

**SNDT WOMEN'S UNIVERSITY**  
**Postgraduate Programme MA in Psychology**  
**Credit Structure with Course Titles & Syllabus**  
**YEAR - II**  
**MA-SEM-III & IV – Clinical Psychology**

<b>Programme Degree</b>	<b>MA in Psychology</b>
<b>Specialization</b>	<b>Clinical Psychology</b>
<b>Preamble</b>	<p>The second year of the Clinical Psychology Master's program equips the learners to deal with complex psychological dynamics while enhancing skills to address mental distress for overall well-being. Building on the first year, this curriculum progresses seamlessly from Semester III to IV, offering advanced insights, proficiencies, and vital practical experiences. Semester III maintains psychological exploration, dissecting psychopathology intricacies. "Foundations of Psychopathology" scrutinizes disorders meticulously, including origins, symptoms, and diagnostics. "Advanced Psychodiagnostics" sharpens expertise in assessing diverse mental health conditions. "Psychotherapy" integrates therapeutic art and science, applying evidence-based approaches. "Clinical Psychology in India" analyzes socio-cultural influences, while "Global Mental Health" explores diverse perspectives. Semester III concludes with "Research Proposal." Transitioning to Semester IV, the focus sharpens on mastering clinical practice. "Advanced Psychopathology" delves deeper into specific disorders. "Psychotherapy for Diverse Populations" is equipped with tailored techniques.</p> <p>"Practicum in Clinical Psychology" bridges theory and real-world contexts, and "Internship in Clinical Psychology" immerses in practice. "Research Dissertation" explores empirical research, substantively advancing knowledge. Throughout, emphasis on critical thinking, ethics, and evidence-based practice empowers adept navigation. Progress moulds students into skilled clinicians, researchers, and advocates within mental health dynamics.</p>

<p><b>Programme Specific Outcomes (PSO)</b></p>	<p><b>After completing this programme, Learner will:</b></p> <ol style="list-style-type: none"> <li>1. Develop a deeper comprehension of intricate psychological dynamics to effectively address complex mental distress and promote holistic well-being.</li> <li>2. Acquire expertise in skillfully assessing diverse mental health conditions,</li> <li>3. Utilizing advanced insights and assessment methodologies in clinical psychology.</li> <li>4. Apply evidence-based approaches, in psychotherapy to facilitate psychological healing and personal growth.</li> <li>5. Evaluate socio-cultural influences on mental health practices</li> <li>6. Proficient in diagnosing and intervening with specific psychological disorders, enabling precise assessment and effective therapeutic strategies.</li> <li>7. Apply theoretical knowledge with real-world contexts through practicum and internship experiences</li> </ol>
<p><b>Eligibility Criteria for Programme</b></p>	<p>A student from this University should have cleared the first year in Psychology or has passed with admissible ATKT.</p>
<p><b>Intake</b> <b>(For SNTD WU Departments and Conducted College)</b></p>	<p>Aided Programme – 25 Unaided Programme -30</p>

RM: Research Methodology  
OJT: On-Job Training  
RP: Research Project

### Structure with Course Titles of Specialization in Clinical Psychology

Paper Code	Courses	Type of Course	Credits	Marks	Int	Ext
	<b>Semester III</b>					
312811	Foundations of Psychopathology	Major (Core)	4	100	50	50
312812	Advanced Psycho-diagnostics	Major (Core)	4	100	50	50
312813	Psychotherapy	Major (Core)	2	50	0	50
312824	Orientation to Practicum in Clinical Psychology	Major (Core)	4	100	50	50
322811	Global Mental Health	Major (Elective)	4	100	50	50
352831	Research Proposal	RP	4	100	50	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>
	<b>Semester IV</b>					
412811	Advanced Psychopathology	Major (Core)	4	100	50	50
412822	Practicum in Clinical Psychology	Major (Core)	4	100	50	50
412833	Internship in Clinical Psychology	Major (Core)	4	100	50	50
422811	Psychotherapy for Diverse Population	Major (Elective)	4	100	50	50
452831	Research Dissertation	RP	6	150	100	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-III (Clinical Psychology)  
**Foundations of Psychopathology – Major (Core)**

**SEMESTER III**

<b>Course Title</b>	<b>Foundations of Psychopathology</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After completing this course, learners will be able to:
	1. Discuss traditional and contemporary views, important classification systems, and legal ethical issues involved
	2. Compare and contrast major theoretical approaches of biological, psychological and socio-cultural
	3. Comprehend the underlying causes of psychopathological conditions.
	4. Analyse the characteristics, diagnostic criteria, and prevalence of common childhood neurodivergent disorders.
	5. Classify and differentiate anxiety-based disorders and specific phobias.
<b>Module 1 (Credit 1)</b>	<b>Introduction to Psychopathology</b>
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Describe traditional and contemporary perspectives on psychopathology, highlighting key differences and commonalities.

	<p>2. Identify and explain the main categories of disorders outlined in DSM-5TR and ICD-11 and their respective diagnostic criteria.</p> <p>3. Recognize the ethical and legal considerations involved in diagnosing and treating psychological disorders</p> <p>4. Explain the legal frameworks and provisions related to mental health in India, including the Mental Health Act and other relevant legislation</p>
<b>Content Outline</b>	<p>1.1 Psychopathology - Traditional and contemporary views</p> <p>1.2 Classification systems of DSM V TR and ICD11</p> <p>1.3 Ethical issues in diagnosis and treatment; Overview of Prevention</p> <p>1.4 Legal scenario in mental health: Global &amp; Indian</p>
<b>Module 2 (Credit 1) Approaches to Psychopathology</b>	
<b>Learning Outcomes</b>	<p>After studying this module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the biological basis of psychopathology, focusing on brain structure, functioning, and neurotransmitter systems.</li> <li>2. Analyse how each psychological approach explains the causal factors contributing to the onset and maintenance of psycho-pathological conditions.</li> <li>3. Discuss socio-cultural factors that influence the expression, perception, and interpretation of psychological distress.</li> <li>4. Explain psychological assessment tools,</li> <li>5. Discuss limitations for diagnosing psychopathology.</li> </ol>

<b>Content Outline</b>	<p>2.1 Biological Approaches &amp; Causal Factors Brain, neuroimaging, and genetics</p> <p>2.2 Psychological approaches: Psychoanalytic theories (S.Freud, A.Freud, M. Klein, A.Adler, J.Bowlby), Behavioural theories (Skinner, Watson), Cognitive theories (Bandura &amp; Beck), Causal factors</p> <p>2.3 Socio-cultural approach (Universal &amp; Cultural factor) &amp; Causal factors</p> <p>2.4 Overview of Assessment tools - Clinical interview, observation of behaviour &amp; Psychological tests (Objective &amp; Projective tests)</p>
<b>Module 3 (Credit 1) Disorders of Childhood</b>	
<b>Learning Outcomes</b>	<p>After studying this module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and describe the core symptoms and diagnostic criteria for different neurodivergent conditions</li> <li>2. Define and categorize Intellectual Developmental Disorders, Speech and Language Disorders, Motor Disorders, and Tic Disorders</li> <li>3. Explain Sleep-Wake Disorders, Eating Feeding Disorders, and Elimination Disorders occurring in childhood</li> <li>4. Classify and differentiate Disruptive, Impulse Control, and Conduct Disorders, and comprehend the manifestations of Gender Dysphoria in childhood.</li> </ol>
<b>Content Outline</b>	<p>3.1 Neurodivergence: Autism spectrum disorders, ADHD, Specific Learning Disorder (Clinical Picture, Etiology &amp; Treatment)</p>