

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
Autonomous
Affiliated to Savitribai Phule Pune University, Pune
Department of Psychology
SYLLABUS FOR M.A. PSYCHOLOGY SEM-III
Clinical Psychology
To be implemented from the Academic Year 2023-24

Semester	Paper Code	Title of Paper	No. of Credits
III	PAPS231	Personality	04
	PAPS232	Psychopathology-I	04
	PAPS233	Psycho-diagnostics	04
	PAPS234	Psychology Practical: Project	04
	SEC-I	Advanced skills and processes in counseling	02

CORE PAPER SEMESTER III
PAPS231: PERSONALITY

OBJECTIVES:

1. To provide the students with a comprehensive, rigorous and systematic treatment of Centrally important theories of personality.
2. To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
3. To acquaint the students with the applications of personality theories in different walks of life.

OUTCOMES:

1. Students can observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
 2. Student will be applying personality theories in different walks of life.
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UNIT-I INTRODUCTION TO PERSONALITY (10)

- 1.1 Definitions and nature of personality
- 1.2 Theories of personality
- 1.3 Applications of personality in counseling and clinical areas
- 1.4 Assessment of Personality

UNIT -II PSYCHOANALYTIC & NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY (10)

- 2.1 Classical Psychoanalysis: Sigmund Freud
- 2.2 Carl Jung
- 2.3 Adler, Horney
- 2.4 Erik Erikson, Erich Fromm

UNIT -III LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY (10)

- 3.1 Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model
- 3.2 Cognitive Perspectives: Kelly's constructive alternativism
- 3.3 Humanistic Perspectives: Abraham Maslow, Carl Rogers
- 3.4 Existential Positions: Viktor Frankl, Rollo May
- 3.5 Kohlberg theory of Moral Development

UNIT - IV TRAIT APPROACH AND CURRENT ISSUES (10)

- 4.1 Trait Approach: History
- 4.2 G. Allport, Raymond Cattell
- 4.3 Hans. J. Eysenck, Five Factor Model – Costa & McCrae
- 4.4 Assessment of Traits Approach's and current Issues
- 4.5 Current Issues II: Consistency and temporal stability of personality and issues in social desirability.

REFERENCE BOOKS:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India.
2. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality*. New York: John Wiley & Sons.
3. Ryckman, R.M. (1978). *Theories of Personality*. D. Van Nostrand Company.
4. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
5. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall. Larsen & Buss *Personality Development*
6. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
7. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
8. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
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10. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
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12. Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
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14. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluver.
15. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
16. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge Blackwell publishers.
17. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
18. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons
19. Feshbach, S. & Weiner, B. (1991) (3rd ed). *Personality*. Toronto: Health & Co.
20. Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
21. Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
22. Tart, C.T. (ed) (1975). *Transpersonal psychology*. NY: Holt, Rinehart & Winston.

PAPS232: PSYCHOPATHOLOGY-I

OBJECTIVES:

To acquaint the students with:

1. Latest DSM-5 classification system of Mental Disorders.
2. Various Perspective of Psychopathology.
3. The symptoms and prognosis of different Mental Disorders.

OUTCOMES:

1. Understand the ethical and social issues surrounding a diagnosis of abnormality.
 2. Examine the impact of biological factors on the development of psychological disorders.
 3. Develop an understanding of how social and cultural factors impact the expression of psychological disorders.
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UNIT -I INTRODUCTION TO MENTAL DISORDER AND PARADIGMS OF PSYCHOPATHOLOGY (10)

- 1.1 Definition and Criteria of mental disorder
- 1.2 Historical Background and Classification of mental disorder According to DSM-5
- 1.3 Diagnosing Psychological Disorders: DSM-5 and ICD-11
- 1.4 Various Perspectives in Psychopathology- Biological, Psychoanalytical, Behavioristic, Cognitive, Humanistic-existential, Diathesis- Stress Model

UNIT -II NEURODEVELOPMENTAL DISORDERS, SCHIZOPHRENIA SPECTRUM & OTHER PSYCHOTIC DISORDERS (10)

