



# **AMITY UNIVERSITY**

— R A J A S T H A N —

**Amity Institute of Clinical Psychology**  
**(AICP)**

**M.Phil. In Clinical Psychology**

**Program Code: 12109**

**(Programme Structure)**

**Choice Based Credit System (CBCS)**

**2020**

**AMITY UNIVERSITY RAJASTHAN**

## **2.1 Course summary**

The course prepares the trainee to function as a qualified professional Clinical Psychologist in the areas of mental and physical health.

## **2.2 Course aims**

The aim of behavioral medicine is to elucidate the effects of stress on immune, endocrine, and neurotransmitter functions among others, psychological process involved in health choices individuals make and adherence to preventive regimens, the effectiveness of psychological interventions in altering unhealthy lifestyles and in directly reducing illness related to various systems. Further, to provide the required skills and competency to assess and intervene for psychological factors that may predispose an individual to physical illness and that maintain symptoms, in methods of mitigating the negative effects of stressful situations/events, and buffering personal resources.

## **2.3 Course Learning Outcomes (CLO)**

At the successful completion of this course the trainee is expected to perform the following functions:

- Appreciate the impact of psychological factors, psychosocial impact of an illness and psychosocial outcome on developing and surviving a systemic illness.
- Understand the importance of physician-patient relationships and communication in determining health outcomes.
- Understand of how basic principles of health psychology are applied in specific context of various health problems, and apply them with competence.
- Demonstrate the required sensitivity to issues of death and dying, breaking bad news, and end-of-life issues.
- Carry out specialized interventions during period of crisis, grief and bereavement.
- Understand, assimilate, apply and integrate newer evidence-based research findings in therapies, techniques and processes.
- Critically evaluate current health psychology/behavioral medicine research articles, and present improved design/methods of replicating such research.

## **2.4 Program Learning Outcome (PLO)**

The program is developed as a rigorous two year program with extensive theoretical inputs and widespread clinical experience to acquire the necessary skills in the area of clinical psychology. By the end of it the trainee should be able to:

1. Diagnose mental health problems.
2. Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.
3. Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities.
4. Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.
5. Work with community to promote health, quality-of-life and psycho-logical well-being.
6. Undertake research in the areas of clinical psychology such as, mental health/illness, physical health/diseases and relevant societal issues viz. misconception, stigma, discrimination, social tension, gender construction, lifestyle etc.
7. Undertake responsibilities connected with teaching and training in core and allied areas of Clinical Psychology.
8. Undertake administrative and supervisory/decision-making responsibilities in mental health area.
9. Provide expert testimony in the court of law assuming different roles.

## Name of Program-M.Phil. In Clinical Psychology

### Part - I (I-Year)

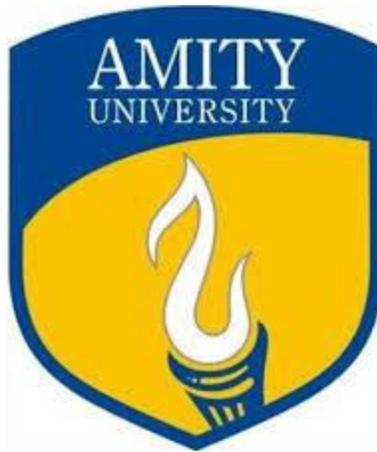
Code	Course	Category	L	T	P/FW	Credits
HCP 101	Psychosocial Foundation of Behavior and Psychopathology	CC	3	3	-	6
HCP 102	Statistics and Research Methodology	CC	3	3	0	6
HCP 103	Psychiatry	CC	3	3	0	6
HCP 155	Psychological Assessments and Viva Voce	CC	0	3	3	6
HCP 160	Submission of Five Cases of Full-length Psychodiagnostic Report	CC	0	3	3	6
<b>Total</b>			<b>9</b>	<b>15</b>	<b>6</b>	<b>30</b>

Note:- CC - Core Course, VA - Value Added Course, OE - Open Elective, DE - Domain Elective, FW - Field Work

### Part - II (II-Year)

Code	Course	Category	L	T	P/FW	Credits
HCP 201	Biological Foundation of Behavior	CC	3	3	0	6
HCP 202	Psychotherapy and Counselling	CC	3	3	0	6
HCP 203	Behavioral Medicine	CC	3	3	-	6
HCP 255	Psychological Therapies & Viva Voce	CC	1	3	3	6
HCP 256	Submission of Five Fully Worked-out Psychotherapy Report	CC	0	3	3	6
HCP 260	Dissertation	CC	0	0	12	6
<b>Total</b>			<b>10</b>	<b>15</b>	<b>8</b>	<b>30</b>

Note:- CC - Core Course, VA - Value Added Course, OE - Open Elective, DE - Domain Elective, FW - Field Work



**COURSE PROFILE**

**HCP 101**

**PSYCHOSOCIAL FOUNDATIONS OF BEHAVIOR AND PSYCHOPATHOLOGY**

**AIBAS**

## 1. Staff details

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<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>Consultation time &amp; Location</b>	<b>Contact details</b>
<b>Course coordinator</b>	Ms. Poonam Joshi	pjoshi@jpr.amity.edu	9 am to 5 pm (AIBAS & GHRC) On appointment	7490945762
<b>Lecturer</b>	Ms. Alvis Keisham	akeisham@jpr.amity.edu	9 am to 5 pm (AIBAS & GHRC) On appointment	7486896049
<b>Instructor/ Lab technician</b>	Ms. Yogita Sharma	ysharma@jpr.amity.edu	Psychology Lab 9 am to 5 pm	9529674099

## 2. Course information

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Units of credit: 04

Pre-requisite(s): Reading and writing proficiency in English

Teaching times and locations: 9 am to 5 pm; at AIBAS/ GHRC

### 2.1 Course summary

The course prepares the trainee to function as a qualified professional Clinical Psychologist in the areas of mental and physical health.

## **2.2 Course aims**

The overall aim is to introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues. Each unit in this paper pays attention to the different types of causal factors considered most influential in shaping both vulnerability to psychopathology and the form that pathology may take.

## **2.3 Course Learning Outcomes (CLO)**

At the successful completion of this course the trainee is expected to perform the following functions:

- Demonstrate/ describe a working knowledge of the theoretical application of the psychosocial model to various disorders.
- Demonstrate an awareness of the range of mental health problems with which clients can present to services, as well as their psychosocial/contextual mediation.
- Carry out the clinical work up of clients with mental health problems and build psychosocial formulations and interventions, drawing on their knowledge of psychosocial models and their strengths and weaknesses.
- Apply and integrate alternative or complementary theoretical frameworks, for example, biological and/or religious perspectives, sociocultural beliefs and practices etc. in overall management of mental health problems.

## **2.4 Program Learning Outcome (PLO)**

The program is developed as a rigorous two year program with extensive theoretical inputs and widespread clinical experience to acquire the necessary skills in the area of clinical psychology. By the end of it the trainee should be able to:

10. Diagnose mental health problems.
11. Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.
12. Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities.
13. Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.
14. Work with community to promote health, quality-of-life and psycho-logical well-being.
15. Undertake research in the areas of clinical psychology such as, mental health/illness, physical health/diseases and relevant societal issues viz. misconception, stigma, discrimination, social tension, gender construction, lifestyle etc.
16. Undertake responsibilities connected with teaching and training in core and allied areas of Clinical Psychology.
17. Undertake administrative and supervisory/decision-making responsibilities in mental health area.
18. Provide expert testimony in the court of law assuming different roles.

## **2.5 Relationship between course and program learning outcomes**

<b>Course Learning Outcome (CLO)</b>	<b>Program Learning Outcome (PLO)</b>
1. Demonstrate/ describe a working knowledge of the theoretical application of the psychosocial model to various disorders.	1,4,7,9
2. Demonstrate an awareness of the range of mental health problems with which clients can present to services, as well as their psychosocial/contextual mediation.	1,3,9
3. Carry out the clinical work up of clients with mental health problems and build psychosocial formulations and interventions, drawing on their knowledge of psychosocial models and their strengths and weaknesses.	1,3,6,9
4. Apply and integrate alternative or complementary theoretical frameworks, for example, biological and/or religious perspectives, sociocultural beliefs and practices etc. in overall management of mental health problems.	2,3,4,5,8,9

### **3. Strategies and approaches to learning**

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#### **3.1 Learning and teaching activities**

Learning would be mainly through clinical workup of clients presenting with range of mental health problems, and supplemented by lectures, seminars and tutorials, allowing trainees to participate in collaborative discussion.

#### **3.2 Expectations of students**

With reference to the course content delivery schedule, the students are required to go through the related subject matter as in the prescribed essential references, acquire ability to apply the theoretical knowledge on real live clinical population and demonstration of the practical skills.

#### 4. Course schedule and structure

S. No.	Topic	Unit	Learning outcome	References
1.	Overview of the profession and practice & history and growth	Unit I	1	Buss, A.H. (1966). Psychopathology. NY: John Wiley & Sons.  Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
2.	Professional role and functions	Unit I	1	Buss, A.H. (1966). Psychopathology. NY: John Wiley & Sons. Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
3.	Current issues and trends	Unit I	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
4.	Areas of specialization	Unit I	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
5.	Ethical and legal issues, code of conduct	Unit I	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
6.	Mental health care – past and present	Unit II	1,2	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
7.	Stigma and attitude towards mental illness	Unit II	2	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling

				Kindersley Pvt Ltd
8.	Concept of mental health and illness	Unit II	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
9.	Perspectives – psychodynamic, behavioral.	Unit II	1	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
10.	Perspectives- cognitive	Unit II	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.  Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
11.	Perspective- Humanistic	Unit II	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd
12.	Perspective- existential	Unit II	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd
13.	Perspective- biological models of mental health/illness.	Unit II	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd
14.	Studies in Indian context; tools available/standardized for epidemiological surveys	Unit III	1,3	Kuppuswamy, B. (1990). Elements of ancient Indian Psychology (1st ed.). New Delhi: Konark Publishers.  Lindzey, G., & Aronson, E.

				(1975). Handbook of Social Psychology (Vols. 1 & 5). New Delhi: Amerind Publishing.
15.	Socio-cultural correlates of mental illness	Unit III	4	Kuppuswamy, B. (1990). Elements of ancient Indian Psychology (1st ed.). New Delhi: Konark Publishers.
16.	Religion and mental health	Unit III	4	Kuppuswamy, B. (1990). Elements of ancient Indian Psychology (1st ed.). New Delhi: Konark Publishers
17.	Psychological well-being and quality of life – measures and factors influencing.	Unit III	4	Kuppuswamy, B. (1990). Elements of ancient Indian Psychology (1st ed.). New Delhi: Konark Publishers.
18.	Self-concept & self-image self-perception and self-regulations in mental health and illness	Unit IV	2	Achenback, T.M. (1974). Developmental Psychopathology. New York: Ronald Press.
19.	Learned helplessness	Unit IV	2	Achenback, T.M. (1974). Developmental Psychopathology. New York: Ronald Press.
20.	Attribution theories	Unit IV	1	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
21.	Social skill model	Unit IV	1	Achenback, T.M. (1974). Developmental Psychopathology. New York: Ronald Press
22.	Interpersonal and communication models of mental illness	Unit IV	1	Achenback, T.M. (1974). Developmental Psychopathology. New York: Ronald Press
23.	Stress diathesis model, resilience, coping and	Unit IV	1	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford

	social support.			Textbook of Psychopathology. New York: Oxford University.
24.	Early deprivation and trauma, neglect and abuse, attachment; separation	Unit V	1,2	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
25.	Inadequate parenting styles, marital discord and divorce, maladaptive peer relationships	Unit V	1,2	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
26.	Communication style; family burden, emotional adaptation	Unit V	2,3	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
27.	Expressed emotions and relapse.	Unit V	3	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
28.	Discrimination in race, gender and ethnicity, social class and structure poverty and unemployment	Unit VI	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
29.	Prejudice, social change and uncertainty; crime and delinquency	Unit VI	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
30.	Social tension & violence; urban stressors; torture & terrorism; culture shock; migration	Unit VI	1,2	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
31.	Religion & gender related issues with reference to India	Unit VI	1,2	Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New

				Delhi: Sage Publications.
32.	Definition and classification of disability	Unit VII	1	The Gazette of India (NIEPMD)
33.	Psychosocial models of disability	Unit VII	1	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
34.	Impact, needs and problems; issues related to assessment/certification of disability – areas and measures.	Unit VII	1	The Gazette of India (NIEPMD)
35.	Approaches to rehabilitation & interventions in the rehabilitation processes	Unit VIII	1,4	Sadock, B. J., & Sadock, V. A. (1999). Kaplan & Sadock's Comprehensive Textbook of Psychiatry.
36.	Models of adaptation to disability	Unit VIII	1	Sadock, B. J., & Sadock, V. A. (1999). Kaplan & Sadock's Comprehensive Textbook of Psychiatry.
37.	Family and caregivers issues	Unit VIII	1	Sadock, B. J., & Sadock, V. A. (1999). Kaplan & Sadock's Comprehensive Textbook of Psychiatry
38.	Rights of mentally ill, empowerment issues & support to recovery.	Unit VIII	1	The Gazette of India (NIEPMD)
39.	Rehabilitation Policies and Acts (Mental Health Act of 1987)	Unit IX	1	The Gazette of India (NIEPMD)
40.	National Mental Health Program 1982	Unit IX	1	The Gazette of India (NIEPMD)
41.	The Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; 2016	Unit IX	1	The Gazette of India (NIEPMD)

42.	Rehabilitation Council of India (RCI) Act of 1992	Unit IX	1	The Gazette of India (NIEPMD)
43.	Mental Retardation, CP and Autistic Children 1999	Unit IX	1	The Gazette of India (NIEPMD)
44.	Juvenile Justice Act of 1986	Unit IX	1	The Gazette of India (NIEPMD)
45.	Mental Health Care Bill, 2011 (Ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct).	Unit IX	1	The Gazette of India (NIEPMD)
46.	Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology	Unit X	1,2	Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13 <sup>th</sup> ed.). New Delhi: Dorling Kindersley Pvt Ltd.
47.	Classification and taxonomies – reliability and utility	Unit X	1	DSM-5, ICD-10
48.	Classificatory systems currently in use and their advantages and limitations.	Unit X	1	DSM-5, ICD-10
49.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.

	theories/models of <b>mood disorder (suicide)</b>			
50.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>anxiety</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
51.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>OCD</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
52.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>somatoform</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
53.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>dissociative disorders</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
54.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>Adjustment disorders</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
55.	Psychodynamic; behavioral; cognitive;	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford

	humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>sexual</b>			Textbook of Psychopathology. New York: Oxford University.
56.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>substance disorders</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
57.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>childhood and adolescent disorders</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
58.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>personality</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
59.	Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of <b>culture specific disorders</b>	Unit XI	1,2,4	Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
60.	Concept of mental health and illness (Indian context)	Unit XII	4	Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New Delhi: Sage publications:

				Saraswathi, T.S (1999). Culture, Socialization and human development. New Delhi: Sage publications.
61.	Nosology and taxonomy of mental illness	Unit XII	4	Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New Delhi: Sage publications:  Saraswathi, T.S (1999). Culture, Socialization and human development. New Delhi: Sage publications.
62.	Social identity and stratification (Varnashrama Vyawastha)	Unit XII	4	Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New Delhi: Sage publications:  Saraswathi, T.S (1999). Culture, Socialization and human development. New Delhi: Sage publications.
63.	Concept of – cognition, emotion, personality in Indian context	Unit XII	4	Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New Delhi: Sage publications:  Saraswathi, T.S (1999). Culture, Socialization and human development. New Delhi: Sage publications.
64.	Concept of- motivation and their disorders in Indian context	Unit XII	4	Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New Delhi: Sage publications:  Saraswathi, T.S (1999). Culture, Socialization and human development. New Delhi: Sage publications.

