

Master of Arts in Clinical Psychology

SYLLABUS

2018



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2020-2022



SCHOOL OF SOCIAL SCIENCES

DEVI AHILYA UNIVERSITY, INDORE

UGC-Centre with Potential for Excellence in Social Sciences

VISION

School of Social Sciences, Devi Ahilya University has established this course to equip students with practical training and in-depth theoretical understanding. The course has been designed with an interdisciplinary approach, focusing on the psycho-social context of the clinical. The course introduces students to different schools of thought within Psychology. Innovative methods of assessment, fieldwork and research work have been incorporated into the course. The course is designed to interweave theoretical knowledge with lived experience so as to encourage a complete view of human life and its vicissitudes. The course aspires to mould students into informed and socially responsible professionals. The course encourages

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~~critical thinking and creative application of knowledge to real life scenarios.~~

OBJECTIVES

- ~~1. To create a strong theoretical foundation in the discipline of psychology.~~
- ~~2. To promote innovative research in the field of psychology.~~
- ~~3. To create sensitive and competent mental health practitioners geared towards social justice.~~

4. To inculcate critical thinking in the field of psychology.

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MACP107SS5D-525	Ability Enhancement Skills	Field Work Ethics, Personality Development and Communications	24
MACP108SS5D-551	Virtual Credit	Comprehensive Viva	4
		Total Credit	26

SEMESTER 11

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School of Social Sciences
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SSSD-624	Elective Generic	Any MOOC or elective generic from other department	3
SSSD-626	Ability Enhancement	Major Research Project	4
NIACP 306/SSSD-628	Ability Enhancement Practical	Field Work-II/work III+ Practical	4
MACP 307/SSSD-652	Virtual Credit	Comprehensive Viva	4
		<u>Total</u>	<u>26</u>

SE^MESTER IV

CODE	TYPE	COURSE	CREDITS
MACP 401	Core	Psychopathology II	4
MACP 402	Core	Psychotherapy II	4
403	Core	Counselling in Context	3
MACP 404	Practical	Major Research Project	4
MACP 405	Practical	Field-work III	4
MACP 406		Comprehensive Viva	4

4 Direct
4 Indirect

4
Pomerantz, A. M. (2008). *Clinical Psychology: Science, Practice and Culture*. Sage Publications, New Delhi.

-vull T. J. & Phares, E. J. (2001). *Clinical Psychology: Concepts, methods, and profession*.



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~~(6th ed.), Wadsworth/Thompson Learning: Belmont, CA.~~

~~A. K. & Mishra, G. (2010). The Core and Context of Indian Psychology. In
Psi and Developing Societies / (2010) 121455. sage Publications.~~

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MACP-102—Cognitive Psychology

Unit 1—Introduction: Introduction to Cognitive Psychology: Definition; A brief history; The Cognitive Revolution; The emergence of cognitive science; Core Concepts: Mental Representations; Stages of processing; Memory stores: Serial vs. Parallel Processing; Hierarchical systems; Consciousness; Contemporary approaches to Cognitive Psychology: Information processing; Connectionism; The Brain and Cognition: Cerebral Cortex and Parallel Processing; Cognitive Neuroscience techniques: PET, CT, Functional MRI, ERP and other imaging techniques.

Unit 2—Psychophysics: Introduction to Psychophysics: History and development: Classical

Weber's law, Fechner's law, Psychophysical methods: method of limits, of constant stimuli, method of average error; Contemporary psychophysics: Steven's 2000 law, signal detection theory (modular with demonstration and practicum on psychophysical methods and response criterion and decision).

Unit 3—Attention: Attention: basic concepts—divided attention, selective attention, visual and auditory attention; Theories and current developments—Bottleneck and Capacity theories; Automatic and Controlled processing, switching attention; brain and attention.

Unit 4—Perception: Modularity of Perception: Visual perception, Tactile perception, Space perception, Speech Perception, Auditory Perception, Multimodal Perception, Multisensory interaction and Integration: Synesthesia, Comparing the senses, Perception and Action: Hierarchies of Perception: Gestalt approach, Top—Down vs. Bottom Processing—Information Processing, Pattern Recognition: Feature detection analysis, Template matching, Prototype matching, Brain and Perception: Dorsal and Ventral pathways: Disruptions of Perceptions: Illusions and Agnosia.

Unit 5—Learning: Basic concepts in learning: Habituation, Classical Conditioning and Instrumental; Conditioning, Paired Associate Learning, Implicit learning; Contiguity theories:

Role of time in learning; Critical periods and Imprinting; Implications: Expectancies and Contingencies in learning; Applications in behaviour modification

Readings

~~Galotti, K.M. (2001). *Cognitive Psychology In and Out of the Laboratory*. 2nd Edition.~~

~~Wadsworth.~~

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~~Kellogg R.T. (2007). *Fundamentals of Cognitive Psychology*. Sage Publications.~~

~~Latlin MW (2005) *Cognition*. Wiley & Sons, Inc.~~

~~Smith F. E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.~~

~~Roos, R. L. (2001) *Cognitive Psychology*. 6th Edition. Pearson Education.~~

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MACP-103 — Biological Foundations of Psychology Unit 1 — Introduction & Neurons:

The origins of biopsychology, Nature of biological basic cytology and biochemistry; Mind-Brain relationship, Methods of study of in biopsychology; Structure of neurons, types, functions, neural conduction,

— z — communication between neurons, Synaptic conduction. Neurotransmitters Unit 2

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

Unit 3 — Biopsychology of Emotion, Stress and Health: Emotions as response patterns: fear,

— 2er and aggression; Hormonal control of aggressive behaviour; Neural basis of the of emotion: Recognition and expression; Stress and health: The stress response, stress and gastric ulcers, Psychoneuroimmunology, stress and the hippocampus; — conditioning: amygdala, contextual fear conditioning and the hippocampus.