- 2.1 Intellectual Disability: Definition, types, causes and treatment
- 2.2 Childhood Disorders: Autism, ADHD and Learning Disability
- 2.3 Schizophrenia: Definition, Subtypes symptoms, etiology and treatments
- 2.4 Schizophrenia Spectrum and Other Psychotic Disorders

UNIT -III DEPRESSION, ANXIETY, OBSESSIVE-COMPULSIVE, TRAUMA AND STRESS RELATED DISORDER (10)

- 3.1 Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression
- 3.2 Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder
- 3.3 Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder(OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania Disorder
- 3.4 Trauma and stress related disorder

UNIT -IV DISSOCIATIVE DISORDERS, SOMATIC SYMPTOM RELATED DISORDERS, EATING AND SLEEP-WAKE DISORDERS (10)

- 4.1 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.
- 4.2 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder
- 4.3 Eating Disorder: Types- Anorexia Nervosa ,Bulimia Nervosa ,Causes, Symptoms and Treatment.
- 4.4 Sleep-wake Disorders: 1) Insomnia, 2) Hypersomnia, 3) Narcolepsy, 4) Breathing related disorder 5) Sleep-waking, 6) Sleep Terror, 7) Nightmare

REFERENCE BOOKS:

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Edn)
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
3. Sarason, I.G. & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
4. Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology* (4thed.). Pacific Grove: Books/Cole.
5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Davison, G.C., Neal, J.M. &Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
8. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
9. Fauman, M.A. (1996). *Study guide to DSM-IV*. Jaypee Brothers.
10. First, M.B. & Tasman, A. (2004). *DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment*. New York: Wiley.
11. World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
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14. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8th Edi) Houghton Mifflin Company.
15. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) *Dorling Kindersley (India) Pvt.Ltd. of Pearson Education*.
16. Ray, W.J. (2015). *Abnormal Psychology Neuroscience Perspectives Behaviour and Experience*, Sage Publications India Pvt.Ltd.

PAPS 233: PSYCHO-DIAGNOSTICS

OBJECTIVES:

1. To acquaint the students with various psychodiagnostics, procedure & techniques
2. To familiar the students with Different psychodiagnostic tools to be used & skills to be acquired.
3. To Impart knowledge on important diagnostic tests and facilitate understanding of Neuropsychological assessment.
4. To explore the psychological aspects underlying mental disorders

OUTCOMES:

1. Enable to discuss and assess the behavioural and clinical problem of the clients and making diagnosis, and estimating prognosis.
2. Distinguish between diagnosis measure and articulate on their appropriate usage.
3. Recognize the impact of psychopathology on mental disorders.

UNIT-I PSYCHODIAGNOSTIC PROCEDURE-I [10]

- 1.1 Structured clinical interview for DSM (SCID) and its types
- 1.2 A) DSM-5 Self-Rated levels 1 Cross-Cutting symptom Measure- Adult form
B) Parent/Guardian-Rated DSM-5 levels 1 Cross-Cutting symptom Measure- Child form (Age 6 to 17), Child Behavior checklist (CBCL)
- 1.3 DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity
- 1.4 WHO Disability Assessment Schedule

UNIT-II PSYCHO-DIAGNOSTIC PROCEDURE-II [10]

- 2.1 Personality Inventories- MMPI-2, MCMI
- 2.2 Depression & Mania Measure: Becks Depressive Inventory, Hamilton Depression Scale, Altman Self-Rating Mania Scale
- 2.3 Anxiety & Anger Measures: Taylor's Manifest Anxiety Scale, Spielberger Anger Inventory & Trait Anxiety Inventory
- 2.4 Schizophrenia Measure: Positive Negative Syndrome Scale(PNSS)

UNIT-III PSYCHO-DIAGNOSTIC PROCEDURE-III [10]

