RATHINAM
COLLEGE OF ARTS & SCIENCE

(An Autonomous Institution Affiliated to Bharathiar University, Accredited by NAAC with A++ (3.60 CGPA) in 3rd cycle, NIRF Ranked, Approved by AICTE and recognized by UGC under 2(f) & 12B)
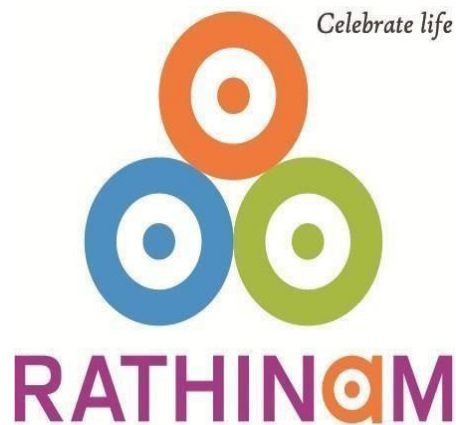Recognized under DBT STAR College Scheme by DBT, New Delhi
Rathinam Techzone Campus, Pollachi Road, Eachanari (PO), Coimbatore - 641021.

DEPARTMENT OF PSYCHOLOGY

RATHINAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
RATHINAM TECHZONE CAMPUS, POLLACHI ROAD,EACHANARI, COIMBATORE –21.

Celebrate life

RATHINAM

Syllabus for

MSc Clinical Psychology

(Semester I-IV)

2024-2025 Batch Onwards

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Vision and Mission of the Institution:

VISION

To emerge as a world-renowned Institution that is integrated with Industry to impart Knowledge, Skills, Research Culture and Values in youth who can accelerate the overall development of India.

MISSION

To impart superior quality education at affordable cost, nurture academic and research excellence, maintain eco-friendly and future-ready infrastructure, and to create a team of well qualified teaching professionals who can build global competency and employability.

MOTTO

Meaningful INDUSTRY-READY education and research by all means

Vision and Mission of the Department:

VISION

To cultivate a distinguished department within the institution, harmonizing cutting-edge industrial expertise with insights from psychology. Our pursuit is twofold: to attain acclaim for our academic prowess, research achievements, and innovative spirit, and to uphold our core values. By fostering an environment of excellence, we aim to attract top-tier faculty and students, thus playing a pivotal role in the nation's advancement.

MISSION

To establish our department as a peer to any other within the institution, measured not only by the significance of our teaching and research but also by the caliber of our support services and facilities.We are committed to providing unparalleled learning opportunities, equipping students with innovative skills and a profound understanding of psychology, ensuring they are well-prepared for the demands of the future global workforce.

Program Educational Objectives (PEO)

PEO1	:	Pursue a career as a globally competent and universally employable professional in core and related fields in diverse sectors who accelerates the overall development of India.
PEO2	:	Pursue lifelong learning opportunities including graduate degrees to improve and expand domain specific and professional skills.
PEO3	:	Advance personally and professionally by accepting professional and societal responsibilities, and pursuing leadership roles.

Mapping of Institute Mission to PEO

Institute's Mission	PEO's
To provide quality education at affordable cost, build academic and research excellence maintain eco-friendly and robust infrastructure, and	PEO1, PEO2
To create a team of well qualified faculty who can build global competency and employability among the youth of India.	PEO2, PEO3

Mapping of Department Mission to PEO

Department Mission	PEO's
Promoting rational thought	PEO 1, PEO 3
Cultivating research skills	PEO 2, PEO 3
Instilling professionalism	PEO 1, PEO 3,
Sustainable technical competence	PEO 2, PEO 3

Program Outcomes (PO):

PO1	**:**	Demonstrate knowledge competency in core discipline
PO2	**:**	Apply the appropriate knowledge and suitable skills in handling challenging situations.
PO3	**:**	Conduct investigations of complex problems through various scientific approaches
PO4	**:**	Design solutions for challenging, open-ended real-world or real-time problems.
PO5	**:**	Use appropriate and advanced tools for wide range of practices with an understanding on its associated limitations
PO6	**:**	Work effectively and responsibly as a member or a leader in a team
PO7	**:**	Express complex concepts within the profession and with society at large
PO8	**:**	Understand the professional roles and responsibilities
PO9	**:**	Analyze social and environmental aspects of the professional practices
PO10	**:**	Practice higher moral and ethical standards during the discharge of professional duties
PO11	**:**	Incorporate commercial and financial acumen practices in all professional endeavors.
PO12	**:**	Identify and address their professional development through lifelong learning

Program Specific Outcomes (PSO)

PSO 1 :	Able to integrate research practices and ethics in the application of psychology across clinical, counselling, education, industry and intellectual property rights policy.
PSO 2 :	Able to develop newer strategies in appliedfield ofpsychologywithcounseling, intervention andtherapeutic techniques that aligns with industry and technology
PSO 3 :	Collaborate effectively in interdisciplinary teams, integrating psychological concept with other scientific and social disciplines to address contemporary societal issues

Correlation between the POs and the PEOs

Program Outcomes		PEO 1	PEO 2	PEO 3
PO 1	:	3	1	3
PO 2	:	3	2	3
PO 3	:	1	2	3
PO 4	:	3	1	3
PO 5	:	3	3	2
PO 6	:	2	3	3
PO 7	:	2	3	1
PO 8	:	3	2	1
PO 9	:	2	2	3
PO 10	:	3	2	1
PO 11	:	2	1	1
PO 12	:	3	2	2
PSO 1	:	2	3	1
PSO 2	:	3	2	2
PSO 3	:	3	2	2

3 – Strong correlation; 2-moderate correlation; 1-Less correlation; Blank-no correlation

Components considered for Course Delivery is listed below:

       a. Class room Lecture

       b. Laboratory class and demo

       c. Assignments

       d. Mini Project

       e. Project

       f. Online Course

       g. External Participation

       h. Seminar

       i. Internship

Mapping of POs with Course Delivery:

Program Outcome	Course Delivery								
	a	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
PO1	3	3	1	1	2	1	3	3	1
PO2	3	3	2	3	3	1	1	2	3
PO3	3	3	1	3	1	1	1	2	3
PO4	2	3	2	3	3	1	1	3	1
PO5	3	2	1	3	1	3	3	3	3
PO6	2	3	1	3	3	1	2	3	3
PO7	2	3	1	3	1	1	2	3	3
PO8	2	2	1	2	3	3	2	3	3
PO9	1	1	2	3	3	3	2	3	3
PO10	2	1	2	3	2	2	2	2	2
PO11	1	1	2	2	2	3	3	3	3
PO12	1	2	3	2	2	2	3	3	3
PSO1	2	3	1	3	2	3	1	3	3
PSO2	3	2	2	3	3	2	2	3	2
PSO3	3	2	2	1	3	2	2	1	2

M. Sc Clinical Psychology

S.No	Sem	Part	Sub Type	Subject	Credit	Hours	IN T	EXT	Total
1	1	3	Theory	Cognitive Psychology-I	4	5	50	50	100
2	1	3	Theory	Developmental Psychopathology	4	5	50	50	100
3	1	3	Theory	Fundamentals of Clinical Psychology	4	5	50	50	100
4	1	3	Theory	Research Methodology and Statistics in Psychology	4	5	50	50	100
5	1	3	Elective-I	Theories of Personality	4	5	50	50	100
6	1	3	Practical	Experimental Psychology-I	4	5	50	50	100
7	1	3	ITR	Internship/Field Work	2	-	50	-	50
1	2	3	Theory	Cognitive Psychology-II	4	4	50	50	100
2	2	3	Theory	Psychopathology	4	4	50	50	100
3	2	3	Theory	Applications of Behaviour Modification	4	4	50	50	100
4	2	3	Theory	Psychological testing and Assessment	4	4	50	50	100
5	2	3	Elective-II	Counselling Skills	4	4	50	50	100
6	2	3	Practical	Experimental Psychology II	4	4	50	50	100
7	2	3	ITR	Internship/Field Work	2	-	50	-	50
1	3	3	Theory	Biopsychology	4	4	50	50	100
2	3	3	Theory	Neuropsychology	4	4	50	50	100
3	3	3	Theory	Contemporary Interventions and Therapies	4	4	50	50	100
4	3	3	Theory	Community Psychology	4	4	50	50	100
5	3	3	Practical	Experimental Psychology III	4	4	50	50	100
6	3	3	Elective-III	APA Academic Writing	4	4	50	50	100
7	3	3	ITR	Internship/Field Work	2	-	50	-	50
1	4	3	Theory	Rehabilitation Psychology & Crisis Intervention	4	4	50	50	100
2	4	3	Theory	Clinical Observation and Case Studies	2	-	50	50	100
3	4	3	Project	Project Work	6	4	75	75	150
				Total credit	**90**		**1225**	**1075**	**2300**

SEMESTER I

Subject code	Subject title	Credit	Lecture	Tutorial	Practical	Type
	Cognitive Psychology I	**4**	5	**50**	**50**	**Theory**

Introduction: This paper consisted of detailed account of cognition and its concepts, the process of attention, perception and, memory, and the basic process in cognition.

