



ROYAL SCHOOL OF BEHAVIORAL & ALLIED SCIENCES (RSBAS)

SYLLABUS & COURSE STRUCTURE

M.A. Clinical Psychology

Jyoti Boro

The Assam Royal Global University
Royal School of Behavioral & Allied Sciences
Department of Psychology
M.A. Clinical Psychology
Course structure

| 1st semester | | | | | | | | 2nd semester | | | | | | | |
|---|--------------|-------------------------------------|---|---|---|----|------|---|--------------|--------------------------------|---|---|---|----|-----|
| Sl. No. | Subject Code | Names of subjects | L | T | P | C | TC P | Sl. No. | Subject Code | Names of subjects | L | T | P | C | TCP |
| Core Subjects (please use rows as required) | | | | | | | | Core Subjects (please use rows as required) | | | | | | | |
| 1 | CPY064C101 | Introduction to Clinical Psychology | 4 | 0 | 0 | 4 | 4 | 1 | CPY064C201 | Clinical Neuropsychology | 4 | 0 | 0 | 4 | 4 |
| 2 | CPY064C102 | Biological foundations of behaviour | 4 | 0 | 0 | 4 | 4 | 2 | CPY064C202 | Psychopathology II | 4 | 0 | 0 | 4 | 4 |
| 3 | CPY064C103 | Theories of Personality | 4 | 0 | 0 | 4 | 4 | 3 | CPY064C203 | Research Methods in Psychology | 4 | 0 | 0 | 4 | 4 |
| 4 | CPY064C104 | Psychopathology I | 4 | 0 | 0 | 4 | 4 | 4 | CPY064C204 | Qualitative Research Methods | 4 | 0 | 0 | 4 | 4 |
| 5 | CPY064C115 | Advanced Practical I | 0 | 0 | 0 | 2 | 4 | 5 | CPY064C215 | Advanced Practical II | 0 | 0 | 0 | 2 | 4 |
| Ability Enhancement Compulsory Course (AECC)* | | | | | | | | Ability Enhancement Compulsory Course (AECC)* | | | | | | | |
| 6 | CEN982A101 | Communicative English-I | 1 | | | 1 | 1 | 6 | CEN982A201 | Communicative English-II | 1 | 0 | 0 | 1 | 1 |
| 7 | BHS982A104 | Behavioural Science-I | 1 | | | 1 | 1 | 7 | BHS982A204 | Behavioural Science-II | 1 | 0 | 0 | 1 | 1 |
| | | | | | | | | Ability Enhancement Elective Course (AEEC) (Skill Based): | | | | | | | |
| | | | | | | | | 8 | FLG994S202 | AEEC/SEC-I | 2 | 0 | 0 | 2 | 2 |
| Elective: Discipline Specific DSE | | | | | | | | Elective: Discipline Specific DSE | | | | | | | |
| 8 | CPY064D101 | DSE-1 | 2 | 0 | 0 | 2 | 2 | 9 | CPY064D202 | DSE-2 | 2 | 0 | 0 | 2 | 2 |
| Total | | | | | | 22 | 24 | Total | | | | | | 24 | 26 |
| | | | | | | | | | | | | | | | |
| 3rd semester | | | | | | | | 4th semester | | | | | | | |
| Sl. No. | Subject Code | Names of subjects | L | T | P | C | TCP | Sl. No. | Subject Code | Names of subjects | L | T | P | C | TCP |
| Core Subjects (please use rows as required) | | | | | | | | Core Subjects (please use rows as required) | | | | | | | |
| 1 | CPY064C301 | Psychotherapy I | 4 | 0 | 0 | 0 | 4 | 1 | CPY064C401 | Psychotherapy II | 4 | 0 | 0 | 0 | 4 |
| 2 | CPY064C312 | Clinical Internship I | 4 | 0 | 0 | 4 | 4 | 2 | CPY064C412 | Clinical Field Work II | 4 | 0 | 0 | 4 | 4 |
| Ability Enhancement Compulsory Course (AECC)* | | | | | | | | Ability Enhancement Compulsory Course (AECC)* | | | | | | | |
| 3 | CEN982A301 | Communicative English-III | 1 | 0 | 0 | 1 | 1 | 3 | CEN982A401 | Communicative English-IV | 1 | 0 | 0 | 1 | 1 |
| Ability Enhancement Elective Course (AEEC) (Skill Based): | | | | | | | | | | | | | | | |
| 4 | FLG994S302 | AEEC/SEC-I | 2 | 0 | 0 | 2 | 2 | | | | | | | | |

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| Elective: Discipline Specific DSE | | | | | | | | Elective: Discipline Specific DSE | | | | | | | |
|-----------------------------------|----------------|-----------------------|---|---|---|----|----|-----------------------------------|----------------|----------------------|---|---|---|----|----|
| 5 | CPY064D3 01 | DSE-3 | 4 | 0 | 0 | 4 | 4 | 4 | CPY064D 406 | DSE-6 | 4 | 0 | 0 | 4 | 4 |
| 6 | CPY064D3 02 | DSE-4 | 4 | 0 | 0 | 4 | 4 | 5 | CPY064D 407 | DSE-7 | 4 | 0 | 0 | 4 | 4 |
| 7 | CPY064D3 03 | DSE-5 | 4 | 0 | 0 | 4 | 4 | 6 | CPY064D 408 | DSE-8 | 4 | 0 | 0 | 4 | 4 |
| PROJECT | | | | | | | | PROJECT | | | | | | | |
| | CPY064C3 26 | Thesis Preparation | 0 | 0 | 0 | 4 | 4 | 7 | CPY064C 426 | Thesis Submission | 0 | 0 | 0 | 8 | 8 |
| Total | | | | | | 27 | 27 | Total | | | | | | 29 | 29 |

