPHASIZING HUMANISTIC, COGNITIVE, AND BEHAVIOURAL APPROACHES</u> <ol style="list-style-type: none">A. Carl Rogers- person centered therapyB. Behaviour therapyC. Aaron Beck- cognitive therapy	(15 L)
3	<u>TECHNIQUES IN GROUP</u> <ol style="list-style-type: none">A. Fundamentals: influences, advantages of group therapy, organizing group, opening and later sessions, technical functions of group therapists.B. Special problems during group therapyC. Group therapy approaches: pre-intake and post-intake, special age groups, behavior therapy, experiential therapy, psychodrama and role play.	(12 L)

4	<u>POST MODERN SYSTEMS OF INTERVENTIONS</u> A. Integrated and eclectic interventions B. Narrative Therapy C. Acceptance and Commitment Therapy D. Dialectical Behaviour Therapy E. Structural family counselling	(18 L)
Ref:	Book for Study 1. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (8th ed.). CA: Thomson Brooks. 2. Seligman, L. & Reichenberg, L. W. (2010). Theories of counseling and psychotherapy systems, strategies, and skills (3rd ed.). Pearson education. 3. Flanagan, J.S. & Flanagan, R.S. (2004). Counseling and Psychotherapy theories in context and practice: Skills Strategies and Techniques. Hoboken, NJ: John Wiley & Sons, Inc 4. Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc.	

Evaluation:

Internal Evaluation (Total 40 Marks)	Class Test	15 Marks
	Assignment/Essay	20 Marks
	Regularity and Attendance	05 Marks

External Evaluation (Total 60 Marks, Duration 2 Hours)	
Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B	15 Marks
Q.2 Essay Type: A or B	15 Marks
Q.3 Essay Type: A or B	15 Marks
Q.4 Essay Type: A or B	15 Marks

M.A. (Psychology) SEMESTER III

Elective Major Course - I

COURSE TITLE: ADVANCED SKILLS AND PROCESSES OF COUNSELING AND PSYCHOTHERAPY

COURSE CODE: PME PYS3-611 [CREDITS - 04]

Course Learning Objective

The objective of this course is:

1. Building students capacity in understanding and using the basic and advanced skills for counseling and psychotherapy.
2. Building students capacity in understanding and using therapeutic processes and related aspects for counseling and psychotherapy.
3. Assist students in practicing these skills and techniques.
4. Developing professional skills required for independent practitioner.

Methods:

This course will be taught by using methods like classroom teaching, role play, simulated case discussions, group discussion, self-work, videotaped sessions of role play. Therefore, classroom teaching and individual/group work sessions are primary methods of learning.

Course Learning Outcomes

After completion of this course learner will be able to:

1. Use/practice basic and advanced skills for counseling and psychotherapy.
2. Understand therapeutic processes and related aspects of counseling and psychotherapy.

Module 1	Name of the module	[60 L]
1	<u>SKILLS FOR COUNSELING AND PSYCHOTHERAPY</u> A. Basic Skills: Empathy, Genuineness, unconditional positive regard, congruence, Listening, paraphrasing, reflecting, summarizing B. Advanced Skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self supervision, confrontation C. Characteristics of effective counselor/ therapists D. Issues faced by young therapist	(15 L)
2	<u>THERAPEUTIC ASSESSMENT, CONTRACTING AND INITIATING THERAPY</u> A. Therapeutic assessment, History taking, and Formulation, setting goals. B. Contracting and its implications C. Skills for opening and closing sessions D. Initial session, crisis and support	(15 L)