Course focus on: Skill development

Course outcome:

CO1	:	To enable the students to understand the processes and steps involved in cognitive psychology and approaches
CO2	:	To enable students to understand the theories and effects in attention.
CO3	:	To enable the students to evaluate the theories of perception and find the dysfunctions
CO4	:	To enable the students understand types and stages of memory.
CO5	:	To enable the students to understand the basic process in the cognition

Unit I- Introduction to Cognitive Psychology

History of Cognitive Psychology. Modern concept of cognitive psychology. Cognitive psychology vs cognitive sciences. Approaches of Cognitive psychology. Research methods of cognitive psychology.

Unit II- Attention

Attention theory and neuropsychological studies of attention. Divided attention- psychological refractory, dual task performance. Refractory period. Disorder of memory and research of attention. Attention and practice effect.

Unit III – Perception

Perception and modern theory of perception. Perceptual development and theory. Nature of Perceptual hypothesis. Perceptual process- bottom up and top-down process. Perceptual dysfunctions

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Memory and types of memory. Stages of memory. Memory perspective. Multitasking. Memory and affect. Memory aging. Disorders of memory. Forgetting- decay theory, displacement theory, interference theory, and failure to retrieval theory.

Unit V- Basic process in Cognition

Thinking and cognition- Types of thinking, development of thinking, problems and solutions- mental set, problem space hypothesis. Tools of thinking and errors of thinking. Psychology of reasoning and everyday reasoning, development of reasoning and theories of reasoning.

References:

1) Cognitive psychology: Mind and brain. Edward E Smith, Stephen Michael Kosslyn Pearson,

   23- Jul 2013. Cognition

2) Cognitive psychology. Sabian Fleming Scientific e- Resources, 22- Sep 2019

3) Cognitive psychology: classic edition. Ulric Neisser. Psychology, Press 27-

Nov 2014- Psychology

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	2	3	1	1	3	2	1	1	2	1	1	3	3	1
C02	3	1	3	1	1	3	2	1	1	3	2	2	3	3	1
C03	3	1	3	1	1	3	2	1	1	2	1	2	3	3	1
C04	3	1	3	1	1	3	2	1	1	3	1	3	3	3	1
C05	3	1	3	1	1	3	2	1	1	2	2	3	3	3	1

Subject code	Subject title	Credit	Lecture	Tutorial	Practical	Type
	Developmental Psychopathology	4	5	50	50	**Theory**

Introduction: This paper consisted of detailed account of development during childhood, social development, developmental disabilities, adolescence, development in adulthood. It helps students to develop knowledge in different aspects of the developmental stages.

Course Focus on: Skill Development

Course outcome:

CO1	:	To enable the students to understand the processes and steps involved in developmental changes during childhood
CO2	:	To assess the qualitative changes in the structure and framework of society during developmental stages.
CO3	:	To explain the which impairs physical, intellectual, language, or other development, beginning at an early age and continuing indefinitely, impacting day-to-day functioning.
CO4	:	To explain the students to understand the processes and steps involved in developmental changes during adolescence
CO5	:	To understand the students to understand the processes and steps involved in developmental changes during adulthood

Unit – I: Introduction to Developmental Psychopathology

Meaning and Definition-History-Theories, and Methods-Perspectives from typical Child development -Scientific foundations of the field-Classification and Assessment-Treatment Approaches

Intellectual Disability- Autism spectrum disorder-Disorders of communication and Language-Learning Disabilities-Oppositional Defiant and Conduct Disorder-Eating and Feeding disorder-Childhood Psychosis-Disorders of Elimination-Enuresis and Encopresis

Unit – III: Special Situations

Childhood abuse-definition and clinical features-factitious disorder-Munchausen Syndrome-Reactive Attachment disorder-Etiology-Differential diagnosis and Assesment-Mental Health in Schools-Special Education-IEP-Child Mental Health and Legal System -Rights of person with Disability Act 2016.

Unit – IV: Development of Emotion Regulation

Definition and theoretical consideration-Developmental and contextual issues-Empirical Approaches and challenges-Contribution of Emotion Regulation to developmental outcomes.

Unit – V: Cognitive Risks in Developmental Psychopathology

Introduction-History-Cognitive process-Cognitive Styles-Cognitive Emotion Regulation Strategies-Gender,Cultural and Ethnic Differences in Cognitive Product

References:
Volkmar, F. R.,Lebowitz,E.R.(2021)-Developmental Psychopathology. Wolters Kluwer Health publication
Cicchetti.,D.(2016)-Developmental Psychopathology.John Wiley &sons.
Centifanti,L.C.,Williams,D.M (2017) Wiley Handbook of Developmental Psychopathology. John Wiley &Sons,Incorporated

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	2	1	1	1	3	1	3	2	1	1	2	2	1
C02	3	2	1	3	1	1	1	1	3	3	2	2	2	3	1
C03	3	3	3	3	1	1	1	1	3	2	1	2	1	1	1
C04	2	1	1	1	1	1	2	1	3	3	1	3	1	2	1
C05	3	1	3	1	1	1	3	1	2	2	2	3	1	2	1

Subject code	Subject title	Credit	Lecture	Tutorial	Practical	Type
	Fundamentals of Clinical Psychology	4	5	50	50	**Practical**

Introduction: This paper consisted of detailed account of history, perspectives and education in clinical psychology, the assessment types and different types of intervention in clinical psychology

Course focus on: Skill development

Course outcome:

CO1	:	To evaluate the origins and assumption in clinical psychology
CO2	:	To enable the students to understand different types of models to define the perspectives of clinical psychology
CO3	:	To understand how clinical psychology has an influence in the educational field.
CO4	:	To understand different types of assessment in clinical psychology
CO5	:	To define the interventions present in the clinical psychology

Unit I: History of Clinical psychology

The origin of Clinical psychology, Psychometric tradition, the need for theory in clinical psychology. Assumptions in clinical psychology, need for framework in human functioning. Professional establishment.

Unit II: The Perspectives of Clinical Psychology

Role of theoretical model- factors involved in choosing orientation. Models of clinical psychology. Psychoanalysis, interpersonal, humanistic, behavioral, cognitive model

Unit III: Education in Clinical Psychology

Models of education and training in clinical psychology, training in clinical psychology- academic, research, and clinical internship training.

Unit IV: Clinical psychology Assessment

Clinical interview- types of interview, diagnostic interview, interview with children and

 rapport building. Assessment- intellectual and educational, personality and behavioral.

Unit V: Clinical Psychology Intervention

Intervention in clinical psychology- Psychotherapy- based on the perspectives of clinical psychology; including family and group therapy approaches. Research and efficiency in psychotherapy and recent trends.

References:

1) Introduction to clinical psychology Jeffrey Hecker, Geoffrey Thorpe Psychology press,

 19 Nov,2015

2) A history of clinical psychology John M Reisman Taylor & Francis, 1991

3) Modern clinical psychology Korchin Basic books, 25 May 1976- Psychology

4) Clinical psychology: An Introduction Alan Carr Routledge, 4 May 2012

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	1	1	1	1	1	1	1	1	2	2	3	1	3	1	1
C02	2	1	1	1	1	1	1	1	1	2	2	3	3	1	1
C03	2	1	1	3	2	1	1	1	3	1	1	2	3	3	1
C04	3	2	3	3	1	1	2	1	2	3	3	1	3	3	2
C05	2	1	2	2	1	1	1	1	2	1	2	3	3	2	1

Subject code	Subject title	Credit	Lecture	Tutorial	Practical	Type
	Research Methodology and Statistics in Psychology	4	5	50	50	**Theory**

Introduction: This paper consisted of detailed account of the Fundamentals of Research, Methods and Techniques, Experimental Methods, Representation of Data, Descriptive Statistics. It helps students to develop knowledge in different aspects of the research and ethical issues in conducting research.

Course Focus on: Research

Course outcome:

CO1	:	To help the students understand the fundamentals of research methods in psychology
CO2	:	To orient them to comprehend the foundation on sampling, methods of data collection and research design in psychology
CO3	:	To support them to differentiate qualitative and quantitative approaches in research
CO4	:	Train them to develop skills on designing research, collecting research data using various methods
CO5	:	To understand the central tendency measurement and measure of dispersion and to define a graph

UNIT I :BASICS IN RESEARCH

Meaning, Objectives, Types of Research, Significance of Research, Research Process, Research Question: Choice of a Problem, The Literature Review, Using the Internet.

Ethics in Research: APA Ethics Code – Responsibility, Protection from Harm, Informed Consent, Privacy and Freedom from Coercion, Deception, Debriefing, Role of Research Participant, Ethics in Scientific Writing. Measurement: What is measurement? Types of Measurement Scales- Reliability and Validity of Measurements Variables: Types of Variables

UNIT II-VARIABLES AND HYPOTHESES

Hypotheses: Testing hypotheses, Dealing with Uncertainty in Hypothesis testing (Type I and

Type II Errors, Alpha and Statistical Significance, Effect Size) Observational Research:

Naturalistic Observation, Participant-Observer Interview: Formal interview and informal interview. Focus Groups Survey Research: How a questionnaire is design Administering the questionnaire. Sampling- Steps in Sampling Design, Types of sampling designs: Non-probability and Probability sampling

UNIT III-EXPERIMENTAL DESIGN

Between-groups designs: Randomized-groups design, Matched-groups design, Factorial designs. Within-groups design: Complete, Incomplete.Experimental design classification: Pre-experimental design: One-shot case study, One group pretest- posttest design, Static-group comparison; True experimental designs: Equivalent-group design, Pretest-posttest group design, Solomon four-group design.