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**PROPOSED COURSE STRUCTURE FOR CHOICE BASED CREDIT SYSTEM IN
P.G (4 semester) courses
MA Clinical Psychology**

| SEMESTERS | CORE COURSE (12) | credit | Ability Enhancement Compulsory Course (AECC) (6) | credit | Ability Enhancement Elective Course (AEEC) (2) (Skill Based) | credit | Elective: Discipline Specific DSE (4) | credit | Project/ dissertation | credits | No of papers each semester |
|-----------|---|--------|--|--------|--|--------|---|--------|-----------------------|---------|-------------------------------|
| I | Introduction to Clinical Psychology | 4 | Communicative English – I | 1 | | | DSE-1 | 2 | | | 8 |
| | Biological foundations of behaviour | 4 | | | | | | | | | |
| | Theories of personality | 4 | Behavioural Science-I | 1 | | | | | | | |
| | Psychopathology I | 4 | | | | | | | | | |
| | Advanced Practical I | 2 | | | | | | | | | |
| II | Clinical Neuropsychology | 4 | Communicative English – II | 1 | AEEC/SEC/-1* | 2 | DSE-2 | 2 | | | 9 |
| | Psychopathology II | 4 | | | | | | | | | |
| | Research Methods in Psychology | 4 | Behavioural Science-II | 1 | | | | | | | |
| | Qualitative Research Methods | 4 | | | | | | | | | |
| | Advanced Practical II | 2 | | | | | | | | | |
| III | Psychotherapy I | 4 | Comm. Eng – III | 1 | AEEC/SEC/-2* | 2 | DSE-3 | 4 | Thesis preparation | 4 | 8 |
| | Clinical internship | 4 | | | | | DSE-4 | 4 | | | |
| | | | | | | | DSE-5 | 4 | | | |
| IV | Psychotherapy II | 4 | Comm Eng – IV | 1 | | | DSE-6 | 4 | Thesis submission | 8 | 7 |
| | Clinical internship | 4 | | | | | DSE-7 | 4 | | | |
| | | | | | | | DSE-8 | 4 | | | |
| Total | No. of papers 14 | 52 | No. of papers 6 | 6 | No. of papers -2 | 4 | No. of papers -8 | 28 | 2 | 12 | 32 |

I. Core courses may be of the following:

- (i) Theory (4) =Credit 4 with no tutorial
- (ii) Theory(3) + Tutorial (2) = Credit 4 for theory paper
- (iii) Theory (3)+ Practical(2)= Credit 4 for Theory and Practical combined
- (iv) Practical (4) =Credit 4 for Only practical papers

Note: There may be variations in Core component of the structure from dept. to dept. It is expected the variation should not be too large in terms of number of papers or in terms of credits.

II. Ability Enhancement Compulsory Course (AECC)*

- (a) Communicative English : Four courses in all semester – Credit assigned: 1

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- (i) Developing Oral Communication & Listening Skills
- (ii) Conversation & Public Speaking
- (v) Communication & Presentation Skills
- (vi) Effective Workplace Communication

(Subjects may be offered after consultations with Royal School of Languages and requirements of the department.)

(b) Behavioural Science: 2 courses in 1st and 2nd semesters –Credits assigned: 1*

- (i) **Introduction to behavioural science**
- (ii) **Development of Individuals and Behavioural Skills**

(Subjects may be offered after consultations with Royal School of Behavioural & Allied Sciences and requirements of the department.)

III. Ability Enhancement Elective Course (AEEC) (Skill Based):

| | AEEC/SEC-1 (in second semester) (Choose any one) | AEEC/SEC-2(in third semester) (Choose any one) |
|---|--|--|
| 1 | ILD-1 | ILD-2 |
| 2 | FRENCH-1 | FRENCH-2 |
| 3 | C++ | LATEX |
| 4 | SCILAB | |
| 5 | MATLAB | Any other skill based courses offered by other schools of RGU and opted by Student |
| 6 | Any other skill based courses offered by other schools of RGU and opted by Student | |

IV. Elective: Discipline Specific DSE

| | FIRST SEMESTER (Choose Any one) Out of 3-5 choices | SECOND SEMESTER (Choose any one) Out of 3-5 choices | THIRD SEMESTER (Choose any three) Out of 6-9 choices | FOURTH SEMESTER (Choose any three) Out of 6-9 choices |
|---|--|---|--|---|
| 1 | Advanced Social Psychology | Marriage and Family Counselling | Culture and Psychology | Rehabilitation psychology |
| 2 | Cognitive Psychology | Community Psychology | Environmental Psychology | Art therapy |
| 3 | Developmental Psychology | Introduction to Counselling | Positive Psychology | Cognitive Behavioural Therapy |
| 4 | DSE 1-4 | DSE 2-4 | Educational Psychology | Psychology of Disability |
| 5 | DSE1-5 | DSE2-5 | Sports Psychology | Child and Youth counselling |
| 6 | | | Psychology and Media | Geriatric Psychology |
| 7 | | | DSE 3-7 | Transactional Analysis |

Note: DSE1-1 - DSE1-5 means 5 DSE papers are offered in 1st semester out of which 1 may be chosen

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination :** 20%

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- **End-term examination: 70 %**

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Course/ Program: M.A. Clinical Psychology

Subject: Introduction to Clinical Psychology

Subject Code: CPY064C101

Semester: 1st

L-T-P-C: 4-0-0-4

Objective: The objectives of this course are:

1. Develop a basic understanding about assessment and interventions in the context of clinical psychology.
2. Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Foundations of Clinical Psychology Historical & Philosophical background; Nature of discipline: theory and research; Towards a Clinical Identity: education & training, professional activities and employment settings, differences/similarities with other mental health professions. | 10 | 25 |
| II. | Clinical Assessment Processes: planning, data-collecting, interpreting, and communicating findings; Clinical Interview: components and basic skills; Diagnosis and Classification: basic issues and skills; Other assessment components and skills (Intellectual, Neuropsychological, Personality and Behavioral assessment). | 10 | 25 |
| III. | Clinical Interventions General issues: Nature of specific therapeutic variables (client, therapist, relationship). Course of intervention; Various perspectives (briefly): Psychodynamic, Humanistic-Existential, Behavioral-Cognitive, Group & Family. Tele-psychotherapy: basic concepts and ethics. | 10 | 25 |
| IV. | Critical Issues In Clinical Psychology Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

1. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
2. Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi

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Course/ Program: M.A. Clinical Psychology
Subject: Biological Foundations of Behaviour
Subject Code: CPY064C102

Semester: 1st
L-T-P-C: 4-0-0-4

Objective: The objectives of this course are:

- Understand the philosophical roots and historical events that have shaped the field of psychology.
- Explore the underlying philosophical assumptions, individual contributors, and various forces that served to shape the emerging field of psychology.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Introduction The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods. | 10 | 25 |
| II. | Neurons and neuronal conduction Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters | 10 | 25 |
| III. | 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: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex | 10 | 25 |
| IV. | Sensory and motor nervous systems Neural basis of vision – Anatomy of the Visual System, Analysis of visual information: Audition – Auditory nervous system, auditory coding. The chemical senses; coding of smell and taste. Cutaneous senses. Proprioception. Labyrinthine senses. Pain perception, pain management. The neural aspects of muscle movement; the pyramidal system, the extrapyramidal system. The endocrine system. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Hergenhahn, B.R. (1992). *An Introduction to the History of Psychology*. (2nd ed.). Wadsworth Publishing Company: Belmont, California
- Dhar, A.K. 2008: *Science(s) of the mind: Fort-da between the windscreen and the rearview mirror (Working Course)*.

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Objective: The objectives of this course are:

- To provide an understanding of the different personality theories
- To introduce critical evaluation of different theories in the background of the empirical evidence.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Psychodynamic theories Classical psychoanalysis: Freud; Neo-Freudian: Jung, Adler; Object relations: Melanie Klein, Margaret Mahler, Winnicott. | 10 | 25 |
| II. | Behavioural theories Radical Behaviorism: Skinner, Watson, Pavlov; Social Learning: Dollard and Miller; Social cognitive Theorist: Bandura. | 10 | 25 |
| III. | Humanistic and existential theory Maslow, Rogers, Kelly and Rollo May. | 10 | 25 |
| IV. | Trait theories Cattell's 16PF Trait Theory, Allport's Personality Trait Theory, Eysenck's Theory of Personality. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). *Theory of personality, 4th edition*. John Wiley and Sons
- Carpara, G.V & Cereone, D. (2000). *Determinants, dynamics and potentials*. Cambridge University Press.
- Friedman, H.S. & Schustack, M.W. (2004). *Personality, 2nd edition*. Pearson Education Pvt. Ltd. India

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Objective: The objectives of this course are:

- To demonstrate understanding of the various manifestations of psychopathology
- To demonstrate understanding of skills required to diagnose various disorders.
- To contrast and compare the models of etiology of psychopathologies
- To demonstrate mastery of skills required for psychopathological formulation.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Classification and Theoretical Models Systems of classification – Similarities and differences between DSM-V & ICD-10, Major theoretical models of psychopathology; Uses of the Manual (DSM – V). | 10 | 25 |
| II. | Psychopathology of Neuro-Cognitive Disorders Alzheimer's disease, NCD due to Parkinson's disease, NCD due to traumatic brain injury, NCD due to Huntington's disease | 10 | 25 |
| III. | Psychopathology of Substance – related and Addictive Disorders Substance Use Disorders: Features, Severity & Specifiers, Recording Procedures for Substance Use Disorders; Alcohol-related Disorders, Hallucinogen-related Disorders, Opioid-related Disorders, Sedative, Hypnotic or Anxiolytic related Disorders. | 10 | 25 |
| IV. | Psychopathology of Personality Disorders Clinical characteristics, etiology, Cluster A Personality Disorders : Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder; Cluster B Personality Disorders : Antisocial Personality Disorder Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder; Cluster C Personality Disorders : Avoidant Personality Disorders, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Ahuja 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.

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Objective: The objectives of this course are:

- To conceptualize the subject matter of the social individual in its deepest sense.
- To learn a more hands-on experience on the social behavior dynamics.
- This course is structured to provide the students a culturally informed and contextualized view of the discipline.
- To understand and to appreciate and analyze the changing cultural diversity in the present Indian society, therefore, equipping them to approach the social issues with its implications.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Historical and conceptual issues in social psychology The definition of social psychology; Growth of social psychology; alternative conceptions of social psychology; crisis of confidence in the discipline and its resolution; Issues in experimental social psychology; Ethical issues in social psychological research. | | 25 |
| II. | Social interaction Social Perception and cognition; Theories of attribution; Biases and errors in attribution; Organizing and Changing attitudes; The development of social representation; Prejudice, Stereotypes and Discrimination; Theories of inter-group relations. | | 25 |
| III. | Social influences Groups: Small groups and its functions; Social influence processes in groups. Altruism: Problems of definition; Influences of helping; Long-term helpfulness. Aggression: Theories of aggression; Individual differences in aggression; Violence- sexual harassment, genocide, terrorism. | | 25 |
| IV. | Social issues Environmental stresses and social behavior. Social psychological perspectives on health and illness. Psychological effects of unemployment. Social and ethnic minorities and law | | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Aronson, E., Wilson, T.D., and Akert, R.M. (1999). Social Psychology (3rd ed.). New York: Longman.
- Fraser, C., and Burchell, B. (2001). Introducing Social Psychology. Cambridge: Polity.