3	<p><u>PROCESS OF COUNSELING AND PSYCHOTHERAPY</u></p> <p>A. Initial phase: Psych- education, Supportive psychotherapy. Selecting techniques</p> <p>B. Ice-breaking, exploration, Loss framework.</p> <p>C. Dealing with Resistance: Techniques and applications</p> <p>D. Transference and countertransference</p>	(15 L)
4	<p><u>TERMINATION AND FOLLOW-UP AND DOCUMENTATION</u></p> <p>A. Termination: Evaluating and sharing progress, Issues in termination and resolution</p> <p>B. Follow-up: Systems and techniques, sustained changes</p> <p>C. Documentation: Therapists documentation, Communication with other professionals and referrals</p> <p>D. Legal implications: Legalities with therapy and Legal communication, documentation.</p>	(15 L)
Ref:	<p>Book for Study</p> <ol style="list-style-type: none"> 1. Faiver, C., Eisengart, S., Colonna, S. (2003). The counselor intern's handbook. Pacific Grove, CA: Brooks/Cole Publishing Company. 2. Martin, D. G. (2011). Counseling and Therapy Skills. NY: Waveland Pr In. 3. Moursund, J., & Kenny, M. C. (2002). The Process of Counseling and Therapy (4th ed.). Upper Saddle River, New Jersey: Prentice Hall. 4. Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc. <p>Books for references</p> <ol style="list-style-type: none"> 1. Archer, J., & McCarthy, C. J. (2008). Theories of Counseling and Psychotherapy: Contemporary. Applications. Upper Saddle River, NJ: Merrill Prentice Hall 2. Corey, G. (2012). Theory and Practice of Counseling and Psychotherapy. California: Brooks/ Cole Publishing. 3. Keeran, D. (2009). Effective Counseling Skills: The practical wording of therapeutic statements and processes. CreateSpace Independent Publishing Platform. 	
	<ol style="list-style-type: none"> 4. Neukrug, E.S. (2010). Counseling Theory and Practice. Brooks/Cole, Brooks/Cole, Cengage Learning 5. Hutchinson D. R. (2011). The Counseling Skills Practice Manual. New Delhi: SAGE Publications Inc. 6. Sommers-Flanagan, J. & Sommers-Flanagan, R. (2012). Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques. Hoboken, NJ: John Wiley & Sons, Inc. 7. Morrison, J. (2007). The First Interview (3rd ed.). New York, NY: Guilford Press. 8. Perry, W. (2008). Basic Counseling Techniques: A Beginning Therapist's Tool Kit (2nd ed.). Bloomington, IN: AuthorHouse. 	

Evaluation:

Internal Evaluation (Total 40 Marks)	Class Test	15 Marks
	Assignment/Essay	20 Marks
	Regularity and Attendance	05 Marks

External Evaluation (Total 60 Marks, Duration 2 Hours)	
Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B	15 Marks
Q.2 Essay Type: A or B	15 Marks
Q.3 Essay Type: A or B	15 Marks
Q.4 Essay Type: A or B	15 Marks

M. A. (Psychology) SEMESTER III

Research Project- I

COURSE TITLE: RESEARCH PROJECT

COURSE CODE: PRPPYS3-686 [CREDITS - 04]

Students have to work under a guide for a research dissertation. The Department will form a project committee consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department.

Evaluation:

Evaluation Type	Marks Allotted	Evaluation By
Internal Evaluation	75 Marks (Timely submission of PPTs, documents and chapters, Proposal Presentation, Rigour and diligence, Originality of work, Sources, Depth of Discussions)	By assigned Guide
External Evaluation	25 Marks (Presentation, Rigour and Concept Clarity and Q&A)	By Research Project Panel

Dissertation Timeline:

Week	Layout
Week 01	Orientation
Week 02 to 05	Proposal Preparation and Discussions with Guide
Week 06 & 07	Proposal Presentation in front of Research Project Panel
Week 08	Reconciliation
Week 09 & 10	Data Collection
Week 11 & 12	Analysis and Report Writing
Week 13 & 14	Preparation of the Final Draft of Dissertation
Week 15	Submission of the Final Draft of Dissertation (Soft Copy)
Week 16 & 17	Review and Final Feedback from Guide
Week 18	Submission of Black Book