UNIT IV -FREQUENCY DISTRIBUTION-DESCRIPTIVE STATISTICS

Frequency Distribution-Classification and Tabulation -Graphical representation of frequency distribution-**Descriptive Statistics-**Measures of Central Tendency(Mean,median ,mode)Measures

of Dispersion-Variance,Standard Deviation ,Quartile Deviation-Normal probability distribution-Meaning and Characteristics -Normal Probability curve-Z score -Skewness and Kurtosis

UNIT V-PARAMETRIC AND NON PARAMETRIC TEST,QUALITATIVE ANALYSIS

Parametric test- Correlation and Regression (measures of relationship), student's t distribution One-Way ANOVA, Two-Way ANOVA, Repeated measures ANOVA,ANCOVA-Non Parametric Test-Chi-Square test of association, Wilcoxon Signed-rank test, MannWhitney test, Spearman's Rho, Kruskal-Wallis (unrelated differences), Friedman (related differences).

Reference Books:

1. Singh,A.K.(2017).Tests,MeasurementsandResearchMethodsinBehavioralSciences.Patna:

 Bharati Bhawan.

2. Shaughnessy, J.J., Zechmeister, E.B. &Zechmeister, J.S. (2006).Research Methods in Psychology.(7thedition).Singapore:McGraw-Hill.

3. McBurney,D.H.(2001).ResearchMethods.(5thedition).US:Wadsworth.

4. Kerlinger,F.N.(1995).FoundationsofBehavioralResearch.India:PrismBooks.

5. Kothari, C. R. and Gaurav Garg (2019). Research Methodology: Methods and Techniques (4th edition), India: New Age International Publishers.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	1	3	1	1	2	1	1	1	3	2	1	3	1	1	3
C02	1	3	1	1	3	1	2	3	2	3	2	3	1	1	3
C03	3	2	1	1	3	2	1	2	1	1	1	3	1	1	3
C04	1	1	1	1	3	1	1	3	3	3	2	1	1	3	3
C05	1	2	1	1	3	1	1	1	2	1	1	3	1	1	3

Subject code	Subject title	Credit	Lecture	Tutorial	Practical	Type
	Elective: Theories of Personality	4	5	50	50	**Theory**

Introduction: This paper consisted of detailed account of basic features, classification and common approaches in personality. It helps students to develop knowledge in different applications of the theories.

Course focus on: Skill development

Course outcome:

CO1	:	To enable the students to understand the basic features, classification and common approaches in personality
CO2	:	To understand different types of theories in personality
CO3	:	To analyse the theories that discuss the trait and temperamental factors
CO4	:	To discuss the humanistic and existential theories in personality
CO5	:	To understand other major theories in personality.

Unit: I Introduction

Introduction Personality: Meaning and definition Classification of personality types and traits, determinants of personality; Assessment of personality. Basic concepts and definitions of personality and theory; Idiographic Vs Nomothetic approaches; determinants of personality: biological, social, cultural, interactionism; Major components and criteria for evaluation of personality theories; Assessment of personality, goals of assessment, classification of tests.

Unit: II Psychoanalytic Theories

Classical psychoanalytical theory: Structure of personality, dynamics of personality, development of personality, Psychosexual development stages, Anxiety, Current research, Criticisms; Analytic Psychology: Structure of personality, dynamics of personality, development of Personality, Current research, Criticisms, Social psychological theory: striving for superiority, Inferiority feelings and compensation, Social interest, style of life, neurosis, Current research, Criticisms; Psychosocial theory of development: stages of development, the concept of virtues, the new concept of ego; current research; criticisms.

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Unit: III: Trait and Temperamental Theories

Gordon Allport's trait theory: Structure and dynamics of personality, development of personality; Raymond Cattell's Factor analytic theory: Nature of personality, development of personality; Hans Eysenck's Biological trait theory: Description of temperament, Models, research and research methods; Current research; Costa Jr. and Mc Crae: Big Five factors of personality.

Unit-IV: Humanistic-Existential Theories

Abraham Maslow: Assumptions about human nature, hierarchy of needs, Syndromes, self-actualization; Carl Rogers: Structure of personality, dynamics of personality, development of personality, research methods; Existential perspective: Rollo May and Victor Frankl.

Unit-V: Other Theories

Gestalt theories: Basic concepts and principles; Research methods; Dollard Miller's S-R theory: Structure of personality, dynamics of personality, development of personality; Eastern perspectives on personality.; Holland's Six Personality Types; Robert Hogan's personality theory; John Mostyn Bowlby's attachment theory.

Reference Books:

1. Hall, Calvin S and Lindzey G and Campbell J.B (1998), Theories of Personality, John Wiley and sons, 4th edition New York.

2. Jess Fest (2008), Theories of Personality, McGraw Hill Companies.

3. Burger, J. M. (2019). Personality (10th ed.). Boston, MA: Cengage Learning.

4. Cervone, D., &Pervin, L. A. (2016). Personality: Theory and Research (13th ed.). Hoboken, NJ: John Wiley & Sons.

5. Sigmund Freud (2016), A General Introduction to Psychoanalysis.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS0 1	PS02	PS03
C01	2	1	1	1	1	1	2	1	3	3	3	2	3	3	1
C02	2	1	1	1	1	1	1	2	3	1	2	1	3	3	1
C03	2	1	1	1	1	1	1	2	3	1	1	2	3	3	1
C04	2	1	1	1	1	1	1	2	3	2	3	2	3	3	1
C05	2	1	1	1	1	1	1	2	3	1	3	1	3	3	1

Subject code	Subject title	Credit	Lecture	Tutorial	Practical	Type
	Experimental Psychology-I	4	5	50	50	**Practical**

Introduction: This paper consisted of experiments related to developmental psychology, cognitive psychology, theories of personality, and experiments related to research methodology

Course focus on: Research/Skill Development

Course outcome:

CO1	:	To enable the students to understand the processes and steps involved in conducting the psychological experiments both in and outside the laboratory
CO2	:	To enable students to perform projective tests and to understand the method of performing the tests.
CO3	:	To enable the students to prepare the scientific report of the experiments or studies they undertake
CO4	:	To enable the students to design, and to undertake the psychological experiments independently.

Experiments Related to Developmental Psychology

1. Vineland Social Maturity Scale
2. Developmental Screening Test
3. Measures of Psychosocial Development (MPD)
4. Seguin Form Board Test
5. Gesell's Childhood Behavior Checklist

Experiments Related to Cognitive Psychology

6. Memory Drum
7. PGI Memory scale
8. Stroop Effect
9. Bhatia Battery of Performance Intelligence Test
10. Raven's Progressive Matrices

Experiments Related to Theories of Personality

11. 16 P.F. Questionnaire Form A
12. Psychological Type Indicator
13. Five Factor Personality Inventory- Children

14. Thematic Apperception Test (TAT)

15. Eysenck's Personality Questionnaire (15+ years)

Experiments Related to Research Methodology

16. Methods of Average Error

17. Methods of Minimal Changes

18. Methods of Constant Stimuli

19. Methods of Paired Comparison

20. Correlational Research – An Instance

• This list is suggestive

• A minimum of 12 experiments/exercises must be completed

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes												Program Specific Outcomes		
Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	1	3	3	3	3	1	1	2	1	3	2	3	1	3	2
C02	1	3	3	3	3	1	1	2	1	1	3	2	1	3	2
C03	1	3	3	3	3	1	1	2	1	3	1	2	1	3	2
C04	1	3	3	3	3	1	1	2	1	2	2	3	1	3	2
C05	1	3	3	3	3	1	1	2	1	3	2	1	1	3	2

SEMESTER II

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Cognitive Psychology II	4	4	50	50	**Theory**

Introduction: This course provide understanding about the concepts, theories and processing of higher mental functions. It also enlightens the students with the cognitive knowledge that can be applied in the practical life.

Course Focus on : Skill Development/Research

Course Outcome:

CO1	:	To acquire knowledge about the concepts of Language and the cognitive process involved in the communication.
CO2	:	To acquire knowledge about the process involved in visual cognition and recognition.
CO3	:	Te gain knowledge and greater understanding about the mechanism and theories on auditory cognition
CO4	:	To understand higher mental functions such as memory and thoughts and identify the research problems
CO5	:	To acquire knowledge about cognition and the therapies involving the cognitive process

Unit I- Language

The nature of language. Mind and the Language — Speech and the brain. How language shapes the brain. Early theories of language — Language acquisition including universal concept of language. Visual linguistic and Insight and language. Thought and language.