Unit 4 — Biopsychology of Arousal: Physiological correlations of Arousal: consciousness and Factors affecting consciousness. Sleep: Rhythms of sleeping and waking, neural basis biological clocks, Stages of sleep, brain mechanisms of REM sleep and dreaming. — —: physiological mechanisms of sleep and waking, disorder of sleep.

Unit 5 — Biopsychology of Motivation: Hunger theories, neural signals: El first neural mechanisms; Human obesity. Anorexia nervosa Sex hormones and sexual development, r — —: neural mechanism of sexual behavior, sexual orientations, hormones and the brain.

Readings

Carlson, N.R. (2004). *Physiology of behaviour* (8th.ed.). Boston: Allyn & Bacon.

Kalish, J. W. (2004). *Biological psychology* (8th.ed.). Belmont:

Wadsworth/Thomson learning J.P.J. (2000). *Biopsychology* (4th.ed.). Boston: Allyn & Bacon.

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Schneider M-Alles (1990). An introduction to Physiological Psychology (3rd Edition) USA: Random House.

Vagner, H., & Silber, K. (2004). Physiological Psychology, Garland Science. Abingdon: UK.

M XCP 104 — Developmental Psychology

Unit 1: Cognitive Development: Jean Piaget : A constructivist approach ; Adaptation: Vygotsky: A social contextual approach: Mediation, Zone of Proximal Development

Unit 2: Social Development: Freud: Early development of the psyche, Psychosexual stages of development; Erikson: Stages of Development;

Unit 3: Moral Development and Development of Gender Roles: Moral theories, Development culture, self control. Sex differences and gender roles. Gender identity. stereotyping, gender

Unit 4: Crisis, Mid Life Development in Adulthood: Development during Adulthood: Life stages, Mid Life

Unit 5: Menopause, Aging, Degenerative Disorders

Unit 6: Childhood, Identity and Society: Discourse of childhood and developmental psychology; childhood as historically produced and socio-culturally constructed;

Readings
 Childhood in India

Wallerstein, J. (2003). Child development (6th ed.) Pearson Education: Delhi.

Wallerstein, J. (2008). Deconstructing Developmental Psychology. Routledge: London.

Freud, S. (1972). The psychoanalytic theory of neurosis. New York: W.W. Norton.
 (1992). A Psychoanalytic Theory of Infantile Experience: Conceptual and

Clinical Reflections. Psychology Press.

Wiley-Blackwell handbook of Childhood cognitive development. Chichester: Wiley+Blackwell.

Wallerstein, J. (2011). Development across the Lifespan. Pearson Education: Delhi.

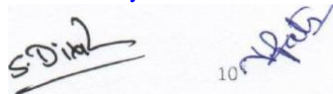
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Rail, R. V. (2001). *Children and their development*. Prentice Hall Inc,

Palombo, J., Bendicson, H. K., & Koch, B. J. (2009). *Guide to psychoanalytic developmental theories*. New York, NY : Springer.

Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India*.

New Delhi: Oxford University Press.



The image shows two handwritten signatures in black ink. The signature on the left is 'S. D. Dixit' and the signature on the right is '10/1/2015'. There is a small date stamp '10/1/2015' written in the center between the two signatures.

Papers

Neustadter, R. (1993) "Grow up!" The devaluation and stigmatization of childhood as a threat to progress in contemporary social thought. In *Sociological* vol. 26, no, 4 (October, 1993). pp. 301-314, Taylor & Francis, Ltd.

Nieuwenhuys, O. (1998). *Global Childhood and the Politics of Contempt*. In *Alternatives: Global, Local, Political*, vol. 23, No. 3 (July-Sept. 1998), pp. 267-289, sage Publications, Inc.

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MACP-105 — Research Methodology Qualitative and Quantitative

Unit 1— Quantitative Research in Psychology: Philosophical roots of quantitative research

Logical positivism, empiricism); History of scientific research in psychology;
Definition of research; Purpose and need of psychological research. Experimental,
Exploratory, Correlational and descriptive research in psychology, Ethical issues in
psychological research

Unit 2— Process of Quantitative Research: Conceptualization, operationalization and
measurement. Causality and experimentation: Definition and nature of variables: operationally
defining variables; Independent variables; Dependent variables; formulation of research
problems and hypothesis; Different types of hypothesis Experimental: manipulation and
control of variables: steps in quantitative research: Population and sample. Basic
assumptions; Sampling distribution; Sampling techniques: probability and nonprobability
sampling; Methods of data collection: observational methods, surveys, questionnaires,
interviewing methods, case study methods, and psychometric tests.

Unit 3— Foundation of Qualitative Research: Defining qualitative research; historical
development of qualitative research; Key philosophical and methodological issues in
qualitative research; Different traditions of qualitative research: Grounded theory,
Narrative approach, Ethnography, Action research and Discourse analysis;
Conceptualizing research questions, Issues of paradigm; Designing samples.