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Course Structure

SEMESTER IV	
MAJOR COURSES	<ol style="list-style-type: none">1. PSYCHOLOGICAL TESTING AND ASSESSMENT (CHILD) [Credits - 04]2. CLINICAL PSYCHOPATHOLOGY (CHILD) [Credits - 04]3. CAREER COUNSELLING AND WORLD OF WORK [Credits - 04]
Major Elective	<ol style="list-style-type: none">4. CBT & REB: BASICS AND APPLICATIONS [Credits - 04]
RESEARCH PROJECT	FIELDWORK IN CLINICAL PSYCHOLOGY [Credits - 06]

Major Course - I

COURSE TITLE: PSYCHOLOGICAL TESTING AND ASSESSMENT (CHILD)

COURSE CODE: PMMPYS4-601

[CREDITS -04]

Course Learning Objective		
The objective of this course is to:		
<ol style="list-style-type: none">1. Acquaint students with various tests and assessment batteries for children.2. Foster understanding of the theoretical underpinnings and applications of undermentioned tests and assessment batteries		
Course Learning Outcomes		
After completion of this course, the learner will be able to:		
<ol style="list-style-type: none">1. Administer, interpret and score various psychological tests used for diagnosis and screening2. Gain proficiency in test choice determination and report writing		
Module	Name of the module	[60 L]
1	<u>FUNDAMENTALS OF TESTING AND ASSESSMENT</u> A. Psychological testing approaches and test choice rationales. B. Pediatric Psychiatry/Psychology Case History and Mental Status Examination C. Ethical practice in assessment D. Tests, rating scales, test batteries E. Functional Behavioral Analysis	(15 L)
2	<u>ASSESSMENT OF DEVELOPMENT</u> A. VSMS B. Bayley's Scale of Infant and Toddler Development C. SFB	(15 L)
3	<u>ASSESSMENT OF ABILITY</u> A. WISC 4 B. Binet Kamath Test C. Bhatia's Battery of Performance Tests of Intelligence D. VADRS	(15 L)

4	<u>ASSESSMENT OF APTITUDE AND PERSONALITY</u>	(15 L)
	<p>A. DAT</p> <p>B. HTP and DAP</p> <p>C. CAT</p>	
Ref:	<p>Book for Study</p> <ol style="list-style-type: none"> 1. Bellack, A.S. and Hersen, M. (Ed.s) (1998) <i>Behavioral assessment A Practical Handbook</i> (4th ed.). MA: Allyn and Bacon. 2. Goldstein, G. and Hersen, M. (Ed.) (2000) <i>Handbook of Psychological Assessment</i>. (3rded). Oxford: Elsevier Science. 3. Hersen, M. (2004). <i>Comprehensive Handbook of Psychological Assessment</i> (Vol. 4). Industrial and Organizational assessment. New York, NY: Wiley. 4. Bellack, A.S. & Hersen, M. (1998). <i>Behavioral assessment: A Practical Handbook</i> (4thed). M.A.: Allyn and Bacon. 5. Coaley, K. (2009). <i>An introduction to Psychological Assessment and Psychometrics</i>. New Delhi: Sage Publications. 6. Goldstein, G. & Hersen, M. (2000). <i>Handbook of Psychological Assessment</i> (3rded). Oxford: Elsevier Science. 7. Groth-Marnat, G. & Wright, A.J. (2016). <i>Handbook of Psychological Assessment</i> (6th.). Wiley. 8. Hersen, M. (2004). <i>Comprehensive Handbook of Psychological Assessment</i> (Vol.4). industrial and Organizational Assessment NY: Wiley 9. Walsh, W.B. & Betz. N.E. (1985). <i>Tests and Measurement</i>. New Jersey: Prentice Hall, Inc. 10. Kaslow, N.J., Rubin, N.J., Bebeau, M.J., Leigh, I.W., Lichtenberg, J.W., Nelson, P.D., Portnoy, S.M., & Smith, I.L. (2007). <i>Guiding Principles and Recommendations for the Assessment of Competence</i>. <i>Professional Psychology: Research and Practice</i>, 38 (5), 441 – 451. 11. Rustin, M., & Quagliata, E. (2018). <i>Assessment in Child Psychotherapy</i>. In <i>Routledge eBooks</i>. 12. Manuals of various tests and scales covered. 	