## 5. Assessment

### 5.1 Assessment tasks

S. No.	Assessment	Marks	Date
1	Seminar		January 2020
2	Internal assessment	30	February 2020
3	Assignments		January 2020
4	Final/ end- term examination	70	September 2020

### 5.2 Assessment criteria and standards

#### Assessment 1 (Seminar)

Category	Excellent (> 80)	Good (65 to < 80)	Average (45 to < 65)	Poor (< 45)
Identification of the relevant topic/articles	Complied relevant information in sequential order with adequate elaboration	Relevant contents, sequential ordering but lack of elaboration	Partial information and organization	Inadequate information
Analysis and interpretation	Addressed the queries with examples	Addressed the queries	Partly addressed the queries	No able to understand queries
Reference compilation	Complied the reference excellently	Complied the reference adequately	Complied the reference partially	Complied the reference inadequately
Overall presentation	Confident and enthusiastic presentation	Nicely presented and addressed the issue	Presented but lack of confidence	Unfocused delivery

#### Assessment 2 (Internal assessment)

In the paper 30% marks will be determined on the basis of written/clinical exams, viva-voce and supervised clinical work. These marks will be added to the marks allocated to the respective subjects in the yearly final examinations. The results of the final examinations will be declared on the basis of the total so obtained. The marking scheme of internal assessment written exam is:

Questions	Marks
5x2	10
2x5	10
1x10	10

### **Assessment 3 (Assignment)**

Category	Excellent (> 80)	Good (65 to < 80)	Average (45 to < 65)	Poor (< 45)
Content	Well defined content covering the needed information	Good content covering most of the information	Covering less information	Inadequate content
Mistakes	No grammar, spelling, contextual mistakes	Few grammar, spelling, contextual mistakes	Some grammar, spelling, contextual mistakes	Significant grammar, spelling, contextual mistakes
Source/References	Complied the reference excellently, content from reliable source	Complied the reference adequately, most of the content is from reliable source	Complied the reference partially, some of the content from reliable source	Complied the reference inadequately, content isn't from reliable and valid source.

### **Assessment 4 (Final/ End- term examination)**

The examination will be held in two parts (Part - I and Part - II). Part –I is held at the end of first year and Part – II is held at the end of second year. A candidate will not be allowed to take the Part – II examination unless he/she has passed the Part – I examination.

A candidate who has not appeared or failed in Part – I of the regular examination may be allowed to continue the course for the II year and be allowed to take the supplementary Part – I examination.

A minimum period of three months additional training shall be necessary before appearing for the examination in case he/she fails to clear Part – I and/or Part – II examination.

### **5.3 Submission of assessment tasks:**

- Two months prior to Part - I examination the candidates are required to submit five full-length Psychodiagnostics Reports as outlined above.
- Two months prior to Part - II examination the candidates are required to submit five Psychotherapy Records as outlined above.
- Three months prior to Part - II examination the candidates are required to submit, in triplicate, a research Dissertation under the guidance of a clinical psychology faculty member as specified above.
- The application for appearing either Part - I or Part - II examination should be accompanied by a certificate issued by Head of Department that the candidate has carried out the specified minimum clinical work, submission, dissertation (in case of Part - II only) and has attained the required competence in core-tests.

### **5.4 Feedback on assessment:**

After the evaluation of the assessment, feedback for improvement will be given to the students. Following the various form of presentation, discussion is held for further gaining of experience and feedback. It is used to teach the students to provide constructive feedback.

### **6. Academic integrity, referencing and plagiarism:**

Authenticity and academic integrity will be encouraged and expected from the students during submission/presentation any assigned work. The students are encouraged to remain up to date with the current trend in academic field. Scanning of their work by plagiarism software and faculty board will be done to ensure originality.

### **Readings and resources:**

Achenback, T.M. (1974). *Developmental Psychopathology*. New York: Ronald Press.

Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage publications.

Buss, A.H. (1966). *Psychopathology*. NY: John Wiley & Sons.

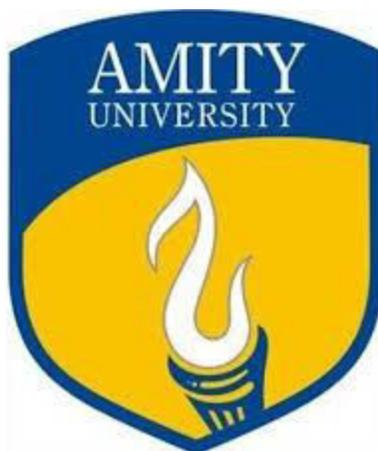
Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology (13th ed.)*. New Delhi: Dorling Kindersley Pvt Ltd.

- Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*. New York: Raven Press.
- Fish, F. & Hamilton, M (1979). *Fish's Clinical Psychopathology*. Bristol:John Wright & Sons.
- Irallagher, B. J. (1995). *The sociology of mental illness (3rd ed.)*. New York: Prentice hall.
- Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage publications.
- Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.
- Krahe, B. (1992). *Personality and Social Psychology: Towards a synthesis*. New Delhi: Sage Publications.
- Kuppuswamy, B. (1965). *An Introduction to Social Psychology (2nd ed.)*. New Delhi: Konark Publishers.
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology (1st ed.)*. New Delhi: Konark Publishers.
- Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology (Vols. 1 & 5)*. New Delhi: Amerind Publishing.
- Madan, G.R (2003). *Indian Social Problems (Vols. 1-2)*. New Delhi: Allied Publishers Pvt. Ltd
- Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*. New York: Wadsworth Publishing
- Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University.
- Pfeiffer, S.I. (1985). *Clinical Child Psychology*. New York: Grune & Stratton.
- Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.
- Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology (Vol. 19)*. New Delhi: Sage publications

Sadock, B. J., & Sadock, V. A. (1999). *Kaplan & Sadock's Comprehensive Textbook of Psychiatry*

Saraswathi, T.S (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.

Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology (3rd ed.)*. Canada: John Wiley & Sons.



## **COURSE PROFILE**

### **HCP 102**

### **STATISTICS AND RESEARCH METHODOLOGY**

**AIBAS**

**2019-2020**

#### **1. Staff details**

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<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>Consultation time &amp; Location</b>	<b>Contact details</b>
<b>Course coordinator</b>	Ms. Poonam Joshi	pjoshi@jpr.amity.edu	9 am to 5 pm (AIBAS & GHRC) On appointment	7490945762

<b>Lecturer</b>	Ms. Alvis Keisham	akeisham@jpr.amity.edu	9 am to 5 pm (AIBAS & GHRC) On appointment	7486896049
<b>Instructor/ Lab technician</b>	Ms. Yogita Sharma	ysharma@jpr.amity.edu	Psychology Lab 9 am to 5 pm	9529674099

## 2. Course information

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Units of credit: 04

Pre-requisite(s): Reading and writing proficiency in English

Teaching times and locations: 9 am to 5 pm; at AIBAS/ GHRC

### 2.1 Course summary

The course prepares the trainee to function as a qualified professional Clinical Psychologist in the areas of mental and physical health.

### 2.2 Course aims

The aim of this paper is to elucidate various issues involved in conduct of a sound experiment/survey. With suitable examples from behavioral field, introduce the trainees to the menu of statistical tools available for their research, and to develop their understanding of the conceptual bases of these tools. Tutorial work will involve exposure to the features available in a large statistical package (SPSS) while at the same time reinforcing the concepts discussed in lectures.

### 2.3 Course Learning Outcomes (CLO)

At the successful completion of this course the trainee is expected to perform the following functions:

- Understand the empirical meaning of parameters in statistical models
- Understand experimental design issues - control of unwanted variability, confounding and bias.

- Take account of relevant factors in deciding on appropriate methods and instruments to use in specific research projects.
- Understand the limitations and shortcomings of statistical models
- Apply relevant design/statistical concepts in their own particular research projects.
- Analyze data and interpret output in a scientifically meaningful way
- Generate hypothesis/hypotheses about behavior and prepare a research protocol outlining the methodology for an experiment/survey.
- Critically review the literature to appreciate the theoretical and methodological issues involved.

## **2.4 Program Learning Outcome (PLO)**

The program is developed as a rigorous two year program with extensive theoretical inputs and widespread clinical experience to acquire the necessary skills in the area of clinical psychology. By the end of it the trainee should be able to:

19. Diagnose mental health problems.
20. Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.
21. Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities.
22. Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.
23. Work with community to promote health, quality-of-life and psycho-logical well-being.
24. Undertake research in the areas of clinical psychology such as, mental health/illness, physical health/diseases and relevant societal issues viz. misconception, stigma, discrimination, social tension, gender construction, lifestyle etc.
25. Undertake responsibilities connected with teaching and training in core and allied areas of Clinical Psychology.
26. Undertake administrative and supervisory/decision-making responsibilities in mental health area.
27. Provide expert testimony in the court of law assuming different roles.

## 2.5 Relationship between course and program learning outcomes

<b>Course Learning Outcome (CLO)</b>	<b>Program Learning Outcome (PLO)</b>
5. Understand the empirical meaning of parameters in statistical models	2,3
6. Understand experimental design issues - control of unwanted variability, confounding and bias.	3
7. Take account of relevant factors in deciding on appropriate methods and instruments to use in specific research projects.	3
8. Understand the limitations and shortcomings of statistical models	7
9. Analyze data and interpret output in a scientifically meaningful way	2
10. Generate hypothesis/hypotheses about behavior and prepare a research protocol outlining the methodology for an experiment/survey.	2
11. Critically review the literature to appreciate the theoretical and methodological issues involved.	7,8
12. Apply relevant design/statistical concepts in their own particular research projects.	8

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

The course will be taught mainly in a mixed lecture/tutorial format, allowing trainees to participate in collaborative discussion. Demonstration and hands-on experience with SPSS program are desired activities.

### 3.2 Expectations of students

With reference to the course content delivery schedule, the students are required to go through the related subject matter as in the prescribed essential references, acquire ability to apply the theoretical knowledge on real live clinical population and demonstration of the practical skills.

## 4. Course schedule and structure

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S. No.	Topic	Unit	Learning outcome	References
1.	Various methods to ascertain knowledge, scientific method and its Features	Unit I	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
2.	Problems in measurement in behavioral sciences	Unit I	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.  Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
3.	Levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales	Unit I	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
4.	Test construction - item analysis, concept	Unit I	4	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.

				Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
5.	Methods of establishing reliability, validity and norms	Unit I	4	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
6.	Probability and non-probability	Unit II	1	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.  Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.  Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
7.	Various methods of sampling - simple random, stratified	Unit II	1	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
8.	Various methods of sampling- systemic sampling, cluster sampling	Unit II	1	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
9.	Various methods of sampling- multistage sampling	Unit II	1	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
10.	Sampling and non-sampling errors and methods of minimizing these errors	Unit II	1	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.  Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
11.	Probability distribution - normal	Unit III	1	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
12.	Probability distribution – poisson	Unit III	1	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt,

				Rinehart & Winston.
13.	Probability distribution - binomial	Unit III	1	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
14.	Descriptive statistics - central tendency	Unit III	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
15.	Descriptive statistics- dispersion	Unit III	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
16.	Descriptive statistics- skewness and kurtosis	Unit III	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
17.	Formulation and types; null hypothesis, alternate hypothesis	Unit IV	4	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
18.	Type I and type II errors	Unit IV	4,5	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
19.	Level of significance	Unit IV	4,5	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
20.	Power of the test	Unit IV	4,5	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
21.	P- value	Unit IV	4,5	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
22.	Concept of standard error and confidence interval	Unit IV	4,5	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.

23.	Confidence interval	Unit IV	5	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
24.	Tests of significance - Parametric tests: Requirements assumptions	Unit V	1,4	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
25.	T test	Unit V	1,5	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
26.	Normal z-test	Unit V	2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
27.	"F" test including post-hoc tests	Unit V	2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
28.	One way analysis of variance (ANOVA)	Unit V	2,4	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
29.	Two way analysis of variance (two way ANOVA)	Unit V	2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
30.	Analysis of covariance (ANACOVA)	Unit V	2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
31.	Repeated measures analysis of variance	Unit V	2,3	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
32.	Simple linear correlation	Unit V	2,3	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
33.	Regression	Unit V	2,3	Kerlinger, F.N. (1995). <i>Foundations of Behavioral</i>

				<i>Research</i> . New York: Holt, Rinehart & Winston.
34.	Tests of significance - Non-parametric tests: Assumptions	Unit VI	2	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.  Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
35.	One-sample tests- sign test	Unit VI	2	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
36.	One sample- Mc Nemer test	Unit VI	2,3	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
37.	Two-sample test- Mann Whitney U test	Unit VI	2,3	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
38.	Two sample test- Wilcoxon rank sum test	Unit VI	2,3	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
39.	K-sample tests- Kruskal Wallies test,	Unit VI	2,3	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
40.	K- sample test- Friedman test	Unit VI	2,3	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
41.	K- sample test- chi-square test	Unit VI	3,5	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
42.	Experimental design: Randomization, replication, completely randomized design	Unit VII	3	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.