Unit 4— Collecting and Analysing Qualitative Data: What is qualitative data? Various
methods of collecting qualitative data: participant observation, interviewing, focus
groups, life history and oral history, documents, diaries, photographs, films and videos,
conversation, texts and case studies; Different traditions of qualitative data analysis
thematic analysis, Narrative analysis, Discourse analysis, Content analysis.

Unit 5— Statistics: Definition and purpose of psychological statistics: Measures of central
tendency and variability; Correlation: Spearman's correlation coefficient. Probability

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distribution and normal curve; Levels of significance, type I and type II errors, one and two-tailed tests; Parametric and non-parametric tests of significance; Statistical analysis of single sample study: testing a sample mean by t test, the independent samples t test, the dependent sample t test.

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Readings

Arnold Ritchie, J. & Lewis, J. (eds.). (2003). *Qualitative research practice: A guide for social science students and researchers*. New Delhi: Sage

Bordens, K.S., & Abbott, B.B. (2006). *Research and design methods: A process approach* (6th ed.). New Delhi: Tata McGraw Hill Company Limited

Coolican I. (2004). *Research methods and Statistics in Psychology*. London: Hodder

Goodwin, C.J. (2002). *Research in psychology: Methods and design* (3rd ed.). New Jersey: John Wiley & Sons, Inc.

Gravetter, F.J., & Wallnau, L.B. (2002). *Essentials of statistics for the behavioural sciences* (4th ed.). Pacific Grove, CA: Wadsworth, Thomson Learning

Silverman, D and Marvasti, A. (2008). *Doing qualitative research*. New Delhi: Sage publication.

S. Dixit H. S.

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SCP 201 — Theories of Personality

1— ~~Psychodynamic Theories I: Classical psychoanalysis: Freud— id— ego, and
superego; preconscious, unconscious; defense mechanisms.~~

~~Theories II: Kohut, Klein, Stern, Winnicott, Boxslby~~

3— ~~Behavioural Theories: Behaviourism: Skinner; Social Learning: Dollard and
Miller; a: Social Cognitive Theory, observational learning.~~

4— ~~Humanistic and Existential Theories: Rogers: self actualization, fully
functioning~~

~~Maslow: Hierarchy of Needs, Kelly: Fundamental Postulate: Rollo~~

~~May z.: t 5— Trait Theories: Allport, Cattell, F. ysenek~~

~~2— Zura. G. V & Cervone, D. (2000). Personality: Determinants, (Dynamics and
potentials~~

~~1980). An Introduction to theories of personality. Academic Press, Inc.
(London)~~

~~Ltd. Ryekman M. R (2004) 8th Edition. Wadsworth, Thompson learning. USA.~~

~~read. S. (1949). An outline of psychoanalysis.~~

~~redman, H.S. & Schustack, M. W. (2004). Personality, 2ND edition. Pearson Education~~

~~LB. (2002). Theory of personality, 4TH edition. John~~

~~Arzenham, B.R & Olson, M.H (1999). An Introduction to Theories of Personality, 5th
Edition, Prentice Hall, Upper Saddle River, New jersey~~

~~'žlombo, L, Bendiesen, H. K., & Koch, B. J. (2009). Guide to psychoanalytic
developmental~~

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MACP 202—Cognitive Psychology 11

Unit 1—Memory: Sensory memory: iconic and echoic; Short term memory: Capacity and characteristics; Memory Codes; Recognition of items in STM; Working Memory; Long Term Memory: Encoding and Retrieval in Long Term memory; Autobiographical and eyewitness recollections; Semantic Network and Models of Knowledge Representation; Episodic Memory; Procedural (Implicit and Explicit) Models of memory for new information: General approach. Simple association models and SAM model; Forgetting: Reproduction and reconstruction in memory; Theories of forgetting; Disorders and distortions of memory: amnesia, traumatic and false memories, Confabulation The Multimodal Approach. Improving prospective memory; Metacognition: Metamemory; TOT; Metacomprehension; Brain structures in Memory

Unit 2—Thinking & Decision Making: Concepts and Categorization: Function of concepts, Structure of Natural Object Categories, Association and Hypothesis Testing, Use of categories in reasoning. Decision Making: Models and Theories; Complex, Uncertain Making.

Unit 3—Problem Solving: Types of problem. Understanding the problem. Strategies of Problem Solving (Sub goals, analogues) Problem Solving Approaches: Gestalt, Newell and Simon's theory, Factors that influence Problem Solving.

Unit 4—Creativity: Creative process, Creativity and Functional Fixity. Investment theory of Creativity, Judging Creativity.

Unit 5—Language: Defining Language: Origins of language, meaning structure and use; Perspectives of Language: Modularity Hypothesis, Whorfian Hypothesis and Neuropsychological perspectives; Representations of Language: Chomsky's Universal Grammar, Neural systems; Psycholinguistics: Understanding Language: Heuristics and Strategies and Minimal Attachment; Speaking: Producing a word, sentence, speech errors, Discourse, the social contexts of speech; Comprehension, Reading and Discourse;

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Factors affecting Comprehension, Reading processes and Discourse processes, Writing:
Cognitive model, planning the writing assignment, sentence generation, revision;
Embodied Cognition; Bilingualism; Brain and Language

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Readings

Yi K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition.

XVadswold.

R.T. (2007). Fundamentals of Cognitive Psychology. Sage Publications.