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Objective: The objectives of this course are:

- To facilitate the learning of traditional and emergent fields of cognitive neuropsychology.
- To understand-brain-behaviour relationship in day to day life.
- To explore the practical implications of cognitive processes in human performance.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Introduction Introduction to applied cognitive psychology: Philosophical antecedents, Emergence of Cognitive psychology. Approaches and key issues. | 10 | 25 |
| II. | Cognitive neuroscience Organization of Nervous system: Cognition in the Brain. Sensation to representation. Theoretical approaches to perception, Deficits in perception. Attention and consciousness, Memory: Models, Processes, Practical Applications of Cognitive Psychology in improving memory processes, Representations and manipulation of Knowledge in: Images and Propositions: Spatial cognition and Cognitive Map. | 10 | 25 |
| III. | Language Nature and Acquisition: Bilingualism and Multilingualism Reading: Bottom-up and Top-down processes, Comprehension, Neuropsychology of Language. Problem-solving and Creativity: Practical applications of cognitive psychology. Decision-making and reasoning: Deductive reasoning and inductive reasoning. | 10 | 25 |
| IV. | Human and Artificial Intelligence Information possessing and intelligence, alternative approaches to Intelligence. Computer simulation, improving intelligence. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Best, J.B. (1992). Cognitive Psychology .3rd Edition. West Publishing Company
- Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition. Wadsworth

Objective: The objectives of this course are:

- To provide an understanding of normal mental development from human infancy to late childhood and adolescence. The social context and development will also be considered along with developmental disability and psychopathology.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | COGNITIVE DEVELOPMENT Jean Piaget and Vygotsky's views on thought and development; Object permanence: The role of the frontal cortex; Perceptual classification: face recognition and cognition ;Cognitive development: information processing approach; Speech recognition and language. | | 25 |
| II. | SOCIAL DEVELOPMENT Social cognition: emotional development- attachment theories, Bowlby and Winnicot Lacan's 'objet imaginaire': desire and an instinct for society. | | 25 |
| III. | DEVELOPMENTAL DISABILITY Low birth weight infants and prognosis; Mental retardation and rehabilitation ;Visual handicap and development; Auditory handicap and development; Dyslexia and learning disability. | | 25 |
| IV. | DEVELOPMENTAL PSYCHOPATHOLOGY Attention deficit hyperactive syndrome; Internalizing disorders: anxiety and mood disorders; Externalizing disorders: conduct disorders Autism and pervasive developmental disorders. | | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Berk L E (2003) Child development (sixth edition) Pearson Education.
- Gelman R & Kit-Fong A T (Eds) (1996). Perceptual and cognitive development, Second edition, Academic Press.

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Objective: The objectives of this course are:

- To develop an understanding of basic concepts of neuropsychology

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Introduction: History of Clinical Neuropsychology, basic anatomy and elements of neurology, Research methods in neuropsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods | 10 | 25 |
| II. | Structure and function of Spinal cord and Brain (Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex), Lobe syndromes (frontal, temporal, parietal, occipital) | 10 | 25 |
| III. | Neurology and emotions, neurological changes during clinical intervention/counselling, Spiritual dimensions of neurology | 10 | 25 |
| IV. | Neuropsychology of major psychiatric conditions (Schizophrenia, Substance abuse disorders, Major affective disorders and Anxiety disorders) | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Blackmore, S. (2003). Consciousness: An introduction. London: Hodder&Stoughton.
- Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th .ed.), New York: McGraw-Hill.
- Wallace, B. & Fisher, L.E. (1991). Consciousness and Behavior (3rd Ed.). USA:
- Allyn & Bacon. Walsh K. (2008). Neuropsychology. New Delhi: B.I. Churchill Livingstone Pvt. Ltd

Essential Reading / Recommended Reading

- Lezak, M.D., Howieson, D.B, Bigler, E. D. & Tranel, D. (2012). Neuropsychological assessment (5th Ed). New York: Oxford University Press.
- Sattler, J. M. (2008). Assessment of children: Cognitive foundations (5th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.
- Sattler, J.M. & Ryan, J.J. (2009). Assessment with the WAIS™ -IV . La Mesa, CA: Jerome M. Sattler, Publisher, Inc.
- Semrud-Clikeman, M., & Ellison, P.A.T. (2009). Child neuropsychology: Assessment and interventions for neurodevelopmental disorders (2nd Ed). New York: Springer.

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Objective: The objectives of this course are:

- To provide students with an in depth understanding of psychopathologies of Anxiety-based, Somatoform, and Dissociative Disorders, Mood Disorders, Psychotic disorders, and Disorders of Infancy & Childhood

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Psychopathology of Bipolar and Related Disorders & Depressive Disorders: Bipolar I Disorder, Bipolar II Disorder & Cyclothymic Disorder; Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia). | 10 | 25 |
| II. | Psychopathology of Anxiety Disorders & Somatoform Disorders Separation Anxiety Disorders (SAD), Specific Phobias, Social Anxiety Disorders (Social Phobia), Panic Disorder, Agoraphobia, Generalized Anxiety Disorders (GAD); Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder. | 10 | 25 |
| III. | Psychopathology of Schizophrenia Spectrum & Other Psychotic Disorders. Delusional disorder, brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia other Schizophrenia Spectrum and psychotic disorders; Clinical characteristics and etiology. | 10 | 25 |
| IV. | Psychopathology of Neuro-developmental Disorders and Disruptive, Impulse-Control & Conduct Disorders Intellectual Disabilities, Autism-Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder; Oppositional Defiant Disorder, Conduct Disorders, Anti-Social Personality Disorders. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Ahuja 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.

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Objective: The objectives of this course are:

- To familiarize students with the use of statistical methods in psychological research
- To introduce the techniques of descriptive statistics for quantitative research

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Introduction Scientific approach in psychology and theory building; Types of research: Experimental and ex-post facto; Ethical issues in psychological research. | 10 | 25 |
| II. | Problem definition Problem and hypothesis: Origin and sources, special features Variables: Operational definition, criterion and predictor variables, selection, manipulation and control of independent and extraneous variables, measurement of dependent variables and threats to valid measurement. | 10 | 25 |
| III. | Research design and sampling Research design: Meaning, characteristics and purpose, criteria of good design. Between groups designs: Equivalent groups, randomized groups, multilevel, factorial (2x2) and multifactor designs, Within groups designs: Within subjects design, one-group repeated trial, randomized block design (within the same subject), N = 1 design, two-factors within subjects design. Sampling: Meaning, purpose and types, Factors influencing sampling decisions: Size, accessibility and cost. | 10 | 25 |
| IV. | Statistics Testing of hypotheses, substantive and null hypothesis. Statistical inferences: -'t' test, Chi-square test, analysis of variance, factorial ANOVA with two or more variables. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
- Broota, K. D. (1989). *Experimental designs in behavioural research*. New Delhi: Wiley Eastern.