43.	Randomized block design	Unit VII	3	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
44.	Factorial design	Unit VII	3	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
45.	Crossover design, single Subject design	Unit VII	3	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
46.	Non-experimental design	Unit VII	3	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
47.	Epidemiological studies: Rates- Prevalence and incidence	Unit VIII	3	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
48.	Types- Prospective and retrospective studies; Diagnostic Efficiency Statistics (sensitivity, specificity, predictive values)	Unit VIII	3,5	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
49.	Risk Estimation- odds ratio and survival analysis	Unit VIII	3	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
50.	Multivariate analysis: Introduction, Multiple regression	Unit IX	3	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
51.	Logistic regression	Unit IX	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
52.	Factor analysis		1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
53.	Cluster analysis, discriminant function analysis path analysis	Unit IX	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt,

				Rinehart & Winston.
54.	Path analysis	Unit IX	1,2	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
55.	MANOVA	Unit IX	1,2	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
56.	MANOVA	Unit IX	1,2	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
57.	Canonical correlation and Multidimensional scaling	Unit IX	1,2	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
58.	Sample size estimation: Sample size determination for estimation of mean	Unit X	1,2	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
59.	Estimation of proportion, comparing two means and comparing two Proportions	Unit X	7	Siegal, S. & Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i> . McGraw Hill: New Delhi
60.	Qualitative analysis of data: Content analysis	Unit XI	7,8	Kothari, C. R. (2003). <i>Research Methodology</i> . New Delhi: Wishwa Prakshan.
61.	Qualitative methods of psychosocial research: interview	Unit XI	7,8	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
62.	Use of computers: Use of relevant statistical package in the field of behavioral science and their limitations	Unit XII	7,8	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.
63.	Use of computers: Use of relevant statistical package in the field of behavioral science and their	Unit XII	7,8	Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i> . New York: Holt, Rinehart & Winston.

	limitations			
64.	Use of computers: Use of relevant statistical package in the field of behavioral science and their limitations	Unit XII	7,8	<p>Kerlinger, F.N. (1995). <i>Foundations of Behavioral Research</i>. New York: Holt, Rinehart &amp; Winston.</p> <p>Kothari, C. R. (2003). <i>Research Methodology</i>. New Delhi: Wishwa Prakshan.</p> <p>Siegal, S. &amp; Castellan, N.J. (1988). <i>Non-parametric statistics for the behavioral sciences</i>. McGraw Hill: New Delhi</p>

## 5. Assessment

### 5.1 Assessment tasks

S. No.	Assessment	Marks	Date
1	Seminar		January 2020
2	Internal assessment	30	February 2020
3	Assignments		January 2020
4	Final/ end- term examination	70	September 2020

### 5.2 Assessment criteria and standards

#### Assessment 1 (Seminar)

Category	Excellent (> 80)	Good (65 to < 80)	Average (45 to < 65)	Poor (< 45)
Identification of the relevant topic/articles	Complied relevant information in sequential order with adequate elaboration	Relevant contents, sequential ordering but lack of elaboration	Partial information and organization	Inadequate information
Analysis and interpretation	Addressed the queries with	Addressed the queries	Partly addressed the queries	No able to understand queries

	examples			
Reference compilation	Complied the reference excellently	Complied the reference adequately	Complied the reference partially	Complied the reference inadequately
Overall presentation	Confident and enthusiastic presentation	Nicely presented and addressed the issue	Presented but lack of confidence	Unfocused delivery

### **Assessment 2 (Internal assessment)**

In the paper 30% marks will be determined on the basis of written/clinical exams, viva-voce and supervised clinical work. These marks will be added to the marks allocated to the respective subjects in the yearly final examinations. The results of the final examinations will be declared on the basis of the total so obtained. The marking scheme of internal assessment written exam is:

Questions	Marks
5x2	10
2x5	10
1x10	10

### **Assessment 3 (Assignment)**

Category	Excellent (> 80)	Good (65 to < 80)	Average (45 to < 65)	Poor (< 45)
Content	Well defined content covering the needed information	Good content covering most of the information	Covering less information	Inadequate content
Mistakes	No grammar, spelling, contextual mistakes	Few grammar, spelling, contextual mistakes	Some grammar, spelling, contextual mistakes	Significant grammar, spelling, contextual mistakes
Source/References	Complied the reference excellently, content from reliable source	Complied the reference adequately, most of the content is from reliable source	Complied the reference partially, some of the content from reliable source	Complied the reference inadequately, content isn't from reliable and valid source.

#### **Assessment 4 (Final/ End- term examination)**

The examination will be held in two parts (Part - I and Part - II). Part –I is held at the end of first year and Part – II is held at the end of second year. A candidate will not be allowed to take the Part – II examination unless he/she has passed the Part – I examination.

A candidate who has not appeared or failed in Part – I of the regular examination may be allowed to continue the course for the II year and be allowed to take the supplementary Part – I examination.

A minimum period of three months additional training shall be necessary before appearing for the examination in case he/she fails to clear Part – I and/or Part – II examination.

#### **5.3 Submission of assessment tasks:**

- Two months prior to Part - I examination the candidates are required to submit five full-length Psychodiagnostics Reports as outlined above.
- Two months prior to Part - II examination the candidates are required to submit five Psychotherapy Records as outlined above.
- Three months prior to Part - II examination the candidates are required to submit, in triplicate, a research Dissertation under the guidance of a clinical psychology faculty member as specified above.
- The application for appearing either Part - I or Part - II examination should be accompanied by a certificate issued by Head of Department that the candidate has carried out the specified minimum clinical work, submission, dissertation (in case of Part - II only) and has attained the required competence in core-tests.

#### **5.4 Feedback on assessment:**

After the evaluation of the assessment, feedback for improvement will be given to the students. Following the various form of presentation, discussion is held for further gaining of experience and feedback. It is used to teach the students to provide constructive feedback.

#### **6. Academic integrity, referencing and plagiarism:**

Authenticity and academic integrity will be encouraged and expected from the students during submission/presentation any assigned work. The students are encouraged to remain up to date

with the current trend in academic field. Scanning of their work by plagiarism software and faculty board will be done to ensure originality.

**Readings and resources:**

B.L. (2007). *Qualitative Research: Methods for the social sciences* (6th ed.). New York: Pearson Education.

Daniel, W.W. (2005). *Biostatistics: a foundation for analysis in health sciences* (8th ed.). New York: John Wiley and Sons.

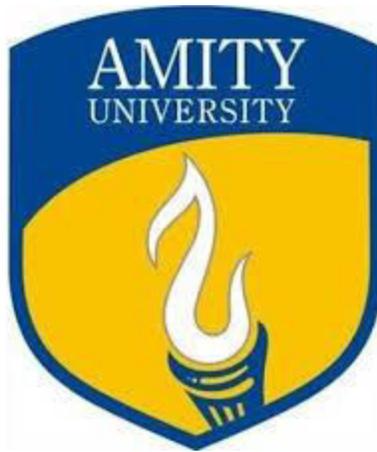
Dillon, W.R. & Goldstein, M. (1984). *Multivariate analysis: Methods & Applications*. New York: John Wiley & Sons.

Hassart, T.H. (1991). *Understanding Biostatistics*. ST. Louis: Mosby Year Book.

Kerlinger, F.N. (1995). *Foundations of Behavioral Research*. New York: Holt, Rinehart & Winston.

Kothari, C. R. (2003). *Research Methodology*. New Delhi: Wishwa Prakshan.

Siegal, S. & Castellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences*. McGraw Hill: New Delhi



## **COURSE PROFILE**

**HCP 103**

**PSYCHIATRY**

**AIBAS**

**2019-2020**

### **1. Staff details**

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<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>Consultation time &amp; Location</b>	<b>Contact details</b>
<b>Course coordinator</b>	Ms. Poonam Joshi	pjoshi@jpr.amity.edu	9 am to 5 pm (AIBAS & GHRC) On appointment	7490945762

<b>Lecturer</b>	Ms. Alvis Keisham	akeisham@jpr.amity.edu	9 am to 5 pm (AIBAS & GHRC) On appointment	7486896049
<b>Instructor/ Lab technician</b>	Ms. Yogita Sharma	ysharma@jpr.amity.edu	Psychology Lab 9 am to 5 pm	9529674099

## 2. Course information

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Units of credit: 04

Pre-requisite(s): Reading and writing proficiency in English

Teaching times and locations: 9 am to 5 pm; at AIBAS/ GHRC

### 2.1 Course summary

The course prepares the trainee to function as a qualified professional Clinical Psychologist in the areas of mental and physical health.

### 2.2 Course aims

The aim is to train in conceptualization of psychopathology from different etiological perspectives, eliciting phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions including psychosocial treatment/management for the entire range of psychological disorders. Also, to train in assessing the caregivers' burden, disability and dysfunctions that are often associated with mental disorders and intervene as indicated in a given case.

### 2.3 Course Learning Outcomes (CLO)

At the successful completion of this course the trainee is expected to perform the following functions:

- Demonstrate an understanding of a clinically significant behavioral and psychological syndrome, and differentiate between child and adult clinical features/presentation.
- Understand that in many ways the culture, biological, societal and familial practices shape the clinical presentation of mental disorders, and understand the role of developmental factors in adult psychopathology.

- Carryout the clinical work up, psychological assessment of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.
- Discuss various pharmacological agents that are used to treat common mental disorders and their mode of action.
- Assess the disability/dysfunctions and understand medico legal emergencies.

#### **2.4 Program Learning Outcome (PLO)**

The program is developed as a rigorous two year program with extensive theoretical inputs and widespread clinical experience to acquire the necessary skills in the area of clinical psychology. By the end of it the trainee should be able to:

28. Diagnose mental health problems.
29. Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.
30. Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities.
31. Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.
32. Work with community to promote health, quality-of-life and psycho-logical well-being.
33. Undertake research in the areas of clinical psychology such as, mental health/illness, physical health/diseases and relevant societal issues viz. misconception, stigma, discrimination, social tension, gender construction, lifestyle etc.

34. Undertake responsibilities connected with teaching and training in core and allied areas of Clinical Psychology.
35. Undertake administrative and supervisory/decision-making responsibilities in mental health area.
36. Provide expert testimony in the court of law assuming different roles.

### 2.5 Relationship between course and program learning outcomes

Course Learning Outcome (CLO)	Program Learning Outcome (PLO)
1. Demonstrate an understanding of a clinically significant behavioral and psychological syndrome, and differentiate between child and adult clinical features/presentation	1,2,3
2. Understand that in many ways the culture, biological, societal and familial practices shape the clinical presentation of mental disorders, and understand the role of developmental factors in adult psychopathology.	1,2,3,4,5
3. Carryout the clinical work up, psychological assessment of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.	3,7
4. Discuss various pharmacological agents that are used to treat common mental disorders and their mode of action.	6,7,8
5. Assess the disability/dysfunctions and understand medico legal emergencies.	9

### 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

The learning would be primarily through clinical workups of cases having psychiatric disorders. A mixed lectures/seminar format, allowing trainees to participate in collaborative discussion, could be adapted in addition, for imparting theory components

### 3.2 Expectations of students

With reference to the course content delivery schedule, the students are required to go through the related subject matter as in the prescribed essential references, acquire ability to apply the theoretical knowledge on real live clinical population and demonstration of the practical skills.

## 4. Course schedule and structure

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S. No.	Topic	Unit	Learning outcome	References
1.	Signs and symptoms: Disorders of <b>Consciousness</b>	Unit I	1,2,3	Fish, F, & Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i> . Bristol:John Wright & Sons  Sims, A. & Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i> . London: WB Saunders
2.	Signs and symptoms: Disorders of <b>Attention</b>	Unit I	1,2,3	Fish, F, & Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i> . Bristol:John Wright &

				<p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
3.	Signs and symptoms: Disorders of <b>Motor behavior</b>	Unit I	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
4.	Signs and symptoms: Disorders of <b>Orientation</b>	Unit I	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>

				Saunders
5.	Signs and symptoms: Disorders of <b>Experience of self</b>	Unit I	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
6.	Signs and symptoms: Disorders of <b>Speech</b>	Unit I	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
7.	Signs and symptoms: Disorders of <b>Thought</b>	Unit I	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p>

				<p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
8.	Signs and symptoms: Disorders of <b>Perception</b>	Unit I	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
9.	Signs and symptoms: Disorders of <b>Emotion</b>	Unit I	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>

10.	Signs and symptoms: Disorders of <b>Memory</b>	Unit I	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
11.	Psychoses: <b>Schizophrenia</b> – types, clinical features, etiology and management.	Unit II	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
12.	<b>Affective</b> disorders–	Unit	1,2,3	Fish, F, &

	types, clinical features, etiology and management.	II		<p>Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
13.	<b>Delusional</b> disorders – types, clinical features, etiology and management.	Unit II	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988).</p>

				<p><i>Symptoms in mind:</i>  <i>Introduction to descriptive psychopathology.</i>  London: WB Saunders</p>
14.	Other forms of psychotic disorders – types, clinical features, etiology and management.	Unit II	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology.</i> Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p>
15.	<b>Neurotic</b> disorders- types, clinical features, etiology and management.	Unit III	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology.</i> Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of</i></p>

				<p><i>Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p>
16.	<b>Stress -related</b> disorders - types, clinical features, etiology and management	Unit III	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology.</i> Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p>
17.	<b>Somatoform</b> disorders- types, clinical features, etiology and management	Unit III	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology.</i></p>

				<p>Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
18.	Disorders of personality and behavior: <b>Specific personality</b> disorders – types, clinical features, etiology and management	Unit IV	1,2,3	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive</i></p>

				<i>psychopathology</i> . London: WB Saunders
19.	Mental & behavioral disorders due to <b>psychoactive substance use</b> – types, clinical features, etiology and management	Unit IV	1,2,3,4	<p>Fish, F, &amp; Hamilton, M (1979). <i>Fish's Clinical Psychopathology</i>. Bristol:John Wright &amp; Sons</p> <p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>
20.	<b>Habit and impulse</b> disorders – types, clinical features, etiology and management	Unit IV	1,2,3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Rutter, M. &amp; Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i></p>