Unit II — Visual cognition

Visual cognition — verbal coding and pattern recognition in cognition. Mechanism of recognition — words and visual patterns- word apprehension, Spelling pattern and figure synthesis-Effect of repeated exposure.

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Unit III — Auditory cognition

Speech perception — Auditory mechanism, phonetics description and Segmentation. Echoic memory — Filter theory. Auditory verbal memory -Auditory characteristic and Rhythmic and structure of auditory memory. Sentences — Grammatical structure, Phrase — cue and structure of grammar.

Unit IV- Higher mental Process

Cognitive process of memory and thought. Cognitive style and biases. Multiplicity of thought. Reappearance hypothesis. Primary and secondary process and hypothesis. Utilization hypothesis.

Unit V — Cognition in Psychological intervention

Therapies with cognition — theories of cognitive intervention; Cognitive Theory, Cognitive Behaviour theory and Rational emotive behaviour therapy- structure, concepts and limitations.

References:

1. Matlin M W (2013) Cognitive Psychology. 8th Edition. John Wiley & Sons.
2. Galotti, K.M. (2017). Cognitive Psychology In and Out of the Laboratory. 6th Edition.SAGE Publications, Inc.
3. Eysenck M.W. and Keane M.T. (2015) Cognitive Psychology: A Student's Handbook. 7th Edition. Psychology Press.
4. Kellogg, R.T. (2012) Fundamentals of Cognitive Psychology. 2nd Edition, Sage South Asia.
5. Smith, E. E. &Kosslyn, S (2013). Cognitive Psychology: Pearson New International Edition: Mind and Brain, Pearson.
6. Reed, S.K. (2007). Cognitive theories and applications. InternationalEdition. 8th edition. Wadsworth.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1
C02	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1
C03	3	1	1	1	1	1	1	1	1	1	1	2	3	1	1
C04	3	1	1	1	3	1	1	1	1	1	1	3	1	1	1
C05	3	3	3	3	1	3	3	3	3	3	3	3	3	3	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Psychopathology	4	4	50	50	Theory

Introduction: This course provides detailed introduction about the various paradigms in psychopathology. The aim of this course is to help students to understand various categories of psychological disorders.

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

CO1	:	To understand the classifications and theoretical models of psychopathology.
CO2	:	To learn about the psychopathology of mood, anxiety, dissociative, somatoform and behavioral disorders.
CO3	:	To develop knowledge on psychopathology of substance related and eating disorders.
CO4	:	To learn about the Psychopathology of Adult Personality Disorders, sexual dysfunctions and gender dysphoria
CO5	:	To understand the Child Psychopathology & Pharmacological and psychosocial management.

Unit I - Classification and Theoretical Models & Psychopathology of Neurocognitive and sleep disorders:

Systems of classification, basic features; DSM-5, ICD-10, similarities, differences and critical evaluation; new disorders in DSM-5; Major theoretical models of psychopathology; Critical evaluation. Psychopathology of Neurocognitive and sleep disorders Dementia, delirium, head injury, epilepsy, other amnesic syndromes; Clinical characteristics and etiology and treatment. Sleep disorder; Clinical characteristics, etiology and treatment.

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Unit II - Psychopathology of Mood and Anxiety Disorders & Psychopathology of Dissociative, Somatoform and Behavioral Syndromes:

Depression, bipolar affective disorders; Phobia, GAD, panic, OCD, PSTD, adjustment disorder; Clinical characteristics, etiology. Psychopathology of Dissociative, Somatoform and Behavioral Syndromes Dissociative disorder, somatoform disorder, other neurotic disorder; eating disorder, sleep disorder; Clinical characteristics and etiology.

Unit III - Psychopathology of substance related and addictive disorders and feeding and eating disorders & Psychopathology of Psychotic Disorders:

Clinical characteristics, etiology, models of addiction, assessment in addiction. Motivational intervention and behavioral assessment. Feeding and Eating disorders- Anorexia and Bulimia, Binge eating disorder. Psychopathology of Psychotic Disorders Schizophrenia, delusion, other psychotic disorders; Clinical characteristics, etiology; Psycho diagnostic assessments

Unit IV - Psychopathology of Adult Personality Disorders, sexual dysfunctions and gender dysphoria:

Clinical characteristics, etiology and theories of cluster A, B and C personality disorders. Differences in ICD and DSM V. Clinical characteristics, etiology of sexual dysfunctions, gender dysphoria and paraphilias.

Unit V - Child Psychopathology & Pharmacological and psychosocial management:

Historical overview; Models: Medical, Behavioral, psychodynamic, cognitive, and developmental. Childhood compulsive, obsessive and phobic reactions. Childhood psychosis: childhood schizophrenia: Symptoms and causes. Specific Disorders in Children: Attention deficit hyperactivity disorder, Learning disability and Intellectual Disability; Autism: Symptoms and causes. Pharmacological and psychosocial management, community level interventions

Reference Books:

1. Ahuja N (2002). A short textbook of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
2. Barlow, D.H. & Durand, V.M. (1999). Abnormal psychology: An integrative approach (2nd ed.). Pacific Grove: Brooks/Cole.
3. Blaney, P H., Krueger, R. F. & Million, T. (2015). Oxford Textbook of Psychopathology (3rd

edition). London: Oxford University Press.

4. Carson, R.C., Butcher, J.N., &Mineka, S. (2001). Abnormal psychology in modern life (11th ed). New York. Allynand Bacon.

5. Davison, G.C. &Neals J.M. (1996). Abnormal psychology (Revised ed.). New York: John Wiley.

6. Fish, F. J. (1967). Fish'sClinical psychopathology: signs and symptoms in psychiatry (3rd. Ed.). Bristol :J. Wright

7. Kaplan, H.I., Saddock, B.J. &Gribb, J.A. (1994). Synopsis of Psychiatry. New Delhi. B.I Waruly.

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

9. Sadock, B.J., Kaplan, H.I., & Sadock, V. A. (Eds.) (2005) Kaplan & Sadock's comprehensive textbook of psychiatry(8th Ed). Philadelphia : Lippincott Williams & Wilkins

10. Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (10th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P01 0	P011	P012	PS01	PS0 2	PS0 3
C01	3	3	3	3	1	3	3	3	2	2	2	2	3	3	3
C02	3	3	3	3	1	3	3	3	2	2	2	2	3	3	3
C03	3	3	3	3	1	3	3	3	2	2	2	2	3	3	3
C04	3	3	3	3	1	3	3	3	2	2	2	2	3	3	3
C05	3	3	3	3	1	3	3	3	2	2	2	2	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Applications of Behaviour Modification	4	4	50	50	**Theory**

Introduction: This course provides a deep understanding of the fundamental concepts in behavior modification within the field of psychology.

Course Focus on : Skill Development/Research

Course Outcome:

CO1	:	Understanding Behavior Therapy Fundamentals
CO2	:	To enable the students to gain proficiency in Behavioral Assessment
CO3	:	To enable students to explore and comprehend the various approaches to formulating behavioral change goals.
CO4	:	To equip students with the knowledge and skills to effectively apply a range of techniques for behavioral treatment.
CO5	:	To empower students with the knowledge and understanding required to implement cognitive behavior modification strategies effectively.

UNIT I:

Definition- History of Behaviour Therapy - Conceptual approach to Behaviour Therapy - Conducting Behavioral Assessment- The Behavioral Assessment Procedure Target Response - Antecedents – Consequences - Response Strength - Collecting Assessment Information- Application of RACS - Formulating Behavioral Change Goals - Ethical issues of Goal Setting.

UNIT II:

Behavioral Treatment of Phobic disorders - Treatment of Obsessive Compulsive Disorders - Paradoxical Intervention Technique - Use of Rewards and Punishments - Aversion therapy - Shaping Extinction Procedures - Therapeutic Application of Extinction Procedures - Implosive Therapy.

UNIT III:

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Relaxation Procedures - Systematic Hierarchical Desentization - Deconditioning and Counter conditioning - In Vivo Desentization - Flooding - Laboratory Derived Clinical Methods of de conditioning Anxiety - Modeling and imitation - Role of Imitation in the Accusition of behaviour - Modeling versus Shaping - Modeling and Positive Reinforcement Procedures - Application of Modeling-Assertive Training.

UNIT IV:

Cognitive Behaviour Modification - Objectives - Covert Behaviour and the Cognitive Approach - Cognitive Restructing - Self Instruction Training - Stress Inoculation Training - Thought Stopping - Covert Sentization -Respondent Conditioning.

UNIT V:

Respondent Behavior- Emotional behavior- Respondent Conditioning of Phobia - Escape, Avoidance and Respondent Conditioning - Operant and Respondent control Of Behaviors - Modifying Phobic Behavior - Response Prevention Technique.

REFERENCES:

Hersen, M. Eisler, R.M. & Miller.P.M. (1975). Progress In Behaviour Modification. New York: Academic Press.