Evaluation

Internal Evaluation (Total 40 Marks)	Class Test	15 Marks
	Assignment/Essay	20 Marks
	Regularity and Attendance	05 Marks

External Evaluation (Total 60 Marks, Duration 2 Hours)	
Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B	15 Marks
Q.2 Essay Type: A or B	15 Marks
Q.3 Essay Type: A or B	15 Marks
Q.4 Essay Type: A or B	15 Marks

Major Course- II

COURSE TITLE: CLINICAL PSYCHOPATHOLOGY (CHILD)

COURSE CODE: PMMPYS4-602 [CREDITS-04]

Course Learning Objective		
The objective of this course is to: <ol style="list-style-type: none">1. To inform students of diverse etiologies of clinical disorders in childhood2. To understand clinical presentations and phenomenology of clinical disorders		
Course Learning Outcomes		
After completion of this course, the learner will be able to: <ol style="list-style-type: none">1. Understand the diagnostic criteria for disorders2. Understand the aetiology of disorders3. Become aware of possible psychopathological manifestations in children		
Module	Name of the module	[60 L]
1	<u>INTRODUCTION TO CHILD PSYCHOPATHOLOGY</u> <ol style="list-style-type: none">A. Introduction: Infant, Child, and Adolescent DevelopmentB. Assessment, Examination, and Psychological TestingC. Intellectual deficits	(15 L)
2	<ol style="list-style-type: none">A. Specific developmental disorders of speech and languageB. Hyperkinetic disorders, Disruptive and Conduct disordersC. Autism Spectrum Disorder	(15 L)
3	<ol style="list-style-type: none">A. Specific Learning DisorderB. Tic disorders and other behavioural disorders of childhood	(15 L)

4	<p>A. Emotional disorders with onset specific to childhood</p> <p>B. Disorders of social functioning with onset specific to childhood and adolescence</p>	(15 L)
Ref:	<p>Book for Study:</p> <ol style="list-style-type: none"> 1. Adams P.B. and Sutker, H.E. (2001). <i>Comprehensive Handbook of Psychopathology</i> (3rd ed.). NY: Springer. 2. Hersen, M and Beidel, D (2012). <i>Adult psychopathology and diagnosis</i> (6th ed.). NY:Wiley. 3. Sadock B.J. and Sadock V.A.(2015). <i>Kaplan and Sadock's Synopsis of Psychiatry</i> (11th ed). PA: Lipincott, Williams and Wilkins 4. M.Gelder, D. Gath, R.Mayou, P. Cowen. (1996). <i>Oxford Textbook of Psychiatry</i> (3rd edition). UK: Oxford University Press. 	

Evaluation

Internal Evaluation (Total 40 Marks)	Class Test	15 Marks
	Assignment/Essay	20 Marks
	Regularity and Attendance	05 Marks

External Evaluation (Total 60 Marks, Duration 2 Hours)

<p>Attempt all questions</p> <p>(Short notes can be asked in any two out of the four questions in Part B)</p>	
Q.1 Essay Type: A or B	15 Marks
Q.2 Essay Type: A or B	15 Marks
Q.3 Essay Type: A or B	15 Marks
Q.4 Essay Type: A or B	15 Marks

Major Course - III

COURSE TITLE: CAREER COUNSELLING AND WORLD OF WORK

COURSE CODE: PMMPYS4-603

[CREDITS - 04]