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21.	<p><b>Sexual disorders and dysfunctions</b> – types, clinical features, etiology and management– types, clinical features, etiology and management</p>	Unit IV	1,2,3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p>
22.	<p>Organic mental disorders: <b>Dementia</b>– types, clinical features, etiology and Management</p>	Unit V	4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988).</p>

				<p><i>Symptoms in mind:</i> <i>Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
23.	Organic mental disorders: <b>Dementia</b> – types, clinical features, etiology and Management	Unit V	4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind:</i> <i>Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
24.	<b>Delirium</b> and other related conditions with neuralgic and systemic disorders – types, clinical features, etiology and	Unit V	4,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th</p>

	Management			<p>ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
25.	<b>Delirium</b> and other related conditions with neuralgic and systemic disorders – types, clinical features, etiology and Management	Unit V	4,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi:</p>

				Jaypee brothers
26.	Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.	Unit VI	1,2,3,4,5	Rutter, M. & Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i> (3rd ed.). London: Blackwell Scientific Publications
27.	Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.	Unit VI	1,2,3,4,5	Rutter, M. & Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i> (3rd ed.). London: Blackwell Scientific Publications
28.	Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.	Unit VI	1,2,3,4,5	Rutter, M. & Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i> (3rd ed.). London: Blackwell Scientific Publications
29.	Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.	Unit VI	1,2,3,4,5	Rutter, M. & Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i> (3rd ed.). London: Blackwell Scientific Publications
30.	Mental retardation-	Unit	1,2,3,4,5	Kaplan, B.J. &

	Classification, etiology and management.	VII		<p>Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins.</p> <p>Rutter, M. &amp; Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i> (3rd ed.). London: Blackwell Scientific Publications.</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders.</p>
31.	Mental retardation- Classification, etiology and management.	Unit VII	1,2,3,4,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins.</p> <p>Rutter, M. &amp; Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i> (3rd ed.).</p>

				<p>London: Blackwell Scientific Publications.</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders.</p>
32.	Mental retardation- Classification, etiology and management.	Unit VII	1,2,3,4,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins.</p> <p>Rutter, M. &amp; Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i> (3rd ed.). London: Blackwell Scientific Publications.</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders.</p>
33.	Mental retardation-	Unit	1,2,3,4,5	Kaplan, B.J. &

	Classification, etiology and management.	VII		<p>Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins.</p> <p>Rutter, M. &amp; Herson, L. (1994). <i>Child and Adolescent Psychiatry: Modern approaches</i> (3rd ed.). London: Blackwell Scientific Publications.</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders.</p>
34.	Neurobiology of mental disorders- Neurobiological theories of <b>psychosis</b>	Unit VIII	1,2,3,4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>.</p>

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35.	Neurobiology of mental disorders- <b>mood disorders</b>	Unit VIII	1,2,3,4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
36.	Neurobiology of mental disorders- <b>anxiety disorders</b>	Unit VIII	1,2,3,4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p>

				<p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
37.	Neurobiology of mental disorders- <b>substance use disorders</b>	Unit VIII	3,4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>

38.	Neurobiology of mental disorders- <b>Other emotional and behavioral syndromes</b>	Unit VIII	3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
39.	Therapeutic approaches- <b>Drugs</b>	Unit IX	4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p>

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40.	Therapeutic approaches- <b>ECT</b>	Unit IX	1,5	Kaplan, B.J. & Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William & Wilkins  Sims, A. & Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i> . London: WB Saunders  Vyas, J.N. & Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers
41.	Therapeutic approaches- <b>ECT</b>	Unit IX	1,5	Kaplan, B.J. & Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William & Wilkins  Sims, A. & Bailliere, T.

				<p>(1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
42.	Therapeutic approaches- <b>Psychosurgery</b>	Unit IX	1	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
43.	Therapeutic approaches- <b>Psychotherapy</b>	Unit IX	1	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995).</p>

				<p><i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
44.	Therapeutic approaches - <b>behavior therapy</b>	Unit IX	1,2,3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of</i></p>

				<p><i>postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
45.	<p>Therapeutic approaches - preventive and rehabilitative strategies – <b>half-way home</b></p>	Unit IX	1,2,3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
46.	<p>Therapeutic approaches-<b>sheltered workshop</b></p>	Unit IX	1,2,3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind:</i></p>

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47.	Therapeutic approaches-daycare, and institutionalization	Unit IX	1,2,3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
48.	Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting	Unit X	5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th</p>

				<p>ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
49.	Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting	Unit X	5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2).</p>

				New Delhi: Jaypee brothers
50.	Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting	Unit X	5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
51.	Special populations/Specialties: <b>Geriatric</b>	Unit XI	1,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>.</p>

				<p>London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
52.	<p>Special populations/Specialties: <b>Geriatric</b></p>	Unit XI	1,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
53.	<p>Special populations/Specialties: <b>Terminally ill</b></p>	Unit XI	4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p>

				<p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>	
54.	Special populations/Specialties: <b>Terminally ill</b>	Unit XI	4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i>. London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>	

55.	Special populations/Specialties: <b>HIV/AIDS</b>	Unit XI	4	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
56.	Special populations/Specialties: <b>HIV/AIDS</b>	Unit XI	3,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p>

				Vyas, J.N. & Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers
57.	Special populations/Specialties: <b>Suicidal</b>	Unit XI	3,5	Kaplan, B.J. & Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William & Wilkins  Sims, A. & Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology</i> . London: WB Saunders  Vyas, J.N. & Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers
58.	Special populations/Specialties: <b>Abused</b>	Unit XI	3,5	Kaplan, B.J. & Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William & Wilkins  Sims, A. & Bailliere, T.

				<p>(1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
59.	Special populations/Specialties: <b>Abused</b>	Unit XI	3,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
60.	Special populations/Specialties: <b>violent &amp; non</b>	Unit XI	3,4,5	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995).</p>

	<b>cooperative patients</b>			<p><i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
61.	Special populations/Specialties: <b>Psychiatric services in community</b>	Unit XI	3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of</i></p>

				<p><i>postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
62.	<p>Special populations/Specialties: <b>Psychiatric services in Community</b></p>	Unit XI	3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
63.	<p>Special populations/Specialties: <b>Following disaster/calamity.</b></p>	Unit XI	3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind:</i></p>

				<p><i>Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers</p>
64.	Special populations/Specialties: <b>Following disaster/calamity.</b>	Unit XI	3	<p>Kaplan, B.J. &amp; Sadock, V.A., (1995). <i>Comprehensive Textbook of Psychiatry</i> (6th ed.). London: William &amp; Wilkins</p> <p>Sims, A. &amp; Bailliere, T. (1988). <i>Symptoms in mind: Introduction to descriptive psychopathology.</i> London: WB Saunders</p> <p>Vyas, J.N. &amp; Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers.</p>

## 5. Assessment

### 5.1 Assessment tasks

S.	Assessment	Marks	Date
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<b>No.</b>			
<b>1</b>	<b>Seminar</b>		January 2020
<b>2</b>	<b>Internal assessment</b>	30	February 2020
<b>3</b>	<b>Assignments/ case presentation</b>		January 2020
<b>4</b>	<b>Final/ end- term examination</b>	70	September 2020

## 5.2 Assessment criteria and standards

### Assessment 1 (Seminar)

<b>Category</b>	<b>Excellent (&gt; 80)</b>	<b>Good (65 to &lt; 80)</b>	<b>Average (45 to &lt; 65)</b>	<b>Poor (&lt; 45)</b>
Identification of the relevant topic/articles	Complied relevant information in sequential order with adequate elaboration	Relevant contents, sequential ordering but lack of elaboration	Partial information and organization	Inadequate information
Analysis and interpretation	Addressed the queries with examples	Addressed the queries	Partly addressed the queries	No able to understand queries
Reference compilation	Complied the reference excellently	Complied the reference adequately	Complied the reference partially	Complied the reference inadequately
Overall presentation	Confident and enthusiastic presentation	Nicely presented and addressed the issue	Presented but lack of confidence	Unfocused delivery

### Assessment 2 (Internal assessment)

In the paper 30% marks will be determined on the basis of written/clinical exams, viva-voce and supervised clinical work. These marks will be added to the marks allocated to the respective subjects in the yearly final examinations. The results of the final examinations will be declared on the basis of the total so obtained. The marking scheme of internal assessment written exam is:

Questions	Marks
5x2	10
2x5	10
1x10	10

**Assessment 3 (case discussion/ assignment respectively)**

<b>Category</b>	<b>Excellent (&gt; 80)</b>	<b>Good (65 to&lt;80)</b>	<b>Average (45 to&lt;65)</b>	<b>Poor (&lt; 45)</b>
<b>Diagnosis of the case</b>	Able to diagnose appropriate case	Able to find appropriate case	Basic ability to diagnose the case	Inability to identify relevant diagnosis
<b>Framework of the case</b>	Appropriate information collection and detailed compilation	Adequate information collected and good compilation	Superficial information collected with incomplete compilation	Lack of relevant information collected
<b>Appropriate use of rating scale and assessment with rationale</b>	Appropriate application of scales and tests along with clear knowledge regarding the rationale	Adequate application of scales and tests with good rationale	Adequate application of scales and tests with superficial knowledge of the rationale	Insufficient application of scales and tests along with lack of knowledge of the rationale
<b>Overall presentation</b>	Confident and thorough in-depth presentation	Good presentation with issue addressed adequately	Presentation with the issue being insufficiently address	Poor presentation with the issue does not address adequately

<b>Category</b>	<b>Excellent (&gt; 80)</b>	<b>Good (65 to&lt;80)</b>	<b>Average (45 to&lt;65)</b>	<b>Poor (&lt; 45)</b>
Content	Well defined content covering the needed information	Good content covering most of the information	Covering less information	Inadequate content
Mistakes	No grammar, spelling, contextual mistakes	Few grammar, spelling, contextual mistakes	Some grammar, spelling, contextual mistakes	Significant grammar, spelling, contextual mistakes
Source/References	Complied the reference excellently,	Complied the reference adequately, most	Complied the reference partially, some of	Complied the reference inadequately,

	content from reliable source	of the content is from reliable source	the content from reliable source	content isn't from reliable and valid source.
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#### **Assessment 4 (Final/ End- term examination)**

The examination will be held in two parts (Part - I and Part - II). Part –I is held at the end of first year and Part – II is held at the end of second year. A candidate will not be allowed to take the Part – II examination unless he/she has passed the Part – I examination.

A candidate who has not appeared or failed in Part – I of the regular examination may be allowed to continue the course for the II year and be allowed to take the supplementary Part – I examination.

A minimum period of three months additional training shall be necessary before appearing for the examination in case he/she fails to clear Part – I and/or Part – II examination.

#### **5.3 Submission of assessment tasks:**

- Two months prior to Part - I examination the candidates are required to submit five full-length Psychodiagnostics Reports as outlined above.
- Two months prior to Part - II examination the candidates are required to submit five Psychotherapy Records as outlined above.
- Three months prior to Part - II examination the candidates are required to submit, in triplicate, a research Dissertation under the guidance of a clinical psychology faculty member as specified above.
- The application for appearing either Part - I or Part - II examination should be accompanied by a certificate issued by Head of Department that the candidate has carried out the specified minimum clinical work, submission, dissertation (in case of Part - II only) and has attained the required competence in core-tests.

#### **5.4 Feedback on assessment:**

After the evaluation of the assessment, feedback for improvement will be given to the students. Following the various form of presentation, discussion is held for further gaining of experience and feedback. It is used to teach the students to provide constructive feedback.

#### **6. Academic integrity, referencing and plagiarism:**

Authenticity and academic integrity will be encouraged and expected from the students during submission/presentation any assigned work. The students are encouraged to remain up to date with the current trend in academic field. Scanning of their work by plagiarism software and faculty board will be done to ensure originality.

### **Readings and resources:**

Fish, F, & Hamilton, M (1979). *Fish's Clinical Psychopathology*. Bristol:John Wright & Sons

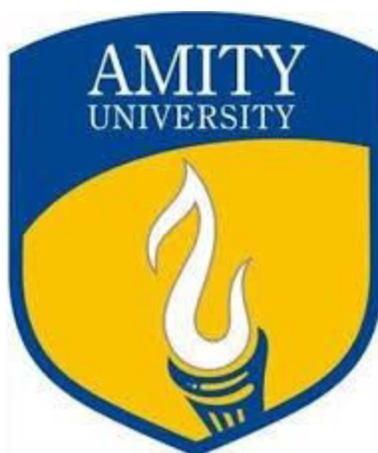
Gelder, M., Gath, D., & Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press.

Kaplan, B.J. & Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.

Rutter, M. & Herson, L. (1994). *Child and Adolescent Psychiatry: Modern approaches* (3rd ed.). London: Blackwell Scientific Publications.

Sims, A. & Bailliere, T. (1988). *Symptoms in mind: Introduction to descriptive psychopathology*. London: WB Saunders.

Vyas, J.N. & Ahuja, N. (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers.



## **COURSE PROFILE**

### **HCP 201**

### **BIOLOGICAL FOUNDATIONS OF BEHAVIOR**

**AIBAS**

**2019-2020**

#### **1. Staff details**

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<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>Consultation time &amp; Location</b>	<b>Contact details</b>
<b>Course coordinator</b>	Ms. Poonam Joshi	<a href="mailto:pjoshi@jpr.amity.edu">pjoshi@jpr.amity.edu</a>	9 am to 5 pm (AIBAS & GHRC) On appointment	7490945762

<b>Lecturer</b>	Ms. Alvis Keisham	<a href="mailto:akeisham@jpr.amity.edu">akeisham@jpr.amity.edu</a>	9 am to 5 pm (AIBAS & GHRC) On appointment	7486896049
<b>Instructor/ Lab technician</b>	Ms. Yogita Sharma	<a href="mailto:ysharma@jpr.amity.edu">ysharma@jpr.amity.edu</a>	Psychology Lab 9 am to 5 pm	9529674099

## 2. Course information

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Units of credit: 04

Pre-requisite(s): Reading and writing proficiency in English

Teaching times and locations: 9 am to 5 pm; at AIBAS/ GHRC

### 2.1 Course summary

The course prepares the trainee to function as a qualified professional Clinical Psychologist in the areas of mental and physical health.