John M.W (2005) Cognition, Wiley & Sons, Inc.

E.E. & Kosslyn, (2007). Cognitive psychology - Mind and brain. Prentice Hall.

R. L. (2001) Cognitive Psychology. 6th Edition. Pearson Education.

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M-WP 203 — Psychopathology I
ait 1 — Classification and Theoretical
Models: Systems of classification, basic
features;

ICD-10, similarities,
differences and
critical evaluation:
Major theoretical
models of Critical
evaluation:

2 — Psychopathology of
Neuropsychological
Conditions: Dementia;

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delirium, head epilepsy, other
amnesic syndromes.

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Addiction and sexual
disorders: Clinical
characteristics, etiology, of
addiction, assessment in
addiction. Motivational
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Clinical characteristics,
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Unit 4—Psychopathology of Adult
Personality Disorders: Clinical
characteristics, etiology, theories
of cluster A, B and C personality
disorders. Differences in ICD
and DSM-V.

Unit 5—Psychopathology from
Psychodynamic Perspective:^M
eWilliams: Levels of

e-^ranisation*, Defense
mechanisms: Classification of
Personality.

Adams, H.E., Sutker, P.B. (2001).
Comprehensive handbook of
psychopathology (3rd Ed.).

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New York: Kluwer Academic
publishers.

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

Hecker, S.E. & Thorpe, G.L. (2005).
Introduction to clinical
psychology: Science, practice
& ethics. Delhi: Pearson
Education, Inc.

McWilliams, N. (2011).
Psychoanalytic diagnosis:
Understanding personality
structure in the clinical process

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Guiliòrd Press.

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

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MAC P 204—Social Psychology
Unit 1—Introduction to Social
Psychology: The definition and
nature of social psychology; Growth
of social psychology; alternative
conceptions of social psychology;
Crisis of confidence in the discipline
and its resolution; Development of
social psychology in India; Current
status of the discipline;
indigenization of social psvehology
Issues in experimental social
psychology; Emerging alternative
methods in social psychology;
Ethical issues in social psychological
research.

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Unit 2—Social Interaction : Social cognition and impression management Self and identity. Culture and Development of Self. Social Identity. 1) Áerse identities; Attribution— theories, biases and errors; Organizing and Changing attitudes: persuasion and propaganda techniques :The development of social representation; Prejudice, Stereotypes and Discrimination; Groups: Small groups and its functions; Social influence processes in groups; Theories of inter group relations; Reducing prejudice.

Unit 3— Social Relations and Influence: Nature, dimensions and

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dynamic.s of interpersonal relationships; Interpersonal attraction: Sexuality and intimacy; Diverse and complex relationships alternate sexualities; Aggression: Theories and individual differences in aggression; Violence—sexual harassment, genocide, terrorism.

Unit 4—Social Issues: Environmental stressor and social behaviour; Social psychological perspectives on health and illness; Culture, personality and psychopathology: traditional healing methods: Cross—cultural aspects of coping; Psychological effects of unemployment. Social and ethnic

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psychology: Diversity in
socialization: Individualistic vs.
collectivistic culture: Poverty and
deprivation.

Unit 5 Emotions in Everyday Life:
Emotion, Behaviour and Conscious
Experience: Biolozical, Cognitive,
Constructionist, Psychodynamic,
Evolutionary and Cultural
Perspectives; Self-Conscious It-
motions: Shame, Guilt.
Embarrassment and Pride: Social
Self²-Conse1ousness; Emotions and

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Social Processes:
Empathy,
Forgiveness,
Gratitude and
Envy.

(1999). *Social Psychology* (3rd ed.). New Yo
social
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Readings

—Aronson, E., Wilson,
T.D., and — R.M.

— Longman.

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Burke, Peter J.
(2006). *Contemporary
social psychological
theories*. Stanford:

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Stanford social sciences.

raser, C. , and Burchell, B. (2001)
Introducing Social Psychology.
Cambridge: Polity.

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Portrait of/ People. New Delhi:
Viking Penguin.

and Shotter, T. (Eds.). (1990).
Deconstructing social psveho/ogy. London:
Routledge.

F.M, (1987). Psychology in
the three worlds: As reflected
by the crisis in social
psychology and the move

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psychology. *American
Psychologist*, 42, 912-920.

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staircase to terrorism: a
psychological exploration.
American Psychologist, 60,
161-169.

R.I.. (1994). *Violence in India: A
Psychological Perspective*. D.L.N. Rao
Murthy

Oration, *Indian Journal of
Psychiatry*, 36(4), 163-169.

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Gender and Psychology

**Unit 1: Gendered
construction of selfhood-
implications from
psychological theories.**

**Unit 2: Empowerment,
Social Choice and
Cultural Competencies;
Women and Work,
Career,**

**Home Gender and
Sexuality;**

**Unit 3: Gender in
Thought and Action:
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Culture, family and**

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patriarchal precedence in clinical
psychology.

Unit 4: Feminist practice in therapy.
Feminism, Psychoanalysis and
psychotherapy. Gender mainstreaming
in theory and practice.

Unit 5: Rethinking DSM classification.
Men's mental health. \Women's mental
health.

and stress. Hurried women
syndrome. Clinicalizing women in the
work place. Issues related to the concept
of body image. Women and
reproduction. Gender and well-being.

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Adlaka,R. (2009). Gender blind or
gender biased?. Sebastia,B. (Ed.).
Restoring mental health in India.
New Delhi: Oxford University
Press.