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Objective: The objectives of this course are:

- . *To provide theoretical foundation on qualitative research methods in psychology*
- . *To build up skills on designing qualitative research and collecting data using various qualitative methods*
- . *Expand skills on analyzing qualitative data*

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Foundations 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 | 10 | 25 |
| II. | Qualitative research design Conceptualizing research questions, Issues of paradigm; Designing samples; Theoretical sampling, contrasting qualitative with quantitative approach in research process; Issues of Credibility and trustworthiness | 10 | 25 |
| III. | Methods of collecting 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 | 10 | 25 |
| IV. | Analysing qualitative data Different traditions of qualitative data analysis; thematic analysis, Interpretative phenomenological analysis, Narrative analysis, Discourse analysis, Content analysis | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Ritchie,J.& Lewis,J.(eds.).(2003).Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage
- Biber,S.N.H and Leavy(2006).the practice of qualitative research. New Delhi:Sage publications.
- Silverman, D and Marvasti,A(2008).Doing qualitative research .New Delhi:Sage publication .

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Objective: The objectives of this course are:

- To acquaint the students with relevance of family and couples therapy
- To familiarize the issues faced by families and couples
- To help develop skills in family and couple therapy

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Introduction to family and couples therapy Couple therapy: history, models and applications, Understanding adult attachment: theory, psychodynamics and couples relationship, Basic techniques of family therapy, Ethical issues in couple therapy | 10 | 25 |
| II. | Addressing special issues in couples therapy Couple therapy and sexual dysfunction, Couple therapy and physical aggression, Separation and divorce issues in couple therapy, Couple therapy for drug abuse and alcoholism | 10 | 25 |
| III. | Therapeutic interventions I Object relations couple therapy, Brief strategic couples therapy, Solution focused couples therapy, Narrative couple therapy | 10 | 25 |
| IV. | Therapeutic interventions II Affective- reconstructive couples therapy, Integrative behavioural couple therapy, Cognitive-behavioural couple therapy, Emotional focused couple therapy | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Gurman, A.S. (2008). Clinical Handbook of Couple Therapy (4 th ed.). New York, NY: The Guilford Press 2.
- Nichols, M.P. (2010). Family Therapy: Concepts and Methods (9 th ed.). Boston: Allyn and Bacon.

Jumishree Boro

Objective: The objectives of this course are:

- To acquaint the students about the history & research in community psychology.
- To develop a community based orientation towards mental health.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Introduction to Community Psychology Definition of community psychology, core values; ecological and conceptual models, Aims of research in community psychology | 10 | 25 |
| II. | Historical and social contexts of community psychology Concept and evolution community psychology; Role of community psychologist. | 10 | 25 |
| III. | Individuals within communities Person in context; Understanding communities; Sense of community. | 10 | 25 |
| IV. | Applying community research to individual issues Understanding stress and coping in context: social support, mutual help groups; Preventing Problem behavior; Promoting Social competence. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Mann, P.A. (1978). Community Psychology: Concepts and Application. New York: The Free Press.
- Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning

Jumishree Boro

Objective: The objectives of this course are:

- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- To acquaint the learner with the challenges of Counseling.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Introduction: Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India | 10 | 25 |
| II. | Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships | 10 | 25 |
| III. | Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation | 10 | 25 |
| IV. | Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson
- Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.

Jumishree Boro

Objective: The objectives of this course are:

- an understanding of the theory and techniques of major psychotherapy approaches
- an awareness of ethico-legal issues and other critical issues associated with psychotherapy
- experience in role-playing basic therapy techniques and associated documentation
- an appreciation for the importance of psychotherapy outcome research
- Begin to actively consider/ reflect upon one's own psychotherapy philosophy and therapist role.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|---------|---|-------|-------|
| I. | 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 development; Other critical issues in psychotherapy. | 10 | 25 |
| II. | PSYCHODYNAMIC THERAPIES Psychoanalytic, Brief psychoanalytic, Object-Relations, and Interpersonal Approaches. | 10 | 25 |
| III. | HUMANISTIC THERAPIES Client-Centered, Existential and Gestalt therapies | 10 | 25 |
| IV. | BEHAVIORAL & COGNITIVE-BEHAVIORAL THERAPIES Behavioral therapy, Cognitive therapy (Beck), Rational Emotive Behavior Therapy (Ellis). | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

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

Jumishree Boro

Objective: The objectives of this course are:

- To understand the role of culture in behaviour.
- To understand issues of cultural diversity in the Indian thought traditions.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Cultural Processes: Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences. | 10 | 25 |
| II. | Culture, Self and Others: Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways. | 10 | 25 |
| III. | Intercultural Contacts: Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities. | 10 | 25 |
| IV. | Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Adair, John. G.(2002) .How International is International Psychology? International Journal of Psychology,37, 160-170.
- Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Chiu, C., & Hong, Y. (2006).Social Psychology of Culture. New York: Psychology Press.
- Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).Indigenous and Cultural Psychology: Understanding People in Context. Springer.
- Jain, U. (2002). An Indian perspective on emotions.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.
- Mathijs, Cornelissen, R.M., Misra,G.&Verma, Suneet.(2011). Foundation of Indian Psychology, Vol 1,Theories and Concepts. New Delhi: Pearson
- Misra, G., & Gergen, K. J. (2002).On the place of culture in psychological science. . In G. Misra, and A. K.Mohanty (eds.), Perspectives onindigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.

- Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.

ASSAM ROYAL GLOBAL UNIVERSITY

Course/ Program: M.A. Clinical Psychology

Subject: Environmental Psychology

Subject Code: CPY064D302

Semester: 3rd

L-T-P-C:4-0-0-4

Objective: The objectives of this course are:

- To acquaint students with the interrelationships of man and environment.
- To introduce concepts of sustainable environmental development.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Introduction: Nature, Concept and goals, Role and Functions of Environmental psychologists. | 10 | 25 |
| II. | Theoretical Orientations: Social psychological perspective: Urie Bronfenbrenner; Baker's environmental psychology | 10 | 25 |
| III. | Spatio- physical dimensions of behaviour: Personal space, territoriality and crowding; Urban environment and stress: Noise, pollution, commuting | 10 | 25 |
| IV. | Towards better environment: Planning, role of media, practitioners, NGO's contribution to changing behaviour to save the environment | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Fisher, J.D., Bell, P.A., and Baum, A. (1984). Environmental Psychology. NY: Holt, Rinehart and Winston.
- Holahan, C.J. (1982). Environmental Psychology. NY: Random House.

Jumishree Boro

Objective: The objectives of this course are:

- To examine paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life
- To promote positive relationships which has implications in various areas of psychology
- To help students acquire insights into their own strengths and utilize them to increase their and others' wellbeing.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Introduction to positive psychology The context and subject matter of positive psychology; Western and Eastern perspectives on Positive Psychology; Research methods in Positive Psychology; Theoretical background of positive psychology | 10 | 25 |
| II. | Positive emotional and cognitive states Principles of pleasure; Positive emotions, happiness, subjective wellbeing; emotional states and positive health; emotional intelligence; quality of life; optimism and hope; self-efficacy; wisdom and courage; faith; flow and spirituality. *Field study from an interdisciplinary way. | 10 | 25 |
| III. | Promoting positive relationships: Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy. *Case work, research article review. | 10 | 25 |
| IV. | Applications of positive psychology Ageing, Health, Work, Mental Health and Behavior, Stress Management, Communities- ME/WE balance. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Linley, P.A. & Joseph, S. (2004). Positive Psychology in practice. (eds.). NJ: John Wiley & Sons, Inc.
- Seligman, M.E.P., & Csikszentmihalyi, M. (2001). Positive Psychology; An introduction. American Psychologist, 55, 5-14.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications.

Jyoti Boro

Objective: The objectives of this course are:

- To understand of the interface between education and psychology.
- To appreciate the various issues and challenges that emerges with reference to the application of psychological ideas and theories in the discipline of education.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|---------|---|-------|-------|
| I. | Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centred' and 'progressive' education | 10 | 25 |
| II. | Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue | 10 | 25 |
| III. | Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment | 10 | 25 |
| IV. | Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Woolfolk, A. (2013). Educational psychology. Delhi: Pearson.
- Mangal, S. K. (2007). *Essentials of educational psychology*. PHI Learning Pvt. Ltd..

Jumishree Boro

Objective: The objectives of this course are:

- To give an overview of basic concepts and principles essential to understanding the psychological and behavioral aspects of sport and exercise
- To analyze how participation in sport, exercise and physical education influences the psychological make-up of those individuals involved

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Introduction to sports psychology History, Nature, and Scope of sports psychology. Recent perspectives Issues of race, gender and sexual orientation in sports. Role of a sports psychologist | 10 | 25 |
| II. | Cognitive and social psychological dimensions in sports Goal setting. Motivation, skills and performance, personality profiles of successful sports persons. Group Dynamics and Team Cohesion. Competition and Cooperation. Leadership. Social facilitation. Aggression and Violence in Sport | 10 | 25 |
| III. | Enhancing individual and team performance The role of stress, arousal, anxiety and attention in the performance of individual and team sports Aggression, injury, & addictive behaviours. Drug Abuse in Sport and Exercise. Burnout, overtraining & overreaching. | 10 | 25 |
| IV. | Sports psychological interventions: Cognitive and behavioural interventions. Relaxation, Self- talk, Hypnosis. Imagery Training/coaching techniques. Psychological Skills Training | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Richard H. Cox. *Sport Psychology*. McGraw Hill. Current edition.
- Weinberg, R. S. & Gould, D. (2007). *Foundations of Sport and Exercise Psychology (4th edition)*. Champaign, IL: Humans Kinetics.

Jumishree Boro

Objective: To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality | 10 | 25 |
| II. | Being a Consumer: Why to Consume?: Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity | 10 | 25 |
| III. | Knowing and Creating Consumer Needs: Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda | 10 | 25 |
| IV. | Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.
- Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.
- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.
- Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group

Tumishree Boro

Objective: The objectives of this course are:

- Critically analyze the nature of theory informing marriage and family therapy and thereby develop treatment plans for couples and families.
- Examine the relevance of group therapy as a preferred treatment plan for clientele with psychological dysfunctions.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Historical and cultural contexts for the development of Family Therapy / Group therapy. • Developmental frameworks in Family therapy and group therapy | 10 | 25 |
| II. | Major Dominant theories of Family Therapy - classical, post modern and social constructivistic approaches. • Treatment planning using family / couples therapy | 10 | 25 |
| III. | 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 | 10 | 25 |
| IV. | Review of evidence based models of family therapy and group therapy – Empirical foundations and practice implications. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Nichols, P.M & Schwartz C.R (2006). Family Therapy –concepts and methods, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc.
- Corey, G (2008) Theory and Practice of Group Psychotherapy, 8TH edition, Pacific Grove, CA: Brooks/Cole.