Suindel, S.S., Sunde.M.S. (1993). Behavior Modification In Human Services, London: Sage.Wilson.T.G., Leary, D.O. (1980). Principles Of Behaviour Therapy. U.S.A: Prentice Hall Wolpe.J. (1969). Theory And Practice Of Behaviour Therapy. New York: Pergamon

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	1	1	3	1	1	1	1	1	1	1	3	1	1
C02	3	1	1	1	3	1	1	1	1	1	1	1	3	1	1
C03	3	1	1	1	3	1	1	1	1	1	1	1	3	1	1
C04	3	1	1	1	3	1	1	1	1	1	1	1	3	1	1
C05	3	1	1	1	3	1	1	1	1	1	1	1	3	1	1

Subjec t Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Psychological testing and Assessment	4	**4**	50	50	**Theory**

Introduction: This course provides understanding about the concepts and assessments methods regarding mental disorders. It also enlightens the students with the Practical knowledge that can be applied in the diagnostic process.

Course Focus on : Skill Development/Research

Course Outcome:

CO1	:	To enable students to understand the method of self-reports given by the clients.
CO2	:	To enable the students to gain knowledge about the diagnostic criteria for different mental disorders
CO3	:	To enable the students to understand and valuate the scale regarding depression
CO4	:	To enable the students to understand and valuate the scale regarding substance abusive disorder
CO5	:	To enable the students to understand and valuate the scales regarding mental health and adjustment

Unit–I: Introduction

Case study taking – Mental state examination – Observation – Report writing. Ravens' Progressive matrices test – Description of the material – Reliability – Validity. Minnesota Multiphasic personality – Inventory – Description – Rorschach test. Rorschach test – Description & procedure – Scoring – Interpretation – Reliability –Evaluation of the Rorschach test. Thematic Apperception Test (TAT) Description & Procedure – Analysis of stories - Reliability – Validity – Evaluation of the TAT.

Unit–II: Psychiatric Diagnostic Criteria
Psychiatric Diagnostic Criteria: Currents schemata – Depression – Mania –Schizophrenia – Anxiety – Obsessive – Compulsive – Phobia – Hysteria – Anti – Social Personality disorder – Alcoholism – Drug dependence – Mental retardation – Organic brain syndrome.

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Brief Psychiatric Rating Scale – Design and development – Instruction case examples –BPRS benchmarks – Scoring – Significance of Profiling by contrast – Functions – Advantages of BPRS.

Unit–III: Assessment of Depression

Design and development – Scoring and interpretation – Case examples. Beck depression inventory – Design and development – Scoring and interpretation – case examples – Advantages. Hamilton anxiety scale – Design and development – Scoring interoperation – use in drug evaluations – instructions – Case examples. State – Trait Anxiety Inventory – Design and Development – Administration and Scoring –Interpretation – Case examples –advantages.

Unit–IV: Screening Test for Substance Abuse Disorder

Michigan Alcoholism Screening test (MAST). Description and Scoring– Alcoholism Dependence scale(ADS) – Description and Scoring – Severity of Alcohol Dependence Questionnaire (SADQ) – Description and Scoring.

Unit –V: Assessment of Mental Health and Adjustment

Mental health analysis – Description – Scoring – Measure of Adjustment – Description –Reliability – Validity – Norms and Scoring.

Psycho Physiological Assessment: Demonstration of bodily assessment by Bio Feedback Galvanic Skin Response (GSR).

References:

1) Freeman, F.S. (1965). Theory and Practice of Psychological Testing (3rd Edn). Oxford & IBN Publishing co.
2) Psychiatric Rating Scales (1973) (Vol.I) Out Patient rating scales. Hoffmann -La Roche Inc.
3) Burdock, EI. Sudlovsky and Gerhom, S. (1982). The Behaviour of Psychiatric Patients. Quantitative Techniques for Evalution. New York.Marcel Decker inc.
4) Anne Anastasi. (1962). Psychological Testing (2nd Edn). New York: The Macmillan Company.
5) Wechsler, D. (1955). Manual for the Wechsler Adult Intelligence Scale. New York: The Psychological Corporation.
6) Hathway, S.R & Kinley, J.C. (1967). Manual of Minnesota Multiphastic Personality Inventory

(Revised). New York: The Psychological Corporation.

7) Murray, H.A. (1943). Manual of Thematic Apperception Test. USA:

8) Rorschach, H. (1951). Psycho-diagnostic,New York: Grune and Stratton Inc.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS0 2	PS0 3
C01	3	3	3	2	2	1	1	2	1	1	1	1	3	3	2
C02	3	3	2	2	1	1	2	2	2	2	2	1	3	2	2
C03	3	3	3	3	1	2	2	2	2	2	2	2	3	2	2
C04	3	3	3	3	3	2	1	1	1	1	1	3	3	3	2
C05	3	3	3	3	1	3	3	3	3	3	3	3	3	3	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective: Counseling skills	4	**4**	50	50	**Theory**

Introduction: This course provide understanding about the concepts and statistical analytical methods in the field of psychology.

Course Focus on : Skill Development/Research

Course Outcome:

CO1	:	To acquire knowledge about the foundations, process and methods of counseling.
CO2	:	To enable the students to gain knowledge about the procedures and skills involved in counseling
CO3	:	Te enable the students to understand the process and theories of counseling
CO4	:	To enable the students to understand the different types of counseling provided to diverse population
CO5	:	To enable the students to have greater understanding about the new developments in counseling and the researchers on counseling .

Unit I- Introduction to Counseling:

Definition- Distinction Between Counselling and Psychotherapy -Goals of counselling - Historical and Professional Foundations of Counselling - Counselling process and methods – Characteristics of a helping relationship- Characteristics of an Effective Counselling relationships.

Unit II- Counselling Procedures/Skills.

Initial procedures, the initial counseling Interview, and counselling skills. Counselling Procedures/Skill-II: Advanced Empathy, self-disclosure and Interpretation; Action strategies: Role playing, Behavioral techniques, Decision-making Methodologies and problem – solving strategies.

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Unit III- Counselling Process and Theories:

Building counselling relationships – Working in a counselling relationship – Termination of counselling relationships – Behavioral – Cognitive – Client Centered – existential and eclectic approaches.

Unit IV- Counselling in Diverse Populations and Specialties

Counselling Aged Populations – Gender based counselling – Counselling and spirituality. Career counselling – Marriage, couple and family counselling- Professional School counselling – Abuse, Disability and community Counselling. Principles and procedures of Group counselling.

Unit V- Training and Research in Counselling Psychology

Role of relaxation in counselling- Guided Somato psychic Relaxation (GSPR) - Jacobson's Progressive Muscular Relaxation - Yoga relaxation - EEG, EMG, Bio-feedback relaxation - Transcendental Meditation: Research and Evaluation: Testing, assessment and diagnosis Professional Issues in counselling- Evaluation of counselling-purpose, Difficulties and criteria - Ethical and Legal Aspects of counselling

References

1) Capuzzi, D., & Gross, D. R. (2008). Counseling and Psychotherapy. Theories and Interventions. Delhi: Person.
2) George, L.R., & Cristiani, T. (1981) Theory, Methods of processes of counseling and Psycho therapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.
3) Gladding, S. T. (2009). Counseling, A Comprehensive Profession (6th Ed). Pearson: New Delhi.
4) Kottler, J. A. & Brown, R. W. (2000). In introduction to therapeutic counseling (4th Ed) California Brroks/Cole Publishing Company.
5) McLeod, J. (2003). An Introduction to Counselling (3rd Ed). New York: Open University Press.
6) Patterson, E. L., &Welfel, E. R. (1999). The Counselling Process (5th Ed) California: Brooks/Cole Publishing Company.
7) Sreedhar, K. P. (1996). Guided Somato-Psychic Relaxation: Trivandrum: LIFE.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	2	2	2	1	1	1	2	1	1	1	2	3	2	1
C02	3	3	1	2	3	2	2	2	2	1	2	2	3	2	1
C03	3	3	2	2	2	2	2	2	1	1	2	2	3	2	1
C04	3	2	2	2	2	2	2	2	1	1	2	2	3	2	1
C05	3	3	3	3	3	3	3	2	1	1	3	2	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Experimental Psychology II	4	4	50	50	**Practical**

Introduction: This course helps in developing their skills in conducting experiments, data, and collection of data, data analysis and report writing.