Aird E. (2001). Women and work. In
S. Izzard, & N. Barden.(Eds.).
Rethinking gender and therapy:
the changing identities of women.
Buckingham: Open University
Press.

Ashmore, R. D. & Boka, F. K. D. (1986). The Social Psychology of
Female Male Relations A Critical

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Analysis of Central Concepts.
Academi Press: London.

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Woman SIHârome: a seven step
program 10 conquer fatigue, control
weight and restore passion in your
relationship. New York: Vantage
Press. I agly, A. H. , Beall, A. E. , &
Sternberg, R. J. (Eds.). (2004). The
psychology of gender (2nd ed.). New
York, NY, US: Guilford Press.

Kakar, S. (1989). Intimate Relations:
Exploring Indian Sexuality. Penguin
India.

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Niama, A. (1995). Race, gender and subjectivity. Routledge: London.

Ussher, J.M. & Nicoloson, P. (Eds). (1992). Gender issues in Clinical Psychology. London: Routledge.

Papers:

Minton, H.L. (2000). Psychology and gender at the turn of the century.

American Psychologist, 55, 6, 613-64

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Mohamed E. Rajan, E., Kumar, A. & Mohammed, P.M.S. (2002). Gender and mental health in Kerala. Retrieved

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<http://www.isstindia>.

"Thomas, T.M. (2007). Female body
concerns in health research: a feminist
psychological perspective, *Artha
Journal of Social Sciences*, 6, 1, 19-
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~~MACP 206 Major Research Project
and Writing Skills~~

~~Unit 1: 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
American Psychological Association~~

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(APA); specific guidelines pertaining to in-text citations, references, and structures of academic courses

Unit 2: Forms of Academic Writing: Abstract writing; summarisation; review of literature:

Scientific poster presentations:

reflective, analytic and descriptive

reports: book review, film tables and

graphs in academic courses:

Experiential Learning as Assessment

Strategies: Individual/Group

presentations on forms and issues in

Academic Writing: classroom

assignments in generating abstracts,

posters, rewrites, etc

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Readings

American Psychological Association
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Psychological Association, 6th edition

Hart, C (2006). *Doing your Masters Dissertation*, Sage, New Delhi

Hartley, J. (2008). *Academic writing and publishing: A practical guide*. Taylor and Francis.

Bailey, S. (2011). *Academic writing: a handbook for international students*. 3rd Edition.
New York : Routledge.

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Hartley, J. (2008). Academic writing and publishing: A practical guide. Taylor and Francis.

Bailey, S. (2011). Academic writing: a handbook for international students. 3rd Edition.

New York : Routledge.

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~~4 SEMESTER 111~~

MACP 301 The ^Margins and
Psychology

Unit 1: What is a culturally sensitive
approach to depth psychology. what is
a depth-oriented approach to
understanding culture? Becoming
familiar with the tradition of Critical
Psychology: Examining the
relationship between political
processes, cultural realities, historical
forces & subjective experience.

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Unit 2: Psychodynamic understandings of
Race, Class and Caste: Some Initial
reflections Impoverishment, deprivation &
poverty: Reaching relatively inaccessible
spaces within ourselves & in the society
around us.

Unit 3: Engaging with historical survivors.
Relating with issues of displacement,
migration and refugeehood: An empathic
engagement with the psychodynamics of
losing one's roots;
Anchor & home.

Unit 4: Self and Other: Psychodynamics
of hate, violence, terrorism and
communalism. The impersonal self &

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the "forsaken self", a look at political
processes ignited through terror—
"echoing" & violence.

Unit 5: The Manic Defence: A
psychodynamic formulation of consumer
based, capitalist

Readings

Freud, S. (1920). "The Unnameable Objects;
Unspeakable Crimes. In The white
problem in America. (1970). Chicago:
Johnson Publ.

U. (2003). The other side of silence.
Voices from the partition of India.
Durham, NC: Duke Univ.

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Press. Drucker, P. (1993). *Post-capitalist society*. New York: Harper Business.

Das, V., & Nandy, A. (1985). Violence, Victimhood, and the Language of Silence. *Contributions to Indian Sociology* 19(85), 19; 177

Das, V., & Cavell, S. (2008). *Life and Death: Violence and the (In)Sensibility of the Subject*. Berkeley, Calif: Univ. of California Press.

Fromm, E. (1955). *The sane society*. New York: Rinehart & Company, Inc.

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Gandhi, M. K. (1920). *Experiments with Truth*

Gheisi, M.L. (2008). *The knowledge society: A breakthrough toward genuine sustainability*. Cochin: Editions India.

Jain, S. & Sarin, A. (2018). *The Psychological Impact of the Partition of India*. New Delhi: Sage.

Sage.

Lifton, R. J. (1968). *Revolutionary Immortality, Mao Tse-tung and the Chinese Cultural Revolution*. Middlesex: Penguin.

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^Mohanty, A. K. & Misra, G. (2000).

Psychology of Poverty. New Delhi:
Concept Publishing Company.

Sandy, A. (1997). *Essays in Politics and Culture: At the Edge of Psychology*. New Delhi:

Oxford University Press.

^Neumann, E. (1990). *Depth psychology and a new ethic*. Boston: Shambala.

Padhi, R. (2012). *Those who did not die: Impact of the agrarian crisis on women in Punjab*.