Jumishree Boro

Objective: The objectives of this course are:

- To introduce the importance of rehabilitation, recovery and rehabilitation psychology.
- To explore the concept and models of disability.
- To understand the different issues and applications of rehabilitation psychology.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|---------|--|-------|-------|
| I. | Introduction to Rehabilitation psychology Nature and scope of rehabilitation psychology; Concepts of ability and disability; Recovery and rehabilitation; Medical, neuropsychological, social and biopsychosocial model of disability. | 10 | 25 |
| II. | Rehabilitation of Persons with Disability Rehabilitation of persons with physical disabilities: physical, psycho-social and vocational rehabilitation.; Assessment of persons with disabilities; Assistive technology for enhancing functional capacities of persons with disabilities; Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities. | 10 | 25 |
| III. | Application of Rehabilitation Psychology Rehabilitation of addictions: drug and alcohol; Rehabilitation after abuse and violence; Palliative care, pain management and symptom control d; Sports Injury and Rehabilitation. | 10 | 25 |
| IV. | Psychological approaches to rehabilitation counselling Psychodynamic therapy in rehabilitation counselling; Person-centered therapy in rehabilitation counselling; Behavioural therapy in rehabilitation counselling; Cognitive- behavioural therapy in rehabilitation counselling. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. American Psychological Association.
- Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY : Oxford University Press.
- Marini, I. & Stebnicki, N. (2012). The Psychological and Social Impact of Illness and Disability (Eds.), New York, NY: Springer Publishing Company.
- Gawali, G. (2012). Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives (Ed.). Mumbai: Himalaya Publications.

Objective: The objectives of this course are:

- To introduce students to the therapeutic functions of art.
- To become familiar with art therapy methods and techniques

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | Introduction Definition, history and goals of Art Therapy, Role of an Art Therapist in society, Perspectives in Art Therapy – Psycho-Dynamic, Humanist and Constructivist/Post-Systematic approaches Benefits of Art Therapy. | 10 | 25 |
| II. | Art therapy with children Use of Art Therapy in Education, Schools and Classrooms. Use of Art Therapy for children with Special Needs, Art Therapy in Healthcare with children. Art and Play Intervention with Traumatized Children. | 10 | 25 |
| III. | Art therapy and adults Creative Interventions and Mindfulness Practices, Art Therapy Approaches to Disaster Relief, Art Therapy and Posttraumatic Stress Disorder. Art Therapy and Grief, loss and bereavement issues, Art Therapy with the elderly, Art Therapy and Addictions, Art Therapy and women, Art Therapy and survivors of sexual abuse, Art Therapy and survivors of suicide. | 10 | 25 |
| IV. | Principles and techniques General Ethical and Legal Principles in Art Therapy, Evaluation tools in Art Therapy. Exercises and themes, Sandplay techniques, Dreamwork and Art Therapy, Cultural and Social diversity and Group Art Therapy. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Liebmann, M. (2004). *Art therapy for groups: A handbook of themes and exercises*. Psychology Press.
- Malchiodi, C. A. (Ed.). (2011). *Handbook of art therapy*. Guilford Press.
- Rubin, J. A. (2005). *Child Art Therapy*. John Wiley & Sons, Inc.
- Rubin, J. A. (2011). *The art of art therapy: What every art therapist needs to know*. Routledge.
- Rubin, J. A. (2012). *Approaches to art therapy: Theory and technique*. Routledge.

Objective: The objectives of this course are:

- Introducing students to Cognitive Behavioral Therapy skills and techniques.
- Familiarizing students to possible applications of the same.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Cognitive Behavioral Therapy Basic concepts; Cognitive conceptualization, the cognitive model; Schema focused therapy; Identifying automatic thoughts; Identifying core beliefs and emotions. | 10 | 25 |
| II. | CBT process Assessment and formulation; Treatment planning; Therapeutic stages; Case formulations and common hurdles; termination and relapse prevention; Culturally responsive CBT. | 10 | 25 |
| III. | Rational emotive behavioral therapy Basic concepts and processes; Irrational beliefs, activating events and consequent emotions; Didactic techniques; Vivid methods; Behavioral homework. | 10 | 25 |
| IV. | CBT and REBT applications Applications to disorders-anxiety, phobia, eating disorders; Applications when client is in emotional distress; Applications for self-development; Individual and group applications | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Beck, J. (2011). Cognitive Behavior Therapy: Basics and Beyond (2nd ed). NY: The Guilford Press.
- Beck, A.T., Rush, A.I., Shaw, B.F. & Emery, G. (1979). Cognitive Therapy of Depression. NY: Guilford press.
- Dryden, W. (1995). Rational Emotive Behavior Therapy: A reader. NY: Sage.
- Ellis, A. (1994). Reason and Emotion in psychotherapy: revised and updated. NY: Citadel Press.
- Ellis, A. & Dryden, W. (2007). The Practice of Rational Emotive Behavior Therapy. NY: Springer.
- Graham, P. & Reynolds, S. (2013). Cognitive Behavior Therapy for Children and Families (3rd ed.). London: Cambridge.
- Leahey, R. (2003). Cognitive therapy techniques: A practitioner's guide. NY: The Guilford Press.
- Walen, S., DiGiuseppe, R. & Dryden, W. (1992). A practitioners' guide to Rational Emotive Therapy (2nd ed.). UK: Oxford University press.

Tumishree Boro

Objective: The objectives of this course are:

- To provide students with an overview of the disability from the psychological perspective.
- To provide knowledge about disability as a social, cultural, historical and political phenomenon.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|---------|--|-------|-------|
| I. | Conceptualizing Disability: An Introduction a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust c) Issues of language and its consequent labeling: How disability gets constructed: the power of language | 10 | 25 |
| II. | Making of a disabled Identity a) Documenting Disability: Problems of Certification b) Issues Of Access : Built and Psychological, Issues of Education and Employment c) Family, Care & Support Structures d) Intimacy and Sexuality :Marriage, Companion relationships | 10 | 25 |
| III. | Theorizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model | 10 | 25 |
| IV. | Designing Interventions a) Legislations, Psychotherapeutic approaches b) Appreciating heterogeneity of different disabilities c) Contemporary debates: euthanasia and prenatal selection | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Dalal A .K & Misra Girishwar (2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155
- Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. Arab Journal of Rehabilitation, 5, 15-21.
- Dalal, A. K. (2002).Disability rehabilitation in a tradition Indian society. In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, Asia Pacific Disability Rehabilitation Journal, 1, 17-26.
- Dalal, A. K., & Pande, N. (1999). Cultural beliefs and family care of the children with disability. Psychology and Developing Societies, (11), 55–75.
- Goodley. D & Lawthom. R. (2006). Disability And Psychology: Critical Introductions And Reflections. Palgrave Macmillan.