Course Focus on : Skill Development/Research

Course Outcome:

CO1	:	To become proficient in conducting experiment related to biopsychology
CO2	:	To become proficient in conducting experiment related to cognitive psychology
CO3	:	To become proficient in conducting experiment related to Diagnostic Psychology
CO4	:	To become proficient in conducting experiment related to counseling psychology and skills

Experiments Related to Biopsychology

1. Brain Dominance Scale

2. Stress Management Scale

3. Emotional Intelligence Scale

4. General Health Questionnaire

5. IIP Aggression Scale

Experiments Related to Cognitive Psychology

6. Test of Visual Perceptual Skills (TVPS-4)

7. Mirror Drawing Apparatus

8. Decision Making Style Scale (DMSS)

9. Span of Attention- Tachistoscope

10. Weschler Adult Intelligence Scale (WAIS)- IV

Experiments Related to Diagnostic Psychology

11. Minnesota Multiphasic Personality Inventory

12. Millon Clinical Multiaxial Inventory

13. Positive and Negative Syndrome Scale

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14. Wechsler's Intelligence Scale for Children

15. Mental Health Inventory

Experiments Related to Counseling Psychology & Skills

16. Resilience Scale

17. Multicultural Counseling

18. Self-Actualization Scale

19. Behaviour Orientation Scale

20. Personal Value Questionnaire

- This list is suggestive

- A minimum of 12 experiments/exercises must be completed

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P01 0	P01 1	P01 2	PS01 1	PS0 2	PS0 3
C01	1	3	3	3	3	3	1	2	1	1	1	1	1	3	2
C02	1	3	3	3	3	3	1	2	1	1	1	1	1	3	2
C03	1	3	3	3	3	3	1	2	1	1	1	1	1	3	2
C04	1	3	3	3	3	3	1	2	1	1	1	1	1	3	2
C05	1	3	3	3	3	3	1	2	1	1	1	1	1	3	2

SEMESTER III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Biopsychology	**4**	**4**	**50**	**50**	**Theory**

Introduction: This course brushes upon the biological aspects of Psychology. The aim is to enable the students to know the key concepts and processes of biological process in human behavior.

Course Focus on: Skill Development/Research

Course Outcome:

CO1	:	To acquire knowledge about the basic concepts of biopsychology and have greater understanding about techniques used to do research on the topic on mind brain relationship
CO2	:	To have an understanding about the structure and functions of neurons and the responsive human behavior due to the connections
CO3	:	To develop knowledge about the structure and functions of nervous system and the human brain
CO4	:	To learn about the various aspects of emotions that plays an important role in the daily life.
CO5	:	To acquire knowledge about the stress, the pathway of stress in the human brain effects of stress on the individual's health.

Unit I: Introduction

The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology. autonomical methods. degeneration techniques, lesion techniques. chemical methods, stereotaxic surgery. micro-electrode studies. oscilloscope. polygraph, scanning methods & Ethical issues in research.

Unit 2: Neurons and neuronal Conduction

Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters

Unit 3: The Structure and Functioning of the Nervous System

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

Unit 4: Biology of Emotion, stress and health

Emotions as response patterns: fear, anger and aggression; Hormonal control of aggressive behaviour; Neural basis of the communication of neuron: Recognition and expression.

Unit 5: Biology of Stress and Health

Stress and health: The stress response, *stress* and gastric ulcers, Psycho neuro immunology, stress and the hippocampus: Fear conditioning: amygdala. contextual fear conditioning and the hippocampus.

References:

1. Carlson,N .R. (2004). Physiology of behaviour (8th.ed.). Boston:Allyn& Bacon.
2. Schneider M Alles (1990) A introduction to Physiological Psychology (3rd Edition) USA: Random House. Essential Reading / Recommended Reading
3. Pineal, J. P. J. & Barnes (2016). Introduction to Biopsychology,(9th Ed.), India: Pearson Publications.
4. Kalat, J. W. (2018). Biological Psychology, (13thEdn). Wadsworth Publishing Co Inc.Schneider, A.M. &Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.).

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P01 0	P011	P01 2	PS0 1	PS0 2	PS0 3
C01	3	1	1	1	2	1	1	1	1	1	1	1	3	1	1
C02	3	1	1	1	1	1	1	1	2	1	1	1	3	1	1
C03	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1
C04	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1
C05	3	2	1	1	1	1	1	1	1	2	1	1	3	1	1

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Neuropsychology	4	4	50	50	**Theory**

Introduction: Students could learn the basics & applications of neuropsychology which elaborates on the lobes, dysfunctions of lobes or brain areas, limbic system and various neuropsychological assessments.

Course Focus on: Skill Development/ Employability

Course Outcome:

CO1	:	To understand the background of neuropsychology and basics of Brain & Neurons
CO2	:	To learn about the anatomical and functional organizations of the brain lobes.
CO3	:	To develop knowledge on damages and functional impairments of the brain.
CO4	:	To learn about the limbic system and hypothalamus
CO5	:	To understand the hemispheric asymmetry and neuropsychological examinations.

Unit I – Introduction:

Historical background of Neuropsychology - Areas of Neuropsychology - Techniques of Neuropsychological testing. The Brian Hypothesis - The Neuron Hypothesis- Modern Development Methods and Concepts – The Black Box approach; Ablation; Stimulation; Neurochemical Manipulations; Electro-psycho-logical studies and Introspection and Conceptual analysis.

Unit II - Anatomical and Functional Organizations:

The frontal lobe: Specific functions of frontal lobe, prefrontal/cortex, Broca's area, Orbital center, lateralization in the frontal lobe Intelligence and frontal lobe. The temporal lobe: Specific functions of temporal lobe; audition, vision, language, attention, memory and personality. The parietal lobe: specific functions of parietal lobe, somatosensory perceptions,

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tactile perception and body sense, language and spatial orientation, short-term memory and parietal lobe. The occipital lobe: Anatomical divisions, basic visual functions and visuo - perceptual functions.

Unit III - Brain Damage and Functional Impairment:

Classification, Examination, Varieties of Aphasias and their location; Disturbance of single language modality. Alexia-Classification, Syndromes of alexia, assessment, treatment and prognosis. Agraphia- Acalculia- Developmental Dyscalculia.

Body Scheme Disturbances: Finger Agnosia- Right – Left Disorientation –Apraxia. Visuo Perceptual, Visuo spatial and Visuo constructive disorders – Visual analysis and synthesis. Agnosia- Neglect and related disorders- Emotional disorders associates with neurological disease- Amnesia Disorders.

Unit IV - The Limbic System & Hypothalamus:

Lateral and ventromedial nucleus - Hunger, thirst, pleasure and reward, and aversion. Amygdala: Medial and later all nuclei - Attention, Fear, Rage, Aggression, Emotional language and the Amygdala, the limbic system and testosterone, sexual orientation and heterosexual device, the homosexual limbic system. Hippocampus: Arousal, Attention and Inhibition, Learning and Memory.

Unit V - Hemispheric Asymmetry & Neuropsychological examination

Hemispheric Asymmetry: Individual variation in anatomical Asymmetry -Sex differences

and Environmental effects. Concept of cerebral dominance: Visual, visuospatial,

tactile and auditory perception, language and memory. Agencies of the Corpus Callosum.

Functional asymmetry in Normal subjects. Neuropsychological examination:

Computer based assessment, radiological imaging and electrical investigations.

Assessment of intelligence and cognitive abilities, deficits in visual function,

sensory motor impairment, visuo-perceptual impairment, impaired language written, memory etc.

Reference books

1. Churchill Livingston. Edinburgh, London. Heilman, K. M., & Valensation, E, (1985).

2. Clinical Neuropsychology, New York: Oxford University Press. Kolb, B., & Whishaw, I. Q. (1996).

3. Fundamentals of Human Neuro-Psychology. New York: W.H. Freeman and Co. Schneider and Torshes (1986). Introduction to Physiological Psychology.

4. Joseph, R. (1996). Neuropsychology, Neuropsychiatry and Clinical Neuroscience.

5. Mazziotta, J. C. (2000). Brain Mapping: The Systems. Frackowak: Academic Press.

6. Schneider, M.& Tarshes, B. (1986). Introduction to Physiological Psychology, New York: Random House. Kolb & Whishaw. Neuropsychology (4th ed), New York: Freeman & Company.

7. Walsh, K. (1994). Neuropsychology (Lt), London: Churchill Livingstone, Edinburgh.

8. Williams and Wilkins, London. Walsh, K. (1994). Neuropsychology, 3rd Edn.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P01 0	P011	P012	PS01	PS02	PS03
C01	3	3	3	3	1	1	2	2	2	2	2	2	3	2	2
C02	3	3	3	3	1	3	2	2	2	2	2	2	3	2	2
C03	3	3	3	3	1	3	2	2	2	2	2	2	3	2	2
C04	3	3	3	3	1	3	2	2	2	2	2	2	3	2	2
C05	3	3	3	3	1	3	2	2	2	2	2	2	3	2	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Contemporary Interventions and Therapies	4	4	50	50	**Theory**

Introduction: Psychotherapeutics helps students to understand the key concepts, process and procedure of psychotherapies as well as it helps the students to develop knowledge in different aspects of therapies.

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

CO1	:	To understand the basics of psychotherapy.
CO2	:	To learn about the various aspects of psychoanalysis.
CO3	:	To develop knowledge on basic concepts and applications of behavior therapy.
CO4	:	To learn about the third force therapies.
CO5	:	To understand the therapies in practice & group therapy

Unit I - Introduction to psychotherapy:

Definition- Essential process in psychotherapy- Types of psychotherapy- Phases in psychotherapy. Goals of psychotherapy. Basic ingredients of psychotherapy. Psychotherapy research: Methods, outcomes, process issues; Training & Supervision of individual psychotherapists: Selection issues, personal motivating factors, theoretical learning, supervised clinical practicum, personal therapy, continuous professional/personal development. Other critical issues in psychotherapy.