New Delhi: Sage.

Sinha, D., Tripathi, R. C. & Misra, G. (1995). *Deprivation: Its Social Roots and*

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Publishin^oCompany.

M[^]CP 302- Preparing for Clinical ork
Unit 1 : Revisiting the history of insanity:
Reexamining madness from the writings
of

Foucault, Laing, Szasz, Deleuze &
Guattari.

Unit 2: Establishing therapeutic alliance,
ethical consideration, dealing with
breaches

Unit 3: Learning to listen to the
person instead of catege)li/ing
mptoms. A look at four Interrelated
healing traditions llumanistic,

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Existential, Psychoanalytic &
Buddhist. Self in clinical Work.

Unit 4: An introductory exploration of
transference and counter-transference in
life in general.

Unit 5: Clinical history taking: Mental
Status Examination: Psychodiagnostic
formulation.

Clinical interviewing skills.

Readings

American Psychiatric Association (2013).
Diagnostic and Statistical Manual for
Diseases (5th

Revised edition),

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Cooper, R. (2007). Psychiatry and philosophy of science. Stocksfield: Acumen.

Foucault, M. (1971). Madness and Civilization: A history of Insanity in the Age of Reason.
London: Penguin.

Gyatso, T. (1997). The heart of Compassion. New Delhi: Full Circle.

Gyatso, T. (2003). Politics of Kindness. New Delhi: Snow Lion Publications.

Laing, R. D. (1962). The Divided Self. London: Penguin Books.

Laing, R. D. (1967). Politics of Experience and Birds of Paradise. London: Penguin Books.

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McWilliams, N. (1999). *Psychoanalytic
Case Formulation*. New York: Guilford
Press.

Muran J. C., & J. P. (Eds.). (2011) *The
therapeutic alliance: An evidence-based
guide to practice*. New York, NY,
US: Guilford Press.

Patterson, C. H. (1959). Transference
and Countertransference. In *Counseling
and
Psychotherapy: Theory and Practice*.
New York: Harper and Row.

Rogers, C. R. (1961). *On Becoming a
Person: A Therapist's View of*

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~~Psychotherapy. Boston: Houghton
Mifflin Company.~~

~~Szasz, T. (1994). Cruel compassion:
Psychiatric control of society's
unwanted. Oxford,
England: John Wiley & Sons.~~

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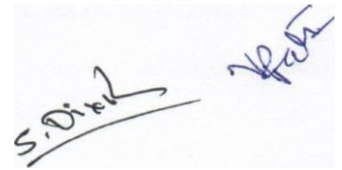
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MACP 303—Psychotherapy I

Unit 1: Research & Training Issues:

Introduction; 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

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development; Other critical issues in psychotherapy.

Unit 2: Psychodynamic Therapy I:

Psychoanalytic, Brief Analytic, Object Relations, and personal Approaches. Understanding psychological defenses, regression and the true and false self systems.

Unit 3: Psychodynamic Therapy II:

Issues and debates related to therapeutic technique—the working alliance, resistance, free association, dreams, interpretation transference and counter transference.

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Psychoanalytic Psychotherapy and
Psychoanalysis: An overview

~~Unit 4: Humanistic Therapies: Client-
Centered, Existential and Gestalt
therapies.~~

~~Unit 5: Behavioral & Cognitive-
Behavioral Therapies: Behavioral
therapy, Cognitive therapy (Beck),
Rational Emotive Behavior Therapy
(Ellis).~~

Readings

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

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Dryden, W. (2007). *Dryden's handbook of individual therapy*. (5th ed). Sage Publications:

New Delhi.

Eigen, M. (1999). *The Psychotic Core*. London: Karnac

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

Freud, S. (1913). *On Beginning the Treatment*. (Place and Publishing House) Standard

Edition 1 2: 12 1—144.

Green, A. (2007). *Key Ideas for a Contemporary Psychoanalysis*. London: Routledge.

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Huprich, S. K. (2009). Psychodynamic
therapy: Conceptual and empirical
foundations. New

York, NY, US: Routledge/Taylor & Group.

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- Kohut, H. (1971). *The Analysis of the Self*. New York: International Universities Press.
- Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). *Psychologists' desk reference*. Oxford: Oxford University Press.
- Miltenberger, R.G. (2001). *Behavior modification: Principles and procedures* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Prochaska, J.O., & Norcross, J.C. (2003). *Systems of psychotherapy: A transtheoretical analysis* (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
- Sharf, R.S. (2000). *Theories of psychotherapy and counseling: Concepts and cases* (2nd ed.). Singapore: Brooks/Cole.
- Simon, L. (2000). *Psychotherapy: Theory, practice, modern and postmodern influences*. Westport, Connecticut: Praeger.
- Sundel, M., & Sundel, S. (1999). *Behavior change in the human services: An introductory principles and applications* (4th ed.). New Delhi: Sage.
- Trull, T.J., & Phares, E.J. (2001). *Clinical psychology: Concepts, methods, and professional applications* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.

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L. (1997). *Counseling and psychotherapy: A multicultural perspective (4th ed.)*. Boston: Allyn & Bacon.

The Analysis of the Self. New York: International Universities Press.

Koocher, G.P., Norcross, J.C., & Hill III, S. (eds.). (1998). *Psychologists' desk reference*.

Oxford: Oxford University Press.

1). *Behavior modification: Principles and procedures (2nd Ed.)*. Belmont CA: Wadsworth/Thomson Learning.