Objective: The objectives of this course are:

- To apply attachment theory.
- To describe play therapy techniques and skills.
- To make students aware how to select therapeutic activities that are useful when working with children and youth.
- To describe and understand challenges faced by children in family setting
- To discuss interventions designed to support young people

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | An Overview of Child Development and the Therapeutic Relationship Developmental characteristics from infancy to adulthood. Attachment theory: The qualities and characteristics of secure attachments, anxious resistant/ ambivalent attachments and avoidant attachments. Establishing a therapeutic relationship with young clients. Therapeutic activities for children and teenagers | 10 | 25 |
| II. | Play Therapy and Expressive Techniques The theory behind play therapy. Play therapy techniques and skills. Popular techniques, strategies and skills for older children. Adolescents and group work. Developing a feelings vocabulary. Therapeutic activities for children and teenagers | 10 | 25 |
| III. | Family issues, Grief & Loss, Abuse, Self-Harm and Suicide The five love languages of children and adolescents. The impact of separation and divorce. Issues related to being raised in a single-parent family and blended family. Exploring family influences. Counselling grieving children and youth. Counselling young people who have been abused (either neglect or physical, emotional or sexual abuse). Counselling young people who self-harm. Understanding suicide and working with suicidal clients | 10 | 25 |
| IV. | Self-Esteem, Peer Pressure, Bullying Developing a healthy self-esteem. Special educational needs and self-esteem. Positive and negative peer pressure. Peer pressure and risk-taking behaviour. Peer pressure role plays. Bullying. Cyberbullying | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Vernon, A. (2010). Counseling children and adolescents (4th ed.). Denver: Love Publishing Co.

Jumishree Boro

ASSAM ROYAL GLOBAL UNIVERSITY
Course/ Program: M.A. Clinical Psychology
Subject: Geriatric Psychology
Subject Code: CPY064D406

Semester: 4th
L-T-P-C: 4-0-0-4

Objective: The objectives of this course are:

- To understand geriatric care, biology of aging, geriatric care and modern medicine, geriatric counselling and guidance and rehabilitation of the elderly.

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|---|-----------|------------|
| I. | Introduction to geriatric care Introduction to geriatrics care, philosophy and scope, geriatric principles, concept of geriatric medicine, historical review of health care for the elderly, development of geriatrics in India. | 10 | 25 |
| II. | Biology of Aging and Geriatric Care and Modern Medicine Concept of aging, theories of aging, social psychology of aging; Anatomy, infectious diseases- hypertension- mind and body, dementia and palliative care. | 10 | 25 |
| III. | Geriatric Counselling and Caregivers Counselling Factors' contributing to the emergence of counseling, benefits of geriatric assessments, ageism, ageist ; Institutionalization and what helps families, techniques used in geriatrics-psychodynamic psychotherapy, family systems therapy, peer counselling, supportive counselling, Behavioural therapy, marital therapy; Interventions for families of older adults, use of multi-dimensional interventions. | 10 | 25 |
| IV. | Rehabilitation of the Elderly Retirement plans, physical activity and diet, community organization and resources, to age with grace and dignity. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Terry, P. (1997). Counselling the elderly and their careers. London: Macmillan Press Ltd
- Ardern, M., Garner, J. & Porter, R. (1998). Curious bedfellows: psychoanalytic understanding and old age psychiatry, Psychoanalytic Psychotherapy.
- Feldman, R. S. (2013). *Understanding Psychology*. New York: McGraw-Hills.
- V.S.Natarajan, D. E. (2002). *Primer on Geriatric Care*. Cochin: Printers Cas
- Duffy, M. (1992). Challenges in geriatric psychotherapy. Individual Psychology

Juniushree Boro

ASSAM ROYAL GLOBAL UNIVERSITY
Course/ Program: M.A. Clinical Psychology
Subject: Transactional Analysis
Subject Code: CPY064D407

Semester: 4th
L-T-P-C: 4-0-0-4

Objective: The objectives of this course are:

Detailed Syllabus:

| Modules | Topics / Course content | Hours | Marks |
|--------------|--|-----------|------------|
| I. | INTRODUCTION Historical Background; Key concepts: View of Human Nature, The Ego States, The Need for Strokes, Injunctions and Counter injunctions, Decisions and Redecisions; Games: Basic Psychological Life Positions and Life scripts | 10 | 25 |
| II. | THE THERAPEUTIC PROCESS Therapeutic Goals; Therapist's Function and Role; Client's Experience in Therapy; Relationship Between Therapist and Client. APPLICATION: therapeutic techniques and procedures, Application to Groups | 10 | 25 |
| III. | TRANSACTIONAL ANALYSIS FROM A MULTICULTURAL PERSPECTIVE Contributions to Multicultural Counselling; Limitations for Multicultural Counselling. | 10 | 25 |
| IV. | EXPERIENTIAL EXERCISES AND ACTIVITIES FOR TRANSACTIONAL ANALYSIS Summary, Contributions of Transactional Analysis, Limitations and Criticisms, Exercises for Personal Reflection and for Small Groups. | 10 | 25 |
| Total | | 40 | 100 |

Text/Reference Books:

- Stewart, I., & Joines, V. (1987). *TA today: A new introduction to transactional analysis*. Nottingham: Lifespace Pub..
- Clarkson, P. (2013). *Transactional analysis psychotherapy: An integrated approach*. Routledge.

Jumishree Boro