Unit II – Psychoanalysis:

Basic concepts- Mechanism of psychotherapy- Opening phase- Development of transference-

Working through- Resolution of transference. Brief Dynamic Therapy. Therapy for interpersonal relationships: Family therapy- Group therapy- Grief therapy- Psychodrama-

Unit III - Behavior therapy:

Basic concepts- Process- Establishing a working relationship- Functional analysis- How to select a target behavior- Stages of therapy- Modification process. Behavior modification techniques: Desensitization and Extinction procedures- In-vivo and in-vitro- Graded Exposure - Flooding and Implosion- Response Prevention. Operant Procedures: Token economy- Contingency Management- Social Skills Training: Assertiveness training- Modeling- Aversion Therapy: Chemical Aversion and Verbal Aversion- Review of evidence-based models in Group therapy - SFBT-Play Therapy

Unit IV - Third Force Therapies:

Cognitive, Humanistic, Gestalt, Existential therapies: Cognitive view of psychopathology- Clinical assessment- Process of Cognitive therapy. Rational Emotive Behavior Therapy- Cognitive Behavior Therapy- Stress Inoculation Client-centered therapy- Logotherapy New wave therapies – Mindfulness based Therapies, Acceptance and Commitment Therapy.

Unit V - Therapies in Practice & Group Therapy:

Crisis intervention therapy- Marital therapy- Interpersonal therapy (IPT)- Dialectical Behavior Therapy- Basic principles. Ethical issues in psychotherapy. 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.

Reference books

1. Barlow, D. (2014). Clinical Handbook of Psychological Disorders: A Step-byStep Treatment Manual (5th ed.). New York: The Guilford Press.
2. Carson, C. R, Butcher, J.N., & Mineka, S. (2014). Abnormal Psychology and Modern Life. London: Harper Collins College Publishers
3. Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy (10th ed.)Boston, USA: Cengage Learning.

4. Garfiedd & Bergin, A.E. (1986). Handbook of psychotherapy and Behavior. John Willey and Wilkins.

5. Herlihy, B., & Corey, G. (2014). ACA Ethical Standards Casebook (7th ed.). USA:Wiley.

6. Herlihy, B., & Corey, G. (2014). Boundary Issues in Counseling: Multiple Roles and Responsibilities, (3rd ed.). USA: Wiley.

7. Kaplan, H. et al. (2007). Comprehensive Textbook of Psychiatry. London: Williams and Wilkins.

8. Rimm, D. C. & Masters, J. C. (1979). Behavior Therapy.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P01 0	P01 1	P012	PS0 1	PS0 2	PS0 3
C01	3	3	3	2	2	3	2	3	3	3	3	2	3	3	2
C02	3	3	3	2	2	3	2	3	3	3	3	2	3	3	2
C03	3	3	3	2	2	3	2	3	3	3	3	2	3	3	2
C04	3	3	3	2	2	3	2	3	3	3	3	2	3	3	2
C05	3	3	3	2	2	3	2	3	3	3	3	2	3	3	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Community Psychology	4	4	50	50	**Theory**

Introduction: This course provides detailed knowledge on the various aspects in community psychology. The aim of this course is also to help students to understand fundamentals, interventions and assessments of school psychology.

Course Focus on: Skill Development/ Employability

Course Outcome:

CO1	:	To understand the overview of community psychology.
CO2	:	To learn about the various applications of community psychology.
CO3	:	To develop understanding on role of community psychology in combating issues.
CO4	:	To learn about the fundamentals and process of school psychology.
CO5	:	To understand the interventions and assessments of school psychology.

Unit I - An overview of Community Psychology

The community Psychology framework, History and theories of Community Psychology, Goals of Community Psychology, Methods of Community research- Quantitative methods, Qualitative methods- Focus groups as a source of data, other qualitative methods, Seven core values, Ecological levels of analysis, Understanding human diversity

Unit II - Applying Community Psychology to various settings

Prevention and Promotion - Key concepts, implementing programmes and interventions to prevent problems and promote well-being in settings like- Schools, Organizations, Legal system, Health Care systems. Stress and resilience in community psychology, assumptions and

strategies of community counselling, dealing with distressed and marginalized clients, managing the Community counselling program.

Unit III - Combating addiction, violence and maltreatment

Role of Community Psychology in combating issues - drug and alcohol addiction, violence against women and children-forming self-help groups, assisting the old age, Linking Community Psychology and Social Psychology, Diversity versus Prejudice and Stigmatization, Future of community Psychology

Unit IV – Fundamentals of School Psychology & Process

Introduction to school psychology – history, becoming a school psychologist. Changing context of school psychology. Challenges in school psychology, ethical aspects in school psychology. Models of school psychology, Problem solving approach, Context of change – Evidence based problem solving. Data – driven problem solving. School psychology in consultation, collaboration and facilitating system change.

Unit V – School Psychology – Assessment and interventions

Assessment – Socio emotional need of children, Academic skills, Problem solving. Diagnosis and classification in school setting. Intervention – Evidence based practice; Socio emotional ned, addressing mental health issues and Parental education.

Reference books

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). Community Psychology- Linking Individuals and Communities (3rd ed.). USA: Thomson Wadsworth publications.
2. Lewis, J. A., Lewis, M. D., Daniels, J. D., & D'Andrea, M. J. (2012). Community Counseling- A Multicultural social justice perspective. India: Cengage Learning India Private Limited.
3. Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology (5th ed.). India: Routledge publishers
4. Nelson,G., Kloos, B., & Ornelas, J. (2014). Community Psychology and Community Mental Health-Towards transformative change
5. Patil, A,R (2013). Community organization and development- An Indian perspective.

Delhi: PHI learning Pvt. Ltd.

6. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology. UK: Sage publications

7. School psychology for the 21st century: Foundations and Practices Kenneth W. Merrell, Ruth A. Ervin, Gretchen Gimpel Peacock Guilford Press, II-Nov-2011 – Education

8. School psychology: Professional Issues and Practices Sally L. Grapin, PhD. NCSP, John H. Kranzler, PhD Springer Publishing Company, 28-Feb-2018 - Education

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P01 2	PS0 1	PS0 2	PS0 3
C01	3	2	3	3	2	3	3	3	3	3	3	2	3	3	3
C02	3	2	3	3	2	3	3	3	3	3	3	2	3	3	3
C03	3	2	3	3	2	3	3	3	3	3	3	2	3	3	3
C04	3	2	3	3	2	3	3	3	3	3	3	2	3	3	3
C05	3	2	3	3	2	3	3	3	3	3	3	2	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Experimental Psychology III	**4**		50	50	**Practical**

Introduction: Students can develop their skills in conducting experiments, data collection, data analysis and report writing.

Course Focus on: Skill Development/Employability/Research

Course Outcome:

CO1	:	To acquire knowledge in the experiments related to clinical neuro psychology
CO2	:	To acquire knowledge in the experiments related to advanced psychopathology
CO3	:	To acquire knowledge in the experiment related to psycho therapeutics
CO4	:	To acquire knowledge in the experiment related to community & school psychology

Experiments Related to Clinical Neuropsychology

1. Bender Visual Motor Gestalt Test
2. Color Blindness test

Experiments Related to Advanced Psychopathology

6. Rorschach Ink Blot Test
7. Beck Depression Inventory
8. State-Trait Anxiety Scale
9. Sack's Sentence Completion Test
10. Eating Disorder Diagnostic Scale

Experiments Related to Psychotherapeutics

11. Cognitive Emotive Regulation Questionnaire
12. CBT skills
13. Jacobson's Progressive Relaxation Therapy

14. Johari Window Exercise

15. Irrational Beliefs Test (IBT)

Experiments Related to Community and Social psychology

16. Sociometry

17. Fundamental Interpersonal Relations Orientation – Behaviour (FIRO –B)

18. Childhood Autism Rating Scale

19. Conner's Rating Scale for ADHD

20. Hammil Multiability Achievement Test (HAMAT)

- This list is suggestive

- A minimum of 12 experiments/exercises must be completed

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P01 0	P01 1	P012	PS01	PS0 2	PS0 3
C01	1	3	3	3	3	3	1	2	3	3	3	2	1	3	3
C02	1	3	3	3	3	3	1	2	3	3	3	2	1	3	3
C03	1	3	3	3	3	3	1	2	3	3	3	2	1	3	3
C04	1	3	3	3	3	3	1	2	3	3	3	2	1	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective: APA Academic Writing	4	4	50	50	**Theory**

Introduction: This course provides knowledge on the various aspects of ethics in clinical practice in psychology. The aim of this course is also to help students to understand basics and forms of academic writing.

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

CO1	:	To understand the history and principles of ethics in psychology.
CO2	:	To learn about the various practice issues in psychology.
CO3	:	To develop understanding on issues in working with special populations.
CO4	:	To learn about the fundamentals of academic writing.
CO5	:	To understand the forms of academic writing.