- 3.1 Neuropsychological Test: 1) Bender Visual Motor Gestalt Test, 2) Luria-Nebraska Neuropsychological Battery 3) NIMHANS Neuropsychological Battery
- 3.2 Projective Techniques: Rorschach Ink-Blot Test, 2) Murray TAT, 3) Children Apperception Test
- 3.3 Diagnostic Test for Special Populations: Infant Development Measures: 1) Bayley Scales of Infant and Toddler Development, 2) Gesell Developmental Schedules Test for ADHD and Autism
- 3.4 Intellectual Disability Assessment Techniques: Wechsler's Preschool and Primary Scale of Intelligence, Raven's Colored Progressive Matrices Test, Malin's Intelligence Scale

UNIT-IV COGNITIVE ASSESSMENT & CLINICAL REPORT [10]

- 4.1 Writing Clinical Report
- 4.2 Mental State Assessment
- 4.3 Test used to assess Cognitive assessment MMSE, MINICOG
- 4.4 Family Conflict Assessment Technique: DAS, Family Conflict Scale

REFERENCE BOOKS:

1. Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
4. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal Psychology*. (9th ed.). New York: Wiley.
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9. Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education: India.
10. Wolman, B.B. (ed.) (1975). *Handbook of clinical psychology*. New York: McGraw-Hill.
11. Sundberg, N.D., Winebarger, A.A. & Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research*. Upper Saddle River, N.J.: Prentice-Hall.
12. Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
13. Kapur, M. (1995). *Mental health of Indian children*. New Delhi: Sage.
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17. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) Dorling Kindersley(India) Pvt. Ltd. of Pearson Education

**PAPS 234: PROJECT
PROJECT IN THE AREA OF CLINICAL PSYCHOLOGY:**

GENERAL

1. Each batch of project should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

PROJECT ASSESSMENT– 100 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.
1. There will be 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project-40 marks

1. Term Paper 1: Introduction, Definitions of main concepts, rationale, significance of the topic of research project -10 marks
2. Term Paper 2: Review of literature-10 marks
3. Presentation of project report in the classroom -20 marks
(Expert teacher appointed by HOD will give marks to each student)

b) Semester-End Examination (SEE)-60 marks

a (1) Evaluation of Project Report-20 marks

Division of marks for project report will be as follows and will be based on relevance and appropriateness of

Problem selected, its rationale and significance-3

1. Review work-5
2. Method -05
3. Interpretation ,discussion & implications-5
4. Overall quality of the report-2

b (2) Presentation & Viva-voce –30marks

1. Presentation -20 marks
2. Viva-voce-20 marks

Note:

1. External Examination will be conducted by two examiners, one internal and one external, appointed by Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.

Objectives:

1. To train students in understanding using the basic advanced skills for counseling
 2. To train students in understanding and using counseling process and related aspects for counseling.
 3. To plan and conduct interventions for people with different psychological and emotional issues.
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Unit- 1: Skills for counseling

- 1.1 Basic skills
- 1.2 Advanced skills
- 1.3 Characteristics of effective counselor/ therapists.

Unit- 2: Therapeutic assessment, contracting and initiating session

- 2.1 Therapeutic assessment, history taking, and formulation, setting goals.
- 2.2 Contracting and its implications
- 2.3 Skills for opening and closing sessions

Unit- 3: Process of counseling

- 3.1 Initial phase
- 3.3 Dealing with resistance: techniques and applications.
- 3.4 Transference and counter-transference

Unit- 4: Termination and follow-up and documentation

- 4.1 Termination & Follow-up: systems and techniques, sustained changes.
- 4.2 Documentation
- 4.3 Legal implication

Reference Books

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.
5. Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy*. California: Brooks/ Cole Publishing.
6. Morrison, J. (2007). *The First Interview* (3rd ed.). New York, NY: Guilford Press.
7. Perry, W. (2008). *Basic Counseling Techniques: A Beginning Therapist's Tool Kit* (2nd ed.). Bloomington, IN: Author House
8. गोडबोले, ए., निफाडकर, ए. (२०२२). सायकोथेरापीज मानसोपचारांचा इतिहास ते भविष्यवेध. मधुश्री पब्लिकेशन, पुणे.
९. देशपांडे सी., जी. आणि सहकारी (२०१६). समुपदेशन: शास्त्रीय प्रक्रियाव उपयोजन. उन्मेष प्रकाशन, पुणे.
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