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Systems of psychotherapy: A
translational analysis (5th ed.).
Pacific Grove, CA: Thomson
Brooks/Cole.

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

(2000). Psychotherapy: Theory,
practice, modern and postmodern
influences.
Westport, Connecticut: Praeger.

(1999). Behavior
change in the human services: An
introduction to principles and

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applications (4th ed.). New Delhi:
Sage.

Timl,T.J., & Phares,E.J. (2001) Clinical
p.sychology: Concepts, methods, and
pro/ession (6th

MACP 304 Psychological Assessment
Unit 1. Introduction to psychological
assessment, theory and practice challenges
of psychological measurement

Unit 2: Test construction: Steps in test
development and standardization

Unit 3: Applications of Psychological
testing: clinical, organizational and
business,

Educational counselling, military and
career guidance settings Unit 4:

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Ethical issues in psychological testing: international guidelines and challenges of cultural applications

Unit 5: Frequently used assessments: Personality, Intelligence, Memory, Projective,

Aptitude, Assessment of children with special needs.

Readings

Anastasi, A. & Urbina, S. (1997).

Psychological testing. New Delhi: Pearson

Education Asia Chadha, N.K. (2009).

Applied Psychometry. New Delhi: Sage

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Gregory, R.J. (2004). Psychological testing:
History, principles and applications.
New Delhi: Pearson Education Asia.

(Groth Mamat, G (2003). Handbook of
Psychological Assessment. John Wiley &
Sons Inc.,
Hoboken, New Jersey

Kaplan, R.M. and Saccúzzo, D.P (2005).
Psychological Testing: Principles,
Applications and Issues. India:
Wadsworth, Cengage.

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Unit 1: The Self: questions – "Who am I?" "What is my personal search?"

"What is my Self: questions relationship with the world?"

Unit 2: Self in living: the significance of "playing", "flirting"

Unit 3: Towards the Flow of Life: The

"hiding" disintegration unintegration to integration

Unit 4: Self and World: The

What do I stand for and how

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ongoing process of "becoming".
Search for authenticity, meaning &
choice. Engaging with loss, and
despair. Change, transience and
emptiness. Towards an
"interdependent" experience of
selfhood.

Unit 4: Self and World: The Conditioned
Being.

XWhat do I stand for and how did I come
to internalize the values that I hold?)

XWhat are my social and cultural
internalizations?

XWho would I be beyond my
internalizations?

Examining my choices regarding life?

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Could I reach a fuller participation in the world in which I exist?

Unit 5: "Going to Pieces without falling apart". A holistic synthesis of all the abovementioned perspectives; Acknowledging the limits of one's empathy & opening up to one's compassion.

Readings

Camus, A. (1970). *The Rebel*. New Jersey: Routledge.

Camus, A. (1972). *The Plague*. London: Penguin.

Epstein, M. (1999). *Going to Pieces without Falling Apart: A Buddhist Perspective on*

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Wholeness. London: Thorsons.

Epstein, M. (2001) *Going On Being*. New York: Harper Collins Publishers.

Frankl, E. V. (1984). *Man 's Search /or Meaning*. New York: Beacon Press.

Phillips, A. (1988). *On Flirtation*. Cambridge, Mass: Harward University Press.

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SEMESTER IV

MACP 401– Psychopathology II

Unit 1: Psychopathology of Mood
and Anxiety Disorders, Depression,
bipolar affective disorders: Phobia,

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GAD, panic, (OCT), P-STD,
adjustment disorder: Clinical
characteristics, etiology. Rating
scales and screening tools

Unit 2: Psychopathology of
Somatoform Disorders. Dissociative
disorder, somatoform disorder, other
neurotic disorder; Clinical
characteristics and etiology.
Assessment tools - rating scales and
screening instruments

Unit 3: Psychopathology of Behavioral
Syndromes. Eating disorder, sleep
disorder: Clinical characteristics and

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etiology. Assessment tools, rating scales and screening instruments

Unit 4: Psychopathology of Psychotic Disorders; Schizophrenia, delusion, other psychotic disorders; Clinical characteristics, etiology: Psychodiagnostic assessments (rating scales, projective tests).

Unit 5: Disorders of Infancy, Childhood and Adolescence, Specific developmental disorder of scholastic skills: Pervasive developmental disorders; Behavioral and emotional disorders;

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Disorders of social functioning-
Assessment tools in childhood
disorders.

Reading€

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

Sadock, B.J. & Sadock, V.A. (2003):

Kaplan & Sadock's Synopsis of
psychiatry: Behavioral sciences/clinical
psychiatry (9th. Ed.). Philadelphia:

Lippincott Williams & Wilkins.

Hecker, S.E. & Thorpe, G.L. (2005):

Introduction to clinical psychology:

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Science, practice & ethics. Delhi:

Pearson Education, Inc.

Adams, H.F., & Sutker, P.B. (2001).

Comprehensive handbook of
psychopathology (3rd Ed.). New
York: Kluwer Academic
publishers.

Mil-ten, H., Blaney, P., & Davis, R.D.
(1998). The oxford textbook of
psychopathology.

London: Oxford University Press

Smith, N.W. (2001). Current systems
in psychology: History, theory,
research & applications.

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USA: Wadsworth/Thomson
learning.