Course Learning Objective		
The objective of this course is: <ol style="list-style-type: none">1. To understand the role of theory in career development and assessment in counselling set ups.2. To know how career development relates to human development over the lifespan.3. To appraise students for skills of interventions in career guidance and counselling.		
Course Learning Outcomes		
After completion of this course, the learner will be able to: <ol style="list-style-type: none">1. Understand prevalent theoretical models of career development and counselling2. Plan and implement career guidance interventions		
Module 1	Name of the module	[60 L]
1	<u>INTRODUCTION TO CAREER GUIDANCE & COUNSELLING</u> A. Definition of terms: career, career development, career maturity, career counselling, career education, career guidance B. History of Career Guidance & Counselling Movement C. The ethical standards of the NCDA D. Expanding the limited view of career counselling, and designing career counselling strategies for the 21st century	(15 L)
2	<u>UNDERSTANDING AND APPLYING THEORIES</u> A. Super's life span: life span theory, life-space theory, self-concepts: applying and evaluating Super's theory B. John Hollands's theory of types and person-environment interactions: applying and evaluating Holland's theory C. Lent, Brown and Hackett's social cognitive career theory: applying and evaluating SCCT D. Trait & Factor theory	(15 L)

3	<p><u>CAREER DEVELOPMENT INTERVENTIONS</u></p> <ul style="list-style-type: none"> A. Elementary schools: overview of career development interventions, goals of career development interventions, parental involvement B. Middle and high schools: career development goals and career development interventions C. Higher education: the career needs of higher education students, the evolution of career development interventions in higher education, career development competencies in adulthood, self-knowledge, education and occupational exploration, career planning D. Community service: setting for community-based career counsellors for private practice, cyber counselling, mental health centres, substance abuse centres, rehabilitation settings 	(15 L)
4	<p><u>CAREER DEVELOPMENT AND COUNSELLING OF DIVERSE GROUPS AND TECHNOLOGIES AND STRATEGIES</u></p> <ul style="list-style-type: none"> A. Gender Issues, Discrimination, Oppression, Social Justice in Career Development & Counselling B. Computer-assisted career guidance systems: The internet as the deliverer of computer-assisted systems, Types of Computer-assisted systems, Career Information and Planning system C. Individual and Group Assessment in Career Guidance and Counselling D. Occupational information sources: New and emerging occupational fields 	(15 L)
Ref:	<p>Book for Study</p> <ol style="list-style-type: none"> 1. Niles, S. & Harris-Bowlsbey, J. (2016). Career development interventions in the 21st century (4thed.). Upper Saddle River, NJ: Pearson Education 2. Herr, E.L., & Cramer, S.H. (2003). Career guidance and counseling through the life span: Systematic approaches (6th ed.). Boston: Allyn & Bacon 3. Capuzzi, D. & Stauffer, M.D. (2006). Career counseling: Foundations, perspectives, and applications. Boston, MA.: Pearson Educational, Inc 4. Savickas, M. (2006). Career Counseling Session: APA's Tapes Series 2: Career Counseling: Narrative Approach, APA tapes, 2006 5. Fouad's, N. (2009). Career Counseling Session: APA's Tapes Series 5: Multicultural Counseling – Culturally Oriented Career Counseling, APA Tapes 6. Fouad, N. (2007). Work and vocational psychology: Theory, research, and applications. Annu. Rev. Psychology 7. O'Neil, J. M., Fishman, D. M., and Kinsella-Shaw, M. (1987). Dual-career couples' career transitions and normative dilemmas: A preliminary assessment model. The Counseling Psychologist, 	