### 2.2 Course aims

Learning how brain is involved in the genesis of normal and abnormal behavioral/emotional manifestation would result in better clinical judgment, lesser diagnostic errors and increase sensitivity to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology. Also, current researches have indicated many pharmacological agents dramatically alter the severity and course of certain mental disorders, particularly the more severe disorders. Therefore, the aim of this paper is to provide important biological foundations of human behavior and various syndromes. The main focus is the nervous system and its command center – the brain.

### 2.3 Course Learning Outcomes (CLO)

At the successful completion of this course the trainee is expected to perform the following functions:

- Describe and explain the nature and basic functions of the nervous system (brain, biochemical processes, and endocrine system) and its units.
- Discuss the principles of psychopharmacology and review the general role of neurotransmitters and neuromodulators in the brain.

- Describe what kinds of clinical symptoms are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain.
- Describe what kinds of neuropsychological deficits are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain, and carry out the indicated neuropsychological assessment employing any valid battery of tests.

#### **2.4 Program Learning Outcome (PLO)**

The program is developed as a rigorous two year program with extensive theoretical inputs and widespread clinical experience to acquire the necessary skills in the area of clinical psychology. By the end of it the trainee should be able to:

37. Diagnose mental health problems.
38. Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.
39. Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities.
40. Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.
41. Work with community to promote health, quality-of-life and psycho-logical well-being.
42. Undertake research in the areas of clinical psychology such as, mental health/illness, physical health/diseases and relevant societal issues viz. misconception, stigma, discrimination, social tension, gender construction, lifestyle etc.
43. Undertake responsibilities connected with teaching and training in core and allied areas of Clinical Psychology.

44. Undertake administrative and supervisory/decision-making responsibilities in mental health area.
45. Provide expert testimony in the court of law assuming different roles.

## 2.5 Relationship between course and program learning outcomes

Course Learning Outcome (CLO)	Program Learning Outcome (PLO)
1. Describe and explain the nature and basic functions of the nervous system (brain, biochemical processes, and endocrine system) and its units.	2,7
2. Discuss the principles of psychopharmacology and review the general role of neurotransmitters and neuromodulators in the brain.	7
3. Describe what kinds of clinical symptoms are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain.	7,8
4. Describe what kinds of neuropsychological deficits are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain, and carry out the indicated neuropsychological assessment employing any valid battery of tests.	7,8,9

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

The learning would be primarily through clinical assessment of cases with brain lesions and disorders. Lectures, seminars and demonstrations by the experts in specific discipline, disease, topics such as by Anatomist, Biochemist, Physiologist, Psychiatrist, Neurologist and

Neurosurgeons are required to impart knowledge and skills in certain domains. Depending on the resources available at the center these academic activity can be arranged.

### 3.2 Expectations of students

With reference to the course content delivery schedule, the students are required to go through the related subject matter as in the prescribed essential references, acquire ability to apply the theoretical knowledge on real live clinical population and demonstration of the practical skills.

### 4. Course schedule and structure

Sl. No.	Topic	Unit	Learning outcome	References
1.	Anatomy of the brain: Major anatomical sub-divisions of the human brain	Unit I	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
2.	The surface anatomy and interior structures of cortical and sub-cortical regions	Unit I	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
3.	Anatomical connectivity among the various regions	Unit I	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
4.	Blood supply to brain and the CSF system	Unit I	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
5.	Cytoarchitecture and modular organization in the brain	Unit I	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
6.	Structure and functions of cells: Cells of the nervous system (neurons, supporting cells, blood-brain barrier)	Unit II	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
7.	Communication within a neuron (membrane potential, action potential)	Unit II	1,2	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers

				York: Worth Publishers
8.	Communication between neurons (neurotransmitters, neuromodulators and hormones).	Unit II	2	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
9.	Biochemistry of the brain: Biochemical, metabolic and genetic aspect of Major mental disorders	Unit III	2	Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.  Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i> . New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i>  Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
10.	Biochemistry of the brain: Biochemical, metabolic and genetic aspect of Major mental Disorders	Unit III	1,2	Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.  Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i> . New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i>  Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
11.	Biochemistry of the brain: Biochemical, metabolic and genetic aspect of Major mental disorders	Unit III	1.2.3	Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.  Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i> . New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i>  Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
12.	Mental retardation & behavioral disorders.	Unit III	1.2.3	Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.

				<p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
13.	Mental retardation & behavioral disorders.	Unit III	1.2.3	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
14.	Mental retardation & behavioral disorders	Unit III	1.2.3	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
15.	Organization of sensory-motor system in terms of receptors and thalamocortical pathways and motor responses.	Unit IV	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
16.	Organization of sensory-motor	Unit IV	1,2	<p>Carlson, N.R. (2005). <i>Foundations of</i></p>

	system in terms of receptors and thalamocortical pathways and motor responses.			<p><i>physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p>
17.	Regulation of Internal Environment: Role of limbic system	Unit V	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p>
18.	Autonomic and the neuroendocrine system in regulating the internal environment	Unit V	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
19.	Autonomic and the neuroendocrine system in regulating the internal environment	Unit V	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
20.	Reticular formation and other important neural substrates regulating the state of sleep/wakefulness	Unit V	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p>

				<p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
21.	Neurobiology of Behavior- Neurological aspects of drives	Unit VI	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
22.	Neurobiology of Behavior- Motivation	Unit VI	1,2,3	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
23.	Neurobiology of Behavior- Hunger	Unit VI	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
24.	Neurobiology of Behavior- Thirst	Unit VI	1,2	<p>Carlson, N.R. (2005). <i>Foundations of</i></p>

				<p><i>physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
25.	Neurobiology of Behavior- Sex	Unit VI	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
26.	Neurobiology of Behavior- Emotions	Unit VI	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
27.	Neurobiology of Behavior- Learning	Unit VI	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human</i></p>

				<i>neuropsychology</i> (6th ed). New York: Worth Publishers
28.	Neurobiology of Behavior-Memory	Unit VI	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
29.	Neurotransmitters and behavior: Role of neurotransmitters and neuromodulators (Acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behavior including learning and memory	Unit VII	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
30.	Neurotransmitters and behavior: Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behavior including learning and memory	Unit VII	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p> <p>Kolb, B. &amp; Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers</p>
31.	Neurotransmitters and behavior: Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behavior including learning and memory	Unit VII	1,2	<p>Carlson, N.R. (2005). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi: Pearson Education Inc.</p> <p>Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i>. New York: Plenum Press.</p> <p>Golden, C.J. &amp; Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i></p>

				Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
32.	Relationship between structure and function of the brain; the rise of neuropsychology as a distinct discipline.	Unit VIII	1	Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i> . New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i>  Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
33.	Logic of cerebral organization	Unit VIII	1	Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i> . New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i>  Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
34.	Localization and lateralization of functions	Unit VIII	1	Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i> . New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i>  Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
35.	Approaches and methodologies of clinical and cognitive neuropsychologists	Unit VIII	1	Gazaaniga, M. S. (1984). <i>Handbook of cognitive neuroscience</i> . New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). <i>Diagnosis &amp; Rehabilitation in clinical</i>  Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
36.	Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions	Unit IX	3,4	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
37.	Frontal lobe syndrome:	Unit IX	3,4	Kolb, B. & Whishaw, I.Q. (2007).

	Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions			<i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
38.	Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions	Unit IX	3,4	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
39.	Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions	Unit IX	3,4	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
40.	Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness	Unit X	3,4	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
41.	Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness	Unit X	3,4	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
42.	Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness	Unit X	3,4	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
43.	Parietal- Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	Unit XI	3,4	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
44.	Parietal- Disturbances in sensory functions and body schema	Unit XI	3,4	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human</i>

	perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.			<i>neuropsychology</i> (6th ed). New York: Worth Publishers
45.	Parietal- Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	Unit XI	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
46.	Occipital lobe syndromes: Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	Unit XI	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
47.	Occipital lobe syndromes: Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	Unit XI	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
48.	Occipital lobe syndromes: Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	Unit XI	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
49.	Neuropsychological profile of cortical dementia	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
50.	Neuropsychological profile of cortical dementia	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
51.	Neuropsychological profile of cortical dementia	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
52.	Neuropsychological profile of cortical dementia	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
53.	Neuropsychological	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007).

	profile of cortical dementia			<i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
54.	Neuropsychological profile of Subcortical dementia	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
55.	Neuropsychological profile of subcortical dementia	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
56.	Neuropsychological profile of subcortical dementia	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
57.	Major mental disorders and substance use disorders.	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
58.	Major mental disorders and substance use disorders.	Unit XII	3,4	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers
59.	Functional human brain mapping: QEEG, EP & ERP	Unit XIII	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers  Lezak, M.D. (1995). <i>Neuropsychological assessment</i> . New York: Oxford University Press.
60.	Functional human brain mapping: PET, SPECT, fMRI	Unit XIII	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers  Lezak, M.D. (1995). <i>Neuropsychological assessment</i> . New York: Oxford University Press.
61.	Neuropsychological assessment: Introduction, principles, relevance, scope	Unit XIV	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers  Lezak, M.D. (1995). <i>Neuropsychological assessment</i> . New York: Oxford University Press.
62.	Indications for neuropsychological assessment and issues involved in neuropsychological assessment of	Unit XIV	1	Kolb, B. & Wishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers

	children			Lezak, M.D. (1995). <i>Neuropsychological assessment</i> . New York: Oxford University Press.
63.	Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders	Unit XV	1	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers  Lezak, M.D. (1995). <i>Neuropsychological assessment</i> . New York: Oxford University Press.
64.	Major psychiatric disorders and behavioral disorders; scope of computer-based retraining, neurofeedback, cognitive aids	Unit XV	1	Kolb, B. & Whishaw, I.Q. (2007). <i>Fundamentals of human neuropsychology</i> (6th ed). New York: Worth Publishers  Lezak, M.D. (1995). <i>Neuropsychological assessment</i> . New York: Oxford University Press.

## 5. Assessment

### 5.1 Assessment tasks

S. No.	Assessment	Marks	Date
1	Seminar		January 2020
2	Internal assessment	30	February 2020
3	Assignments		January 2020
4	Final/ end- term examination	70	September 2020

### 5.2 Assessment criteria and standards

#### Assessment 1 (Seminar)

Category	Excellent (>	Good (65 to<	Average (45 to<	Poor (< 45)
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	<b>80)</b>	<b>80)</b>	<b>65)</b>	
Identification of the relevant topic/articles	Complied relevant information in sequential order with adequate elaboration	Relevant contents, sequential ordering but lack of elaboration	Partial information and organization	Inadequate information
Analysis and interpretation	Addressed the queries with examples	Addressed the queries	Partly addressed the queries	No able to understand queries
Reference compilation	Complied the reference excellently	Complied the reference adequately	Complied the reference partially	Complied the reference inadequately
Overall presentation	Confident and enthusiastic presentation	Nicely presented and addressed the issue	Presented but lack of confidence	Unfocused delivery

### **Assessment 2 (Internal assessment)**

In the paper 30% marks will be determined on the basis of written/clinical exams, viva-voce and supervised clinical work. These marks will be added to the marks allocated to the respective subjects in the yearly final examinations. The results of the final examinations will be declared on the basis of the total so obtained. The marking scheme of internal assessment written exam is:

Questions	Marks
5x2	10
2x5	10
1x10	10

### **Assessment 3 (Assignment)**

<b>Category</b>	<b>Excellent (&gt; 80)</b>	<b>Good (65 to &lt; 80)</b>	<b>Average (45 to &lt; 65)</b>	<b>Poor (&lt; 45)</b>
Content	Well defined content covering the needed information	Good content covering most of the information	Covering less information	Inadequate content

Mistakes	No grammar, spelling, contextual mistakes	Few grammar, spelling, contextual mistakes	Some grammar, spelling, contextual mistakes	Significant grammar, spelling, contextual mistakes
Source/References	Complied the reference excellently, content from reliable source	Complied the reference adequately, most of the content is from reliable source	Complied the reference partially, some of the content from reliable source	Complied the reference inadequately, content isn't from reliable and valid source.

#### **Assessment 4 (Final/ End- term examination)**

The examination will be held in two parts (Part - I and Part - II). Part –I is held at the end of first year and Part – II is held at the end of second year. A candidate will not be allowed to take the Part – II examination unless he/she has passed the Part – I examination.

A candidate who has not appeared or failed in Part – I of the regular examination may be allowed to continue the course for the II year and be allowed to take the supplementary Part – I examination.

A minimum period of three months additional training shall be necessary before appearing for the examination in case he/she fails to clear Part – I and/or Part – II examination.

#### **5.3 Submission of assessment tasks:**

- Two months prior to Part - I examination the candidates are required to submit five full-length Psychodiagnostics Reports as outlined above.
- Two months prior to Part - II examination the candidates are required to submit five Psychotherapy Records as outlined above.
- Three months prior to Part - II examination the candidates are required to submit, in triplicate, a research Dissertation under the guidance of a clinical psychology faculty member as specified above.
- The application for appearing either Part - I or Part - II examination should be accompanied by a certificate issued by Head of Department that the candidate has carried out the specified minimum clinical work, submission, dissertation (in case of Part - II only) and has attained the required competence in core-tests.

#### **5.4 Feedback on assessment:**

After the evaluation of the assessment, feedback for improvement will be given to the students. Following the various form of presentation, discussion is held for further gaining of experience and feedback. It is used to teach the students to provide constructive feedback.

## **6. Academic integrity, referencing and plagiarism:**

Authenticity and academic integrity will be encouraged and expected from the students during submission/presentation any assigned work. The students are encouraged to remain up to date with the current trend in academic field. Scanning of their work by plagiarism software and faculty board will be done to ensure originality.

## **Readings and resources:**

Bellack A.S. & Hersen M. (1998). *Comprehensive clinical psychology- Assessment (Vol. 4)*. London: Elsevier Science Ltd.

Carlson, N.R. (2005). *Foundations of physiological psychology (6th ed.)*. New Delhi: Pearson Education Inc.

Gazaaniga, M. S. (1984). *Handbook of cognitive neuroscience*. New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). *Diagnosis & Rehabilitation in clinical neuropsychology*. New York: Spring Field.

Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders (2nd ed.)*. New York: Oxford University Press.

Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders (2nd ed.)*. Oxford University Press: NY.

Guyton, A.C. & Hall, J.E. (2006). *Textbook of medical physiology*. Philadelphia: Saunders Company.