Sadock, H.J. & Sadock, V.A. (2003).
Kaplan & Sadock's Synopsis of
psychiatry: Behavioral
sciences/clinical psychiatry (9th. Ed.).
Philadelphia: Lippincott Williams &
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MACP 402- Psychotherapy II
Unit 1: Introduction

Introduction: Historical and cultural contexts for the development of Couples, Family and

Group therapy. Developmental frameworks in Couples, Family and Group therapy.

Unit 2: Couples Therapy

Couples Therapy: Theoretical frameworks, Issues and therapeutic approaches for working with

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couples. Evidence-based practice in couples therapy. Treatment planning

Unit 3: Family Therapy

Family Therapy: Major Dominant theories of Family Therapy—classical, post-modern and social-constructivist approaches. Treatment planning in Family Therapy

Unit 4: Group Therapy

Group Therapy: Theories of group therapy, emergence of group interventions as de facto forms of treatment and brief forms of group therapy: Treatment planning

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using Group interventions—choice of treatment and modality . Review of evidence-based models in Group therapy.

Unit 5: Art Based Therapies

Modalities: Art therapy, Dance/Movement Therapy, Music Therapy, Drama therapy.

Readings

Nichols, P.M. & Schwartz C.R. (2006). Family Therapy—concepts and methods, 7th edition, Allyn and Bacon, Boston, Pgarson education, Inc.

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Bion, W.R. (1959) *Experiences in Groups and other Courses*. N.Y.: Basic Books.

Bunt, L. (1994) *Music Therapy: An Art Beyond Words*

Case, C. (1992) *The Handbook on Art Therapy*.

Chaiklin, S. and Wengrower, H. (Eds.). (2009). *The therapy: Life is dance*. New York: Routledge.

art and science of dance/movement



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Dosamantes-Beaudry, I. (1999). A psychoanalytically informed application of dance/movement therapy. In D.L. Wiener (Ed.), *Beyond talk therapy: Using movement and expressive technique in clinical practice* (pp. 245-262). Washington, DC, US: American Psychological Association.

Fehr, S.S. (1999) *Introduction to Group Therapy: A Practical Guide*, N.Y.: Haworth Press.

Foulkes, S.H. & Anthony, E.J. (1965) *Group Psychotherapy: The Psychoanalytic Approach*.

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London: Penguin Books.

~~(Lidz, G.M. (1989) Group~~

~~Counseling: A Developmental~~

~~Approach (4th ed.) Boston:~~

~~Allyn & Bacon.~~

~~Kaplan, H. & Sadock, B. (eds.) (1993)~~

~~Comprehensive Group Psychotherapy~~

~~, 3rd ed. Baltimore: Williams &~~

~~Wilkins.~~

~~—Lidz, L.D. (2009). Expressive Therapies~~

~~Continuum: — Framework for Using Art in~~

~~Therapy. Routledge~~

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~~MACP 403 - Counselling in Context~~

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~~Unit 1: Introduction to Counselling: Nature approach and challenges~~

~~Unit 2: Approach to Counselling:~~

~~Psychodynamics Cognitive Behavioural~~

~~existential and feminist approach~~

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Unit 3: Ethical Issue in Counselling:

Professional competence, value, power and
role of professional network

Unit 4: Perspective on Practices: School,
Family, corporate/work and spiritual

Unit 5: Vocational Counselling and
Guidance; Indiscipline, Teacher-
Student Relationship and Classroom
management; Learning disabilities;
Special needs & ^Multicultural
classrooms; Parenting Education,
Prevention Approaches in
Educational settings

Readings

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Barwick, N. (2000). *Clinical Counseling in Schools*. Routledge.

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

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

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

Nelson-Jones, R. (2009). *Introduction to counseling Skills*. New Delhi: Sage.

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Pareek, U. (2004) *Understanding Organisational Behaviour*. New Delhi: Oxtòrd University Press.

Smith, T., Polloway, E., Patton, J. & Dowdy C. (2012). *Teaching Students with Special Needs in Inclusive Settings (6th edition)*. New Delhi: PHI Learning.

Vohra, S.S. & Kailash, S. (2010) *Psychological Turbulence 1/1 Relationships: Research, Cases & interventions*. New Delhi: Icon Publications Pvt. Ltd.

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S.(2004) Strengthening the value of
forgiveness in School C/III (Iren
Journal of J '(1/110' Education,
NCERT, 4, 1&2, 159-1671.

Woolfolk, A. (2004). Educational
psychology (9th ed.). New Delhi: Pearson
Education.

Fieldwork

In the second, third and fourth
semesters students have to engage in
fieldwork in sites approved by the
department. A report will have to be
submitted at the end of each
semester. The site for fieldwork can

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be a hospital, clinic, or centre where psychotherapy and counselling are practiced. Fieldwork will be supervised by faculty members.

Major Research Project
Each student has to make a research project on a topic approved by the department. The research must be based on empirical data. The project will be guided by faculty members.

Comprehensive Viva
There will be a comprehensive viva voce at the end of each semester where students can be asked questions on courses, fieldwork or projects completed in that semester.

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Examination Scheme

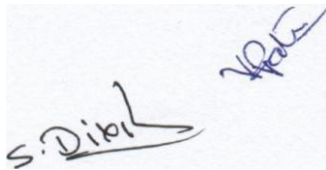
Each subject in each paper will be marked out of 100 where 40 marks will be internal, based on assessments throughout the semester and the end semester examination will carry 60 marks.

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