	<p>15, 50-96.58, 5.1 – 5.22</p> <p>Books for references</p> <ol style="list-style-type: none"> 1. Evans, K. (2008). Gaining cultural competence in career counseling. Boston: Houghton-Mifflin 2. Amundson, N., Harris-Bowlsbey, J., & Niles, S. & (2014). Essential elements of career counselling: Processes and techniques (3rd ed.). Upper Saddle River, NJ: Pearson Education 3. Dugan, M. H. & Jurgens, J.C. (2007). Career interventions and techniques: A complete guide for human service professionals. Boston, MA.: Pearson Education, Inc 4. Gysbers, N., Heppner, M. J. & Johnston, J.A. (2003). Career counseling: Process, Issues, Techniques (2nd edition). Boston, MA.: Allyn & Bacon 5. Sharf, R.S. (2006). Applying career development theory to counseling. Belmont, CA.: Thomson 6. Peterson, N. & Gonzalez, R. (2005). The role of work in people’s lives: Applied career counseling and vocational psychology, 2nd edition, Belmont, CA.: Thomson 7. Zunker, V.G. (2006). Career counseling: A holistic approach (7th ed.). Belmont, CA: Thomson Wadsworth 8. Remley, T. & Herlihy, B. (2001). Ethical, legal and professional issues in counseling. Boston: Allyn & Bacon 9. Kapes, J., Mastie, M., & Whitfield, E. (2002). A counselor’s guide to career assessment instruments (4th ed.). Alexandria, VA: NCDA 10. Corey, G. (2010). Creating your professional path. Alexandria, VA: American Counseling Association 	
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Evaluation

Internal Evaluation (Total 40 Marks)	Class Test	15 Marks
	Assignment/Essay	20 Marks
	Regularity and Attendance	05 Marks

External Evaluation (Total 60 Marks, Duration 2 Hours)	
Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B	15 Marks
Q.2 Essay Type: A or B	15 Marks
Q.3 Essay Type: A or B	15 Marks
Q.4 Essay Type: A or B	15 Marks

Major Elective - IV

COURSE TITLE: CBT AND REBT: Basics and Applications

COURSE CODE:

[CREDITS - 04]

Course Learning Objective		
The objective of this course is:		
<ol style="list-style-type: none">1. Introduce students to CBT and REBT skills and techniques.2. Familiarise students with possible applications of the same.		
Course Learning Outcomes		
After completion of this course, the learner will be able to:		
<ol style="list-style-type: none">1. Understand the theoretical underpinnings of CBT and REBT2. Implement CBT and REBT skills and techniques		
Module 1	Name of the module	[60 L]
1	<u>COGNITIVE BEHAVIOR THERAPY: BASIC CONCEPTS</u> A. Cognitive conceptualisation, the cognitive model B. Identifying automatic thoughts, intermediate beliefs, core beliefs C. Evaluating, modifying and responding to automatic negative thoughts	(15 L)
2	<u>CBT PROCESS</u> A. Assessment and formulation. B. Therapeutic stages. C. Case formulations and common hurdles. D. Termination and relapse prevention.	(15 L)
3	<u>RATIONAL EMOTIVE BEHAVIOR THERAPY: BASIC CONCEPTS AND PROCESSES</u> A. Irrational beliefs, activating events and consequent emotions B. Cognitive Change Strategies C. Evocative, Imaginal and D. Behavioral change strategies	(15 L)

4	<u>CBT AND REBT APPLICATIONS</u> A. Applications to Anxiety and depression B. Integrating CBT REBT with third-wave behavior therapies C. Individual and group applications D. CBT REBT and Indian Psychology	(15 L)
Ref:	Book for Study 1. Beck, J. (2011).Cognitive Behavior Therapy: Basics and Beyond (2nd ed). NY: The Guilford Press. 2. Beck, A.T., Rush, A.I., Shaw, B.F. &Emery, G. (1979).Cognitive Therapy of Depression. NY: Guilford press. 3. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (8th ed.). California: Thomson Brooks. 4. Dryden, W. (1995).Rational Emotive Behavior Therapy: A reader. NY: Sage. 5. Ellis, A. (1994).Reason and Emotion in psychotherapy: revised and updated. NY: Citadel Press. 6. Ellis, A. &Dryden, W. (2007).The Practice of Rational Emotive Behavior Therapy.NY: Springer. 7. Joshi, A., & Phadke, K. M. (2018). Rational Emotive Behaviour Therapy Integrated.Sage.	