Jain, A.K. (2005). *Textbook of physiology (Vol. 2)*. New Delhi: Avichal Publishing Company.

Kandel, E. R, & Schwartz, J. H (1985). *Principles of neural science*. New York: Elsevier.

Kirshner H.S, (1986). *Behavioral Neurology*. New York: Churchill Livingstone.

Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology (6th ed)*. New York: Worth Publishers.

Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.

Prigatano, G.P. (1999). *Principles of Neuropsychological Rehabilitation*. New York: Oxford University Press.

Rohrbaugh, J.W (1990). *Event Related brain potentials – Basic issues & applications*. New York: Oxford University Press.

Snell, R.S. (1992). *Clinical Neuroanatomy for Medical Students*. Boston: Little Brown & Co.

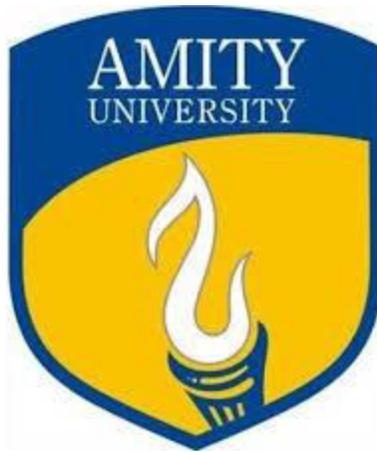
Stahl, S.M. (1998). *Essential psychopharmacology*. London: Cambridge University Press.

Vinken, P.J., & Bruyn, G.W. (1969). *Handbook of clinical neurology* (Vols. 2, 4, 45 & 46). Amsterdam: North Holland Publishing Co.

Vinken, P.J., & Bruyn, G.W., (1969). *Handbook of clinical neurology* (Vols. 2, 4 & 45). Amsterdam: North Holland Publishing Co.

Vyas, J.N. & Ahuja, N (1999). *Textbook of postgraduate psychiatry* (2<sup>nd</sup> ed., Vols. 1- 2). New Delhi: Jaypee brothers.

Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.



## **COURSE PROFILE**

**HCP 202**

**PSYCHOTHERAPY AND COUNSELLING**

**AIBAS**

**2019-2020**

### **1. Staff details**

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<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>Consultation time &amp; Location</b>	<b>Contact details</b>
<b>Course coordinator</b>	Ms. Poonam Joshi	<a href="mailto:pjoshi@jpr.amity.edu">pjoshi@jpr.amity.edu</a>	9 am to 5 pm (AIBAS & GHRC) On appointment	7490945762

<b>Lecturer</b>	Ms. Alvis Keisham	<a href="mailto:akeisham@jpr.amity.edu">akeisham@jpr.amity.edu</a>	9 am to 5 pm (AIBAS & GHRC) On appointment	7486896049
<b>Instructor/ Lab technician</b>	Ms. Yogita Sharma	<a href="mailto:ysharma@jpr.amity.edu">ysharma@jpr.amity.edu</a>	Psychology Lab 9 am to 5 pm	9529674099

## 2. Course information

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Units of credit: 04

Pre-requisite(s): Reading and writing proficiency in English

Teaching times and locations: 9 am to 5 pm; at AIBAS/ GHRC

### 2.1 Course summary

The course prepares the trainee to function as a qualified professional Clinical Psychologist in the areas of mental and physical health.

### 2.2 Course aims

Impart knowledge and skills necessary to carry out psychological interventions in mental health problems with required competency. As a prelude to problem-based learning within a clinical context, the trainees are introduced to factors that lead to development of an effective working therapeutic alliance, pre-treatment assessment, setting therapy goals, evaluation of success of therapy in producing desired changes, and variables that affect the therapy processes. Further, the aim is to equip the trainees with various theories of clinical problems, and intervention techniques, and their advantages and limitations.

### 2.3 Course Learning Outcomes (CLO)

At the successful completion of this course the trainee is expected to perform the following functions:

- Demonstrate an ability to provide a clear, coherent, and succinct account of patient's problems and to develop an appropriate treatment plan.

- Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance.
- Carry out and use specialized assessments and interventions, drawing on their knowledge of pertinent outcome/evidence research.
- Demonstrate ability to link theory-practice and assimilate clinical, professional, academic and ethical knowledge in their role of a therapist.
- Present a critical analysis of intervention related research articles and propose their own methods/design of replicating such research.

#### **2.4 Program Learning Outcome (PLO)**

The program is developed as a rigorous two year program with extensive theoretical inputs and widespread clinical experience to acquire the necessary skills in the area of clinical psychology. By the end of it the trainee should be able to:

46. Diagnose mental health problems.
47. Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.
48. Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities.
49. Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.
50. Work with community to promote health, quality-of-life and psycho-logical well-being.
51. Undertake research in the areas of clinical psychology such as, mental health/illness, physical health/diseases and relevant societal issues viz. misconception, stigma, discrimination, social tension, gender construction, lifestyle etc.
52. Undertake responsibilities connected with teaching and training in core and allied areas of Clinical Psychology.

53. Undertake administrative and supervisory/decision-making responsibilities in mental health area.

54. Provide expert testimony in the court of law assuming different roles.

## 2.5 Relationship between course and program learning outcomes

Course Learning Outcome (CLO)	Program Learning Outcome (PLO)
<ul style="list-style-type: none"><li>Demonstrate an ability to provide a clear, coherent, and succinct account of patient's problems and to develop an appropriate treatment plan.</li></ul>	1,2,3,4,5,6,7,8
<ul style="list-style-type: none"><li>Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance.</li></ul>	1,2,3,4,5,6,7,8
<ul style="list-style-type: none"><li>Carry out and use specialized assessments and interventions, drawing on their knowledge of pertinent outcome/evidence research.</li></ul>	1,2,3,4,5,6,7,8
<ul style="list-style-type: none"><li>Demonstrate ability to link theory-practice and assimilate clinical, professional, academic and ethical knowledge in their role of a therapist.</li></ul>	1,2,3,4,5,6,7,8
<ul style="list-style-type: none"><li>Present a critical analysis of intervention related research articles and propose their own methods/design of replicating such research</li></ul>	1,2,3,4,5,6,7,8

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

Acquiring the required competency/skills would be primarily through clinical workups and carrying out of various treatment techniques, under supervision, within clinical context. The

trainees are required to be involved in all clinical service activities – institutional or community based, of the center. Demonstration, clinical issue seminar, clinical seminar, clinical case conferences are required to be planned to impart the necessary knowledge and skills.

### 3.2 Expectations of students

With reference to the course content delivery schedule, the students are required to go through the related subject matter as in the prescribed essential references, acquire ability to apply the theoretical knowledge on real live clinical population and demonstration of the practical skills.

## 4. Course schedule and structure

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S. No.	Topic	Unit	Learning outcomes	References
1.	Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists.	Unit I	1	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
2.	Ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors)	Unit I	1,2	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
3.	Planning and recording of therapy sessions; structuring and setting	Unit I	1	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London:

	goals; pre- and post-assessment; practice of evidence-based therapies.			<p>Elsiever Science Ltd.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p> <p>Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune &amp; Stratton.</p>
4.	Therapeutic Relationship: Client and therapist characteristics; illness, technique and other factors influencing the relationship	Unit II	2	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsiever Science Ltd.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p> <p>Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune &amp; Stratton.</p>
5.	Interviewing: Objectives of interview, interviewing techniques, types of interview, and characteristics of structured and unstructured interview.	Unit III	1,2	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsiever Science Ltd.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p> <p>Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune &amp; Stratton.</p>
6.	Interviewing skills (micro skills), open-ended questions, clarification, reflection,	Unit III	1,2	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsiever Science Ltd.</p>
7.	Facilitation and confrontation, silences in interviews, verbal and non-verbal components.	Unit III	1,2	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsiever Science Ltd.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i></p>

				(2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
8.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Psychodynamic</b> .	Unit IV	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
9.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Brief psychotherapy</b>	Unit IV	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
10.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Humanistic &amp; Existential</b>	Unit IV	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
11.	Affective psychotherapies: Origin, basis, formulation,	Unit IV	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical</i>

	procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Gestalt, Person-centered</b>			<p><i>Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p> <p>Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune &amp; Stratton.</p>
12.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Adlerian</b>	Unit IV	3,4	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p> <p>Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune &amp; Stratton.</p>
13.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Transactional analysis</b>	Unit IV	3,4	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p> <p>Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune &amp; Stratton.</p>
14.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Reality therapy</b>	Unit IV	3,4	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p> <p>Wolberg, L.R. (1995). <i>The</i></p>

				<i>techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
15.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Supportive, Clinical hypnotherapy</b>	Unit IV	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
16.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>Play therapy, Psychodrama</b>	Unit IV	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
17.	Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to oriental approaches such as <b>yoga, meditation, shavasana, pranic healing, reiki, tai chi</b> etc.	Unit IV	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
18.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.

	and treatment goals, <b>Desensitization - (imaginal, in-vivo, enriched, assisted)</b>			
19.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation)</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
20.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Skill training - (assertiveness training, modeling, behavioral rehearsal)</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
21.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Operant procedures (token economy, contingency management)</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
22.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.

	treatment goals- <b>Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning)</b>			
23.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goal- <b>Self-control procedures - (thought stop, paradoxical intention, stimulus satiation)</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
24.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Biofeedback – (EMG, GSR)</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
25.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Biofeedback – (EEG, temp, EKG)</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
26.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Behavioral counseling.</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
27.	Behavior therapies: Origin, foundations, principles & methodologies, problems	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical</i>

	and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Group behavioral approaches.</b>			<i>findings.</i> New York: Academic Press.
28.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Group behavioral approaches.</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings.</i> New York: Academic Press.
29.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Behavioral family/marital therapies</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings.</i> New York: Academic Press.
30.	Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals- <b>Behavioral family/marital therapies</b>	Unit V	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings.</i> New York: Academic Press.
31.	Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of <b>Rational Emotive Behavior Therapy.</b>	Unit VI	3,4	Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide.</i> New York: Oxford University Press.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.
32.	Cognitive therapies: Cognitive model, principles and assumptions,	Unit VI	3,4	Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy</i>

	techniques, indications and current status of <b>Cognitive Behavior Therapy</b> .			<p><i>for psychiatric problems: A practical guide</i>. New York: Oxford University Press.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p>
33.	Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of <b>Cognitive Behavior Therapy (cognitive restructuring)</b> .	Unit VI	3,4	<p>Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide</i>. New York: Oxford University Press.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p>
34.	Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of <b>Cognitive Analytic Therapy</b> .	Unit VI	3,4	<p>Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide</i>. New York: Oxford University Press.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p>
35.	Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of <b>Dialectical Behavior Therapy</b> .	Unit VI	3,4	<p>Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide</i>. New York: Oxford University Press.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.</p>
36.	Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of <b>Problem-solving Therapy</b> .	Unit VI	3,4	<p>Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide</i>. New York: Oxford University Press.</p> <p>Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York:</p>

				Brooks/Cole.
37.	Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of <b>Mindfulness Based Cognitive Therapy.</b>	Unit VI	3,4	Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide.</i> New York: Oxford University Press.  Sharf, R.S. (2000). <i>Theories of psyc hotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.
38.	Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of <b>Schema Focused Therapy</b>	Unit VI	3,4	Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide.</i> New York: Oxford University Press.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.
39.	Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>family therapy.</b>	Unit VII	3,4	Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide.</i> New York: Oxford University Press.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.
40.	Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>marital therapy.</b>	Unit VII	3,4	Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide.</i> New York: Oxford University Press.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.
41.	Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and	Unit VII	3,4	Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide.</i> New York:

	research & current status with respect to <b>group therapy</b> .			Oxford University Press.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.
42.	Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to <b>sex therapy, interpersonal therapy</b> .	Unit VII	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). <i>Cognitive Behavior Therapy for psychiatric problems: A practical guide</i> . New York: Oxford University Press.  Sharf, R.S. (2000). <i>Theories of psychotherapy and counseling</i> (2nd ed.). New York: Brooks/Cole.
43.	Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and current status with respect to <b>autogenic training</b>	Unit VIII	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
44.	Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and current status with respect to <b>progressive muscular relaxation</b>	Unit VIII	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
45.	Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and current status with respect to <b>biofeedback</b>	Unit VIII	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
46.	Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome,	Unit VIII	3,4	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> .

	indications, and current status with respect to <b>eye movement desensitization and reprocessing</b>			New York: Academic Press.
47.	Counseling: Definition and goals, techniques, behavioral, cognitive and humanistic approaches, process, counseling theory and procedures to specific domains of counseling.	Unit IX	3,4	Gibson, R.L. & Mitchell M.H. (2006). <i>Introduction to counseling and guidance</i> (6th ed.). New Delhi: Pearson.
48.	Therapy in special conditions: Therapies and techniques in the management of (deliberate self- harm, bereavement, traumatic)	Unit X	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
49.	Therapy in special conditions: Victims of man-made or natural disasters, in crisis.	Unit X	3,4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
50.	Therapy in special conditions: Personality disorders, chronic mental illness, substance use.	Unit X	3,4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
51.	Therapy in special conditions: HIV/AIDS, learning disabilities, mental retardation.	Unit X	3,4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
52.	Therapy with children: Introduction to different approaches, psychoanalytic	Unit XI	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London:

	therapies (Ana Freud)			Elsiever Science Ltd.  Graham, P.J. (1998). <i>CBT for children and families</i> (2nd ed.). London: Cambridge University Press.
53.	Therapy with children: Introduction to different approaches, psychoanalytic therapies (Melanie Klein, Donald Winnicott)	Unit XI	3,4	Graham, P.J. (1998). <i>CBT for children and families</i> (2nd ed.). London: Cambridge University Press.
54.	Therapy in special conditions such as psychophysiological and chronic physical illness	Unit XI	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsiever Science Ltd.  Graham, P.J. (1998). <i>CBT for children and families</i> (2nd ed.). London: Cambridge University Press.
55.	special techniques (behavioral and play) for developmental internalizing and externalizing disorders	Unit XI	3,4	Graham, P.J. (1998). <i>CBT for children and families</i> (2nd ed.). London: Cambridge University Press.
56.	Parent and family counseling; therapy with adolescents	Unit XI	3,4	Graham, P.J. (1998). <i>CBT for children and families</i> (2nd ed.). London: Cambridge University Press.
57.	Psychoeducation (therapeutic education): Information and emotional support for family members and caregivers, models of therapeutic education, family counseling for a collaborative effort towards recovery.	Unit XII	3,4	Hersen M & Sledge W. (2002). <i>Encyclopedia of psychotherapy</i> (Vols. 1-2). New York: Academic Press.
58.	Relapse-prevention and successful rehabilitation with regard to various debilitating mental disorders.	Unit XII	3,4,5	Rimm D.C., & Masters J.C. (1979). <i>Behavior therapy: Techniques and empirical findings</i> . New York: Academic Press.
59.	Psychosocial rehabilitation: Rehabilitation services, resources, medical and psychosocial aspects of	Unit XIII	3,4,5	Hersen M & Sledge W. (2002). <i>Encyclopedia of psychotherapy</i> (Vols. 1-2). New York: Academic Press.

	disability, assessment			
60.	Group therapy	Unit XIII	3,4,5	Hersen M & Sledge W. (2002). <i>Encyclopedia of psychotherapy</i> (Vols. 1-2). New York: Academic Press.
61.	Supportive therapy and other forms of empirically supported psychotherapies for core and peripheral members.	Unit XIII	3,4,5	Hersen M & Sledge W. (2002). <i>Encyclopedia of psychotherapy</i> (Vols. 1-2). New York: Academic Press.
62.	Indian approaches to Psychotherapy: Yoga, Meditation.	Unit XIV	3,4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
63.	Mindfulness –based intervention: methods, processes and outcome.	Unit XIV	3,4	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.
64.	Contemporary issues and research: Issues related evidence-based practice, managed care, and research related to process and outcome.	Unit XV	5	Wolberg, L.R. (1995). <i>The techniques of psychotherapy</i> (4th ed.). New York: Grune & Stratton.