Unit I – Introduction to Academic Writing:

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

Unit II – Forms of Academic Writing:

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

Unit III-Avoiding Plagiarism

Meaning-Acknowledging sources-Degrees of plagiarism-Avoiding plagiarism by summarizing and paraphrasing-Avoiding plagiarism by developing good study habits

Unit IV-Introductions and Conclusions
Introduction Components-Introduction Structure-Opening sentences-Conclusions-Conclusion structure

Unit V-References and Quotations
Why use references-Citations and references-Reference Verbs-Reference Systems-Using Quotations-Abbreviations in Citations-Secondary references-Organizing the list of references

Reference books

1. American Psychological Association. (2010). Ethical Principles of Psychologists and Code of Conduct. http://www.apa.org/ethics/code/principles.pdf
2. Bailey, S. (2011). Academic writing: A handbook for international students.3rdEdition. NewYork : Routledge. 2. Publication Manual of the American Psychological Association (6 th ed.). (2009). Washington, DC: American Psychological Association.
3. Bhola,P.& Raguram ,A.(Eds.) (2016). Ethical Issues in Counselling and Psychotherapy Practice Walking the line, New Delhi: Springer
4. Hartley, J (2008). Academic Writing and Publishing, Routedlege, New York 2. Leki, L (2010). Academic Writing 2/E South Asian Edition, Cambridge University Press
5. Pope, K, S., and Vasquez, M. J. T. (2016). Ethics in Psychotherapy and Counseling, a Practical Guide, 5th edition. New Jersey: Wiley.
6. Rehabilitation Council of India (2000). RCI Amendment Act 2000.Retrieved from http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf

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7. The Mental Health Care Act (2017). Available from: http://www.prsindia.org/uploads/media/Mental%20Health/Mental%20Healthcare%20 Act,%202017.pdf.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P01 2	PS01	PS02	PS0 3
C01	1	1	1	1	3	3	1	3	1	3	3	2	1	1	2
C02	1	1	1	1	3	3	1	3	1	3	3	2	1	1	2
C03	1	1	1	1	3	3	1	3	1	3	3	2	1	1	2
C04	1	1	1	1	3	3	1	3	1	3	3	2	1	1	2
C05	1	1	1	1	3	3	1	3	1	3	3	2	1	1	2

SEMESTER IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Rehabilitation Psychology and Crisis Intervention	4	4	50	50	Theory

Introduction: This course introduces the theories and models of rehabilitation psychology and intervention. It enables the students learn various rehabilitation and interventional strategies to help people in need.

Course Focus on: Skill Development/ Employability

Course Outcome:

CO1	To enable the student, understand the origin and research in rehabilitation psychology
CO2	To become proficient in psychological interventions and dealing with families
CO3	To enable the student, understand the origin and theories of crisis intervention
CO4	To enable the student to understand the concepts and models related to crisis intervention
CO5	To become proficient in dealing with people who have been under different types of crises

Unit I: Introduction

Overview of the profession of Rehabilitation Psychology and practice, history, growth and scope, Role of Psychologist in Rehabilitation, professional role and functions, current issues and trends, areas of specialization,

Unit II: Concepts and Theory

Concept of impairment, disability and handicap, models of disability, theories and models of adaptation to disability and adaptation processes, ways of coping with disability, concept of quality of life and its domains, assessment, global & specific indicators of QOL

Unit III: Adjustment and Well-being

Personality variables in PwD, mediators and moderators of psychosocial adjustment and wellbeing, education and intervention strategies to enhance integration and self-efficacy, and promotion of well-being

Unit IV: Family and Disability

Dealing with Families- Family's reactions to disabilities, coping styles, family counseling, Coordination with Multidisciplinary team- Impact of disability on family, family care and burden, role of family on coping, adaptation and integration, needs of families and their assessment and strengthening family to support and care of PwD

Unit V:Ethical Issues and Community Based Rehabilitation

Psychosocial Integration Initiative – Goals of CBR, components of CBR, Role of Professionals, role of Community, Ethical Issues - Issues around the role of being caregivers, autonomy and informed consent, ethical and legal issues in social integration, rights issues, professional code of conduct

References:

- National Institute of Mental Health. (1989). *Mental Retardation: A Manual for Psychologists.* Secunderabad, India: Mohapatra, C. S.

- Mohapatra, C. S. (2004). *Disability Management.* Secunderabad, India: National Institute of Mental Health.

- Frank, R. G., & Elliott, T. R. (Eds.). (2000). *Handbook of Rehabilitation Psychology.* Washington, DC: American Psychological Association.

- Barnes, M., & Ward, A. (Eds.). (2009). *Oxford Handbook of Rehabilitation Medicine.* Oxford, UK: Oxford University Press.

- Peshawaria, R., & Venkatesan. (1992). *Behavioural Approach in Teaching Mentally Retarded Children.* Secunderabad, India: National Institute of Mental Health.

- World Health Organization. (2004). *Community Based Rehabilitation.* Geneva,

- Tally, A. B., Sivaraman, K. P., & Murali, T. (1998). *Neurorehabilitation: Principles & Practice.* Bangalore, India: National Institute of Mental Health and Neuro Sciences.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	2	2	3	2	2	3	2	1	3	1	3	3	3
C02	3	1	1	2	1	3	3	3	2	2	2	3	3	3	1
C03	3	1	3	3	1	2	2	3	1	3	3	2	3	3	1
C04	3	1	3	2	1	2	3	3	1	2	2	1	3	3	1
C05	3	2	3	2	1	3	3	3	2	1	2	3	3	3	1

Rathinam College of Arts & Science (Autonomous), Coimbatore-21.
Admitted in M.Sc Clinical Psychology from the academic year 2024-2025 &
Switzerland: Author

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Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Clinical observation and Case studies	**2**		50	50	**Practical**

Introduction: To enhance the students practical experience by visiting and working in actual clinical setting

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

CO1	:	To improve the students' skills in Psycho-diagnostics, counselling and psychotherapy by doing practicum in clinical setting
CO2	:	To improve the skills in test administration, counselling and intervention by doing internship in the clinical setting

Instructions:

Each student will engage themselves in interaction and observation of psychological processes in a clinical setting. Student will then present their findings in the form of case studies report.

Case Studies:

The candidate should submit 20 fully worked up case studies as per the guidelines provided.

The student should submit the report on completed case studies by the end of second

academic year.

The format for the report on the case studies is as follows:

1. Lines – double-spacing.

2. Font – Times Roman 12 or Arial 10.

3. One-inch margin on all four sides.

4. Hard Bound Copy

Order of Presentation:

1. Front cover

2. Certification by the Guide

3. Certification by the Student

4. Acknowledgement

5. Contents

6. Case 1

7. Case 2

8. Case 3

9. Case 4

10. Case 5

11. References for tests used (APA format)

12. Appendix of tests used

Valuation Scheme:

Clinical Observation Report:	20 marks
Internal Faculty and Interaction:	20 marks
Hospital Feedback:	10 marks
Presentation/Daily Diary Report:	20 marks
Viva-Voce:	30 marks
Total:	100 marks

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	1	3	3	2	1	3	1	3	3	1	1	1	3
C02	3	3	2	2	1	3	2	3	2	3	3	1	3

PROJECT WORK

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Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Project Work	**6**	**4**	**75**	**75**	**Practical**

Introduction: To enhance the students practical experience by doing research project to develop research skills

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

CO1	:	To improve the students' skills in Psychology and Psycho-diagnostics under the supervision of a psychologist in clinical setting
CO2	:	To improve the expertise in the application of theoretical knowledge and practicing skills in Psycho-diagnostics including administration and interpretation of Psychometric tests
CO3	:	To develop skills in finding research problem, developing hypothesis, collecting data, analysing data and writing research report by doing research project under the guidance of the faculty

Maximum Marks: 150 (Project Report 100 + Viva Voce 50)

1. The objective of the Project work is to further their knowledge in Psychology and Psycho-diagnostics under the direct supervision of a Psychologist in Clinical setting.

2 A Candidate undertaking Project work should be equipped with the theoretical knowledge in the discipline and practical skills in Psycho- diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective material.

3. During the Project work the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference wherein the cases are diagnosed and treatment/management plan mooted and progress in treatment/training discussed.

4. The Project work after the completion of the research, the report should be submitted to the Department of Psychology, Rathinam College of Arts and Science on or before 30th April of the year in which the candidates did the Project, The Report should adequately reflect the exposure to the training and experience gained by the candidates during the Project work

   In case a candidate could not submit the report within the date specified he/she may be granted extension of time for three months at one time for submitting their report.

5. Guides for the Project work will be allotted as per the student –preference.

6. The Objective of the Project Work is mainly to give an exposure to the students on Research Methodology and application of Psychological Principles.

   The Project work may be a survey (fact findings or exploratory nature). Construction or Standardization of a test, collection of clinical case studies, a Problem-solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.

NORMS FOR EVALUATION FOR PROJECT REPORT

a.	Introduction	20Marks
b.	Methodology	20Marks
c.	Review of Literature	10Marks
d.	Results and Discussions	30Marks
e.	Summary and Conclusion	10 Marks
f.	References or Bibliography	10 Marks

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Project Report	100Marks
Viva Voce Examination	50Marks

- - - - - - - - - -

Total	150Marks

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	1	3	3	2	3	3	1	1	3	1	1	3	1
C02	3	2	2	2	2	3	2	1	2	3	3	2	1
C03	2	3	1	3	3	3	2	3	3	2	2	3	3