Evaluation

Internal Evaluation (Total 40 Marks)	Shame attack experiment	15 Marks
	Practical demonstration of a CBT session	20 Marks
	Regularity and Attendance	05 Marks

External Evaluation (Total 60 Marks, Duration 2 Hours)	
Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B	15 Marks
Q.2 Essay Type: A or B	15 Marks
Q.3 Essay Type: A or B	15 Marks
Q.4 Essay Type: A or B	15 Marks

RESEARCH PROJECT

COURSE TITLE: FIELDWORK IN CLINICAL PSYCHOLOGY

COURSE CODE:

[CREDITS - 06]

Course Learning Objective		
The objective of this course is to: <ol style="list-style-type: none">1. To provide practical experience to the students to understand the role of interview, observation and case history2. To provide on-field exposure to the students in conducting assessments and planning interventions3. To acquaint the students with clinical case presentation and reporting		
Course Learning Outcomes		
After completion of this course, the learner will be able to: <ol style="list-style-type: none">1. Conduct clinical and behavioural observation, interview and case history2. Perform assessments and plan interventions3. Prepare case vignettes and reports		
Module	Name of the module	
1	<u>INTERVIEW IN CLINICAL AND COUNSELLING SETTINGS</u> <ol style="list-style-type: none">A. Behavioural observationB. History takingC. Mental status examinationD. Collecting information from various information sources	
2	<u>TRAINING IN TEST ADMINISTRATION, SCORING AND INTERPRETATION IN CLINICAL AND COUNSELLING SETTINGS</u> <p>Students shall conduct various psychodiagnostic and screening tests including but not limited to those focusing on personality, cognitive functioning and administer clinical rating scales.</p>	
3	<u>INTEGRATION OF FINDINGS</u> <ol style="list-style-type: none">A. Test profile generation and integrationB. Integration with observation and interview findingsC. Differential diagnosis: combining tests, MSE, and Interview findings.D. Communication of diagnosis to clients	

4	<p style="text-align: center;"><u>PSYCHOLOGICAL INTERVENTIONS AND REPORTING</u></p> <p>A. Explanation of condition and psycho-education B. Intervention: planning, process and termination C. Documentation of assessment and management process D. Report generation and follow-up</p>	
Ref:	<p>Book for Study</p> <ol style="list-style-type: none"> 1. Flanagan J.S. and Flanagan, R.S. (2012). Clinical interviewing (4th ed.) New Jersey: John Wiley and Co 2. Fontes, L. A. (2008). Interviewing clients across cultures: A practitioners' guide. NY: The Guilford Press 3. Lewis, J.A., Dana, R.Q., Blevins, G.A. (2011). Substance Abuse Counselling (4th ed.). Belmont, C.A: Brooks/Cole, Cengage Learning 4. Velleman, R. (2011). Counselling for Alcohol Problems (3rd ed.). New Delhi: Sage Publications 5. Reeves, A. (2010). Counselling Suicidal Clients. New Delhi: Sage Publications 6. Jongsma, A.E. (2014). Child Psychotherapy: Homework Planner (5th Ed.). New Jersey: John Wiley & Sons 7. Gawali, G. (2012). Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives (Ed.). Mumbai: Himalaya Publications 8. Ko, H., Mehta, K.K., Meng, K.S. (2006). Understanding and Counselling Older Persons: A Handbook. Singapore: Sage 9. Geldard, K., and Geldard, D. (2004). Counselling Adolescents. New Delhi: Sage Publications 	

Evaluation

Internal Evaluation (40 Marks)	Weekly Case Reports	30 Marks
	Case Presentation	10 Marks

Detailed case reports to be submitted on individual case studies and interventions (minimum 2 cases/week) conducted during the semester

Classroom presentation of at least one case as described in the case reports in a prescribed format along with test profiles and a therapy plan

External Evaluation (60 Marks)	Viva voce	40 Marks
	Report on simulated case vignette	15 Marks
	Interpretation of simulated test protocol	5 Marks