## 5. Assessment

### 5.1 Assessment tasks

S. No.	Assessment	Marks	Date
1	Seminar		January 2020
2	Internal assessment	30	February 2020
3	Assignments/ case presentation		January 2020
4	Final/ end- term examination	70	September 2020

## 5.2 Assessment criteria and standards

### Assessment 1 (Seminar)

Category	Excellent (> 80)	Good (65 to < 80)	Average (45 to < 65)	Poor (< 45)
Identification of the relevant topic/articles	Complied relevant information in sequential order with adequate elaboration	Relevant contents, sequential ordering but lack of elaboration	Partial information and organization	Inadequate information
Analysis and interpretation	Addressed the queries with examples	Addressed the queries	Partly addressed the queries	No able to understand queries
Reference compilation	Complied the reference excellently	Complied the reference adequately	Complied the reference partially	Complied the reference inadequately
Overall presentation	Confident and enthusiastic presentation	Nicely presented and addressed the issue	Presented but lack of confidence	Unfocused delivery

### Assessment 2 (Internal assessment)

In the paper 30% marks will be determined on the basis of written/clinical exams, viva-voce and supervised clinical work. These marks will be added to the marks allocated to the respective subjects in the yearly final examinations. The results of the final examinations will be declared on the basis of the total so obtained. The marking scheme of internal assessment written exam is:

Questions	Marks
5x2	10
2x5	10

**Assessment 3 (case discussion/ assignment respectively)**

<b>Category</b>	<b>Excellent (&gt; 80)</b>	<b>Good (65 to&lt;80)</b>	<b>Average (45 to&lt;65)</b>	<b>Poor (&lt; 45)</b>
<b>Diagnosis of the case</b>	Able to diagnose appropriate case	Able to find appropriate case	Basic ability to diagnose the case	Inability to identify relevant diagnosis
<b>Framework of the case</b>	Appropriate information collection and detailed compilation	Adequate information collected and good compilation	Superficial information collected with incomplete compilation	Lack of relevant information collected
<b>Appropriate use of rating scale and assessment with rationale</b>	Appropriate application of scales and tests along with clear knowledge regarding the rationale	Adequate application of scales and tests with good rationale	Adequate application of scales and tests with superficial knowledge of the rationale	Insufficient application of scales and tests along with lack of knowledge of the rationale
<b>Overall presentation</b>	Confident and thorough in-depth presentation	Good presentation with issue addressed adequately	Presentation with the issue being insufficiently address	Poor presentation with the issue does not address adequately

<b>Category</b>	<b>Excellent (&gt; 80)</b>	<b>Good (65 to&lt;80)</b>	<b>Average (45 to&lt;65)</b>	<b>Poor (&lt; 45)</b>
Content	Well defined content covering the needed information	Good content covering most of the information	Covering less information	Inadequate content
Mistakes	No grammar, spelling, contextual mistakes	Few grammar, spelling, contextual mistakes	Some grammar, spelling, contextual mistakes	Significant grammar, spelling, contextual mistakes

Source/ References	Complied the reference excellently, content from reliable source	Complied the reference adequately, most of the content is from reliable source	Complied the reference partially, some of the content from reliable source	Complied the reference inadequately, content isn't from reliable and valid source.
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#### **Assessment 4 (Final/ End- term examination)**

The examination will be held in two parts (Part - I and Part - II). Part –I is held at the end of first year and Part – II is held at the end of second year. A candidate will not be allowed to take the Part – II examination unless he/she has passed the Part – I examination.

A candidate who has not appeared or failed in Part – I of the regular examination may be allowed to continue the course for the II year and be allowed to take the supplementary Part – I examination.

A minimum period of three months additional training shall be necessary before appearing for the examination in case he/she fails to clear Part – I and/or Part – II examination.

#### **5.3 Submission of assessment tasks:**

- Two months prior to Part - I examination the candidates are required to submit five full-length Psychodiagnostics Reports as outlined above.
- Two months prior to Part - II examination the candidates are required to submit five Psychotherapy Records as outlined above.
- Three months prior to Part - II examination the candidates are required to submit, in triplicate, a research Dissertation under the guidance of a clinical psychology faculty member as specified above.
- The application for appearing either Part - I or Part - II examination should be accompanied by a certificate issued by Head of Department that the candidate has carried out the specified minimum clinical work, submission, dissertation (in case of Part - II only) and has attained the required competence in core-tests.

#### **5.4 Feedback on assessment:**

After the evaluation of the assessment, feedback for improvement will be given to the students. Following the various form of presentation, discussion is held for further gaining of experience and feedback. It is used to teach the students to provide constructive feedback.

## 6. Academic integrity, referencing and plagiarism:

Authenticity and academic integrity will be encouraged and expected from the students during submission/presentation any assigned work. The students are encouraged to remain up to date with the current trend in academic field. Scanning of their work by plagiarism software and faculty board will be done to ensure originality.

### Readings and resources:

- Aronson, M. J. & Scharfman, M.A. (1992). *Psychotherapy: The analytic approach*. New York: Jason Aronson, Inc.
- Baker, P, (1992). *Basic family therapy*. New Delhi: Blackwell Scientific Pub.
- Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology* (Vol. 6). London: Elsevier Science Ltd.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. New York: Plenum Press.
- Bellack, A. S. & Hersen, M. (1985). *Dictionary of behavior therapy*. New York: Pergamon Press.
- Bergin, A.G. & Garfield, S. L. (1978). *Handbook of Psychotherapy & Behavior change – An empirical analysis*. New York: John Wiley & Sons.
- Bloch, S (2000). *An introduction to the psychotherapies* (3rd ed.). New York: Oxford Medical Publications.
- Capuzzi, D. & Gross, D.R. (2003). *Counseling and Psychotherapy: Theories and interventions* (3rd ed.). New Jersey: Merrill Prentice Hall.
- Clark, D.M. & Fairburn, C.G. (2001). *Science and practice of CBT*. London: Oxford University press.
- Dobson, K.S., & Craig, K.D. (1996). *Advances in cognitive behavior therapy*. New York: Sage Publications.
- Dryden, W. (1995). *Rational Emotive Behaviour Therapy*. New Delhi: Sage.

Dryden, W. (2002). *Handbook of individual therapy* (4th ed.) New Delhi: Sage Publications.

Eells, T.D (2007). *Handbook of psychotherapy case formulation* (2nd ed.). New York: Guilford press.

Hersen M & Sledge W. (2002). *Encyclopedia of psychotherapy* (Vols. 1-2). New York: Academic Press.

Freeman, A., Simon, K.M., Beutler L.E. & Arkowitz, M. (1988). *Comprehensive Handbook of cognitive therapy*. New York: Plenum Press.

Friedberg R.D. & McClure, J.M. (2002). *Clinical Practice of cognitive therapy with children and adolescents- The nuts and bolts*. New York: Guilford Pres.

Garfield, S. L. (1995). *Psychotherapy: an eclectic integrative approach* (2nd ed.). New York: John Wiley and son.

Gibson, R.L. & Mitchell M.H. (2006). *Introduction to counseling and guidance* (6th ed.). New Delhi: Pearson.

Graham, P.J. (1998). *CBT for children and families* (2nd ed.). London: Cambridge University Press.

Greenson, R.R. (1967). *The Technique and Practice of psychoanalysis* (Vol. 1). New York: International Universities Press.

Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). *Cognitive Behavior Therapy for psychiatric problems: A practical guide*. New York: Oxford University Press.

Klerman, G. L. & Weissman, M. M (1993). *New Approach of Interpersonal Psychotherapy*. Washington, DC.: American Psychiatric Press.

Mash, E.J. & Wolfe, D.A. (1999). *Abnormal child psychology*. New York: Wadsworth Publishing.

Rimm D.C., & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. New York: Academic Press.

Sanders, D & Wills, F. (2005). *Cognitive therapy: An introduction* (2nd ed.). New Delhi: Sage Publications.

Sharf, R.S. (2000). *Theories of psychotherapy and counseling* (2nd ed.). New York: Brooks/Cole.

Turner, S.M, Calhour, K.S. & Adams, H.E.(1992). *Handbook of clinical behavior therapy*. New York: Wiley Interscience.

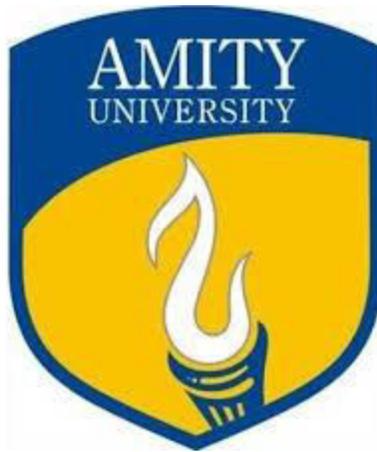
Turner, S.M., Calhoun K.S., & Adams, H.E. (1992). *Handbook of Clinical Behavior therapy* New York: Wiley Interscience.

Walker, C.E. & Roberts, MC (2001). *Handbook of clinical child psychology* (3rd ed.). Ontario: John Wiley and Sons.

Wolberg, L.R. (1995). *The techniques of psychotherapy* (4th ed.). New York: Grune & Stratton.

Wolman, B.B. & Stricker, G, (1983). *Handbook of family and marital therapy*. New York: Plenum.

Wolman, B.B. (1967). *Psychoanalytic techniques, a handbook for practicing psychoanalyst*. New York: Basic Book.



## **COURSE PROFILE**

**HCP 203**

**BEHAVIORAL MEDICINE**

**AIBAS**

**2019-2020**

### **1. Staff details**

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<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>Consultation time &amp; Location</b>	<b>Contact details</b>
<b>Course coordinator</b>	Ms. Poonam Joshi	<a href="mailto:pjoshi@jpr.amity.edu">pjoshi@jpr.amity.edu</a>	9 am to 5 pm (AIBAS & GHRC) On appointment	7490945762

<b>Lecturer</b>	Ms. Alvis Keisham	<a href="mailto:akeisham@jpr.amity.edu">akeisham@jpr.amity.edu</a>	9 am to 5 pm (AIBAS & GHRC) On appointment	7486896049
<b>Instructor/ Lab technician</b>	Ms. Yogita Sharma	<a href="mailto:ysharma@jpr.amity.edu">ysharma@jpr.amity.edu</a>	Psychology Lab 9 am to 5 pm	9529674099

## 2. Course information

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Units of credit: 04

Pre-requisite(s): Reading and writing proficiency in English

Teaching times and locations: 9 am to 5 pm; at AIBAS/ GHRC

### 2.1 Course summary

The course prepares the trainee to function as a qualified professional Clinical Psychologist in the areas of mental and physical health.

### 2.2 Course aims

The aim of behavioral medicine is to elucidate the effects of stress on immune, endocrine, and neurotransmitter functions among others, psychological process involved in health choices individuals make and adherence to preventive regimens, the effectiveness of psychological interventions in altering unhealthy lifestyles and in directly reducing illness related to various systems. Further, to provide the required skills and competency to assess and intervene for psychological factors that may predispose an individual to physical illness and that maintain symptoms, in methods of mitigating the negative effects of stressful situations/events, and buffering personal resources.

### 2.3 Course Learning Outcomes (CLO)

At the successful completion of this course the trainee is expected to perform the following functions:

- Appreciate the impact of psychological factors, psychosocial impact of an illness and psychosocial outcome on developing and surviving a systemic illness.
- Understand the importance of physician-patient relationships and communication in determining health outcomes.

- Understand of how basic principles of health psychology are applied in specific context of various health problems, and apply them with competence.
- Demonstrate the required sensitivity to issues of death and dying, breaking bad news, and end-of-life issues.
- Carry out specialized interventions during period of crisis, grief and bereavement.
- Understand, assimilate, apply and integrate newer evidence-based research findings in therapies, techniques and processes.
- Critically evaluate current health psychology/behavioral medicine research articles, and present improved design/methods of replicating such research.

#### **2.4 Program Learning Outcome (PLO)**

The program is developed as a rigorous two year program with extensive theoretical inputs and widespread clinical experience to acquire the necessary skills in the area of clinical psychology. By the end of it the trainee should be able to:

55. Diagnose mental health problems.
56. Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.
57. Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities.
58. Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.
59. Work with community to promote health, quality-of-life and psycho-logical well-being.
60. Undertake research in the areas of clinical psychology such as, mental health/illness, physical health/diseases and relevant societal issues viz. misconception, stigma, discrimination, social tension, gender construction, lifestyle etc.

61. Undertake responsibilities connected with teaching and training in core and allied areas of Clinical Psychology.

62. Undertake administrative and supervisory/decision-making responsibilities in mental health area.

63. Provide expert testimony in the court of law assuming different roles.

## 2.5 Relationship between course and program learning outcomes

Course Learning Outcome (CLO)	Program Learning Outcome (PLO)
<ul style="list-style-type: none"> <li>Appreciate the impact of psychological factors, psychosocial impact of an illness and psychosocial outcome on developing and surviving a systemic illness.</li> </ul>	1
<ul style="list-style-type: none"> <li>Understand the importance of physician-patient relationships and communication in determining health outcomes.</li> </ul>	1
<ul style="list-style-type: none"> <li>Understand of how basic principles of health psychology are applied in specific context of various health problems, and apply them with competence.</li> </ul>	1,2
<ul style="list-style-type: none"> <li>Demonstrate the required sensitivity to issues of death and dying, breaking bad news, and end-of-life issues.</li> </ul>	1,2,4,5
<ul style="list-style-type: none"> <li>Carry out specialized interventions during period of crisis, grief and bereavement.</li> </ul>	3,5
<ul style="list-style-type: none"> <li>Understand, assimilate, apply and integrate newer evidence-based research findings in therapies, techniques and processes.</li> </ul>	1,2,3,4,5
<ul style="list-style-type: none"> <li>Critically evaluate current health psychology/behavioral medicine research articles, and present improved design/methods of replicating such research.</li> </ul>	2,7,8

### 3. Strategies and approaches to learning

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#### 3.1 Learning and teaching activities

The competency/skills are imparted through supervised workups, assessment and practical work of carrying out various treatment techniques within clinical context. Depending on availability of resources at the parent center, the trainees may be posted for extra-institutional learning. Demonstration, clinical issue seminar, clinical seminar, clinical case conferences are required to impart the necessary knowledge and skills.

#### 3.2 Expectations of students

With reference to the course content delivery schedule, the students are required to go through the related subject matter as in the prescribed essential references, acquire ability to apply the theoretical knowledge on real live clinical population and demonstration of the practical skills.

### 4. Course schedule and structure

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S. No.	Topic	Unit	Learning outcome	References
1.	Introduction: Definition, boundary, psychological and behavioral influences on health and illness.	Unit I	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
2.	Introduction: Neuroendocrine, neurotransmitter and neuroimmune responses to stress, negative affectivity, behavioral patterns, and coping	Unit I	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.

	styles.			Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
3.	Introduction: Psychophysiological models of disease, theoretical models of health behavior, scope and application of psychological principles in health, illness and health care.	Unit I	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
4.	Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like <b>cerebrovascular (stroke, vascular dementia etc.)</b> assessment and methods for psychological intervention and rehabilitation with such patients.	Unit II	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
5.	Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like <b>developmental (cerebral palsy), degenerative (Parkinson's etc.)</b> , assessment and methods for psychological intervention and rehabilitation with such patients.	Unit II	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
6.	Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like <b>trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia)</b> assessment and methods for psychological intervention and rehabilitation	Unit II	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.

	with such patients .			
7.	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in <b>hypertension</b> salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Unit III	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
8.	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss <b>in MI, following CABG and other cardiovascular conditions</b> salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Unit III	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
9.	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss <b>in MI, following CABG and other cardiovascular conditions</b> salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Unit III	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
10.	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in <b>asthma and other airway diseases</b> , psychological, behavioral and biofeedback strategies as adjunct in the management.	Unit IV	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
11.	Respiratory system: precipitants,	Unit	1,2,3	Bellack, A.S. & Hersen, M.,

	such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in <b>asthma and other airway diseases</b> , psychological, behavioral and biofeedback strategies as adjunct in the management.	IV		(1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
12.	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in <b>asthma and other airway diseases</b> , psychological, behavioral and biofeedback strategies as adjunct in the management.	Unit IV	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
13.	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in <b>functional GI disorders such as irritable bowel syndrome</b> , inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Unit V	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
14.	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders such as <b>inflammatory bowel disease, peptic ulcer disease</b> role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Unit V	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
15.	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders	Unit V	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.

	such as <b>esophageal disorder etc.</b> , role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.			Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
16.	Genitourinary/renal/reproductive system: Psychosocial issues in <b>male/female sexual dysfunctions</b> empirically validated psychological and behavioral interventions in these conditions.	Unit VI	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
17.	Genitourinary/renal/reproductive system: <b>micturition/voiding problems including primary/secondary enuresis</b> empirically validated psychological and behavioral interventions in these conditions.	Unit VI	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
18.	Genitourinary/renal/reproductive system: Psychosocial issues in <b>end-stage renal disease, dialysis treatment</b> empirically validated psychological and behavioral interventions in these conditions.	Unit VI	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
19.	Genitourinary/renal/reproductive system: Psychosocial issues in <b>primary and secondary infertility</b> empirically validated psychological and behavioral interventions in these conditions.	Unit VI	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
20.	Dermatology: Role of stress and	Unit	1,2,3	Bellack, A.S. & Hersen, M.,

	anxiety in psychodermatological conditions such as <b>psoriasis</b> , and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	VII		(1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
21.	Dermatology: Role of stress and anxiety in psychodermatological conditions such as <b>Chronic urticaria</b> , and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Unit VII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
22.	Dermatology: Role of stress and anxiety in psychodermatological conditions such as <b>Dermatitis</b> , and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Unit VII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
23.	Dermatology: Role of stress and anxiety in psychodermatological conditions such as <b>Alopecia</b> , and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Unit VII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
24.	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for	Unit VIII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health</i>

	individual and family, and therapy techniques.			<i>Psychology</i> . New Delhi: Pearson.
25.	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Unit VIII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
26.	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Unit VIII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
27.	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Unit VIII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
28.	HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress.	Unit IX	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
29.	HIV/AIDS: Psychological assessment and interventions in infected adults and children, and family members/caregivers.	Unit IX	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science

				<p>Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
30.	HIV/AIDS: Highly active anti-retroviral treatments (HAART).	Unit IX	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
31.	HIV/AIDS: Neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.	Unit IX	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
32.	Pain: Physiological and psychological processes involved in pain experience and behavior.	Unit X	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
33.	Pain: Assessment tools for acute and chronic pain intensity & behavior.	Unit X	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>

34.	Pain: Dysfunctions/disability related to pain.	Unit X	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
35.	Pain: Psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Unit X	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
36.	Terminally ill: Medical, religious and spiritual definition of death and dying.	Unit XI	4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
37.	Terminally ill: Psychology of dying and bereaved family, strategies of breaking bad news.	Unit XI	4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
38.	Terminally ill: Bereavement and grief counseling.	Unit XI	4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin,

				L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
39.	Terminally ill: Management of pain and other physical symptoms associated with end-of-life distress in patients with cancer.	Unit XI	4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
40.	Terminally ill: management of pain and other physical symptoms associated with end-of-life distress in patients with AIDS, and other terminal illness.	Unit XI	4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
41.	Terminally ill: Professional issues related to working in hospice including working through one's own death anxiety.	Unit XI	4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
42.	Terminally ill: Euthanasia – types, arguments for and against.	Unit XI	1,4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
43.	Terminally ill: Euthanasia – types, arguments for and against.	Unit XI	1,4,5	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6).

				<p>London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
44.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>Diabetes &amp; sleep disorders.</b>	Unit XII	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
45.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients' in general medical settings- <b>obesity.</b>	Unit XII	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
46.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>dental anxiety.</b>	Unit XII	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
47.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>burns injury, pre- and post-surgery.</b>	Unit XII	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>

48.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>preparing for amputation, evaluation of organ donors/recipient.</b>	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
49.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>pre- and post-transplantation.</b>	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
50.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>organ replacement.</b>	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
51.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>hemophiliacs.</b>	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
52.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>sensory impairment.</b>	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.

				Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
53.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>rheumatic diseases</b> .	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
54.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>abnormal illness behavior, health anxiety etc</b>	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
55.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>abnormal illness behavior, health anxiety etc</b>	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
56.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>abnormal illness behavior, health anxiety etc</b>	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
57.	Other general clinical conditions: Application of	Unit XII	1,2,3	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive</i>

	psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>abnormal illness behavior, health anxiety etc</b>			<p><i>Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
58.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>abnormal illness behavior, health anxiety etc</b>	Unit XII	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
59.	Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings- <b>abnormal illness behavior, health anxiety etc</b>	Unit XII	1,2,3	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
60.	Contemporary issues: Research and developments in health psychology.	Unit XIII	6,7	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</p>
61.	Contemporary issues: psychophysiology	Unit XIII	6,7	<p>Bellack, A.S. &amp; Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.</p> <p>Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi:</p>

				Pearson.
62.	Contemporary issues: psychoneuroimmunology	Unit XIII	6,7	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
63.	Contemporary issues: psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Unit XIII	6,7	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.
64.	Contemporary Issues: psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Unit XIII	6,7	Bellack, A.S. & Hersen, M., (1998). <i>Comprehensive Clinical Psychology</i> (Vol. 6). London: Elsevier Science Ltd.  Dimatteo, M.R., & Martin, L.R. (2002). <i>Health Psychology</i> . New Delhi: Pearson.

## 5. Assessment

### 5.1 Assessment tasks

S. No.	Assessment	Marks	Date
1	Seminar		January 2020
2	Internal assessment	30	February 2020
3	Assignments/ case presentation		January 2020
4	Final/ end- term examination	70	September 2020

### 5.2 Assessment criteria and standards

#### Assessment 1 (Seminar)

Category	Excellent (> 80)	Good (65 to < 80)	Average (45 to < 65)	Poor (< 45)
Identification of the relevant topic/articles	Complied relevant information in sequential order with adequate elaboration	Relevant contents, sequential ordering but lack of elaboration	Partial information and organization	Inadequate information
Analysis and interpretation	Addressed the queries with examples	Addressed the queries	Partly addressed the queries	No able to understand queries
Reference compilation	Complied the reference excellently	Complied the reference adequately	Complied the reference partially	Complied the reference inadequately
Overall presentation	Confident and enthusiastic presentation	Nicely presented and addressed the issue	Presented but lack of confidence	Unfocused delivery

#### Assessment 2 (Internal assessment)

In the paper 30% marks will be determined on the basis of written/clinical exams, viva-voce and supervised clinical work. These marks will be added to the marks allocated to the respective subjects in the yearly final examinations. The results of the final examinations will be declared on the basis of the total so obtained. The marking scheme of internal assessment written exam is:

Questions	Marks
5x2	10
2x5	10
1x10	10

### **Assessment 3 (Assignment)**

Category	Excellent (> 80)	Good (65 to < 80)	Average (45 to < 65)	Poor (< 45)
Content	Well defined content covering the needed information	Good content covering most of the information	Covering less information	Inadequate content
Mistakes	No grammar, spelling, contextual mistakes	Few grammar, spelling, contextual mistakes	Some grammar, spelling, contextual mistakes	Significant grammar, spelling, contextual mistakes
Source/References	Complied the reference excellently, content from reliable source	Complied the reference adequately, most of the content is from reliable source	Complied the reference partially, some of the content from reliable source	Complied the reference inadequately, content isn't from reliable and valid source.

### **Assessment 4 (Final/ End- term examination)**

The examination will be held in two parts (Part - I and Part - II). Part –I is held at the end of first year and Part – II is held at the end of second year. A candidate will not be allowed to take the Part – II examination unless he/she has passed the Part – I examination.

A candidate who has not appeared or failed in Part – I of the regular examination may be allowed to continue the course for the II year and be allowed to take the supplementary Part – I examination.

A minimum period of three months additional training shall be necessary before appearing for the examination in case he/she fails to clear Part – I and/or Part – II examination.

### **Assessment 6 (Final/ End- term examination)**

The examination will be held in two parts (Part - I and Part - II). Part –I is held at the end of first year and Part – II is held at the end of second year. A candidate will not be allowed to take the Part – II examination unless he/she has passed the Part – I examination.

A candidate who has not appeared or failed in Part – I of the regular examination may be allowed to continue the course for the II year and be allowed to take the supplementary Part – I examination.

A minimum period of three months additional training shall be necessary before appearing for the examination in case he/she fails to clear Part – I and/or Part – II examination.

### **5.3 Submission of assessment tasks:**

- Two months prior to Part - I examination the candidates are required to submit five full-length Psychodiagnostics Reports as outlined above.
- Two months prior to Part - II examination the candidates are required to submit five Psychotherapy Records as outlined above.
- Three months prior to Part - II examination the candidates are required to submit, in triplicate, a research Dissertation under the guidance of a clinical psychology faculty member as specified above.
- The application for appearing either Part - I or Part - II examination should be accompanied by a certificate issued by Head of Department that the candidate has carried out the specified minimum clinical work, submission, dissertation (in case of Part - II only) and has attained the required competence in core-tests.

### **5.4 Feedback on assessment:**

After the evaluation of the assessment, feedback for improvement will be given to the students. Following the various form of presentation, discussion is held for further gaining of experience and feedback. It is used to teach the students to provide constructive feedback.

### **6. Academic integrity, referencing and plagiarism:**

Authenticity and academic integrity will be encouraged and expected from the students during submission/presentation any assigned work. The students are encouraged to remain up to date with the current trend in academic field. Scanning of their work by plagiarism software and faculty board will be done to ensure originality.

### **Readings and resources:**

Basmajian J.V. (1979). *Biofeedback – Principles and practice for clinicians*. Baltimore: Williams & Wilkins Company.

Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. New York: Plenum Press.

Bellack, A. S. & Hersen, M. (1985). *Dictionary of behavior therapy*. New York: Pergamon Press.

Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology* (Vol. 6). London: Elsevier Science Ltd.

Dimatteo, M.R., & Martin, L.R. (2002). *Health Psychology*. New Delhi: Pearson.

Lambert, M.J (2004). *Handbook of Psychotherapy and behaviour change* (5th ed.). New York: John Wiley and Sons.

Rimm D.C. & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. New York: Academic Press.

Sweet, J.J, Rozensky, R.H. & Tavian, S.M. (1991). *Handbook of clinical psychology in medical settings*. Plenum Press: NY

Tunks, E & Bellismo, A. (1991). *Behavioral medicine: Concepts & procedures*. New York: Pergamon Press.

Turner, S.M., Calhoun, K.S., & Adams, H.E. (1992). *Handbook of Clinical Behavior therapy*. New York: Wiley Interscience.

Weinman, J., Johnston, M. & Molloy, G. (2006). *Health Psychology* (Vols. 1-4). London: Sage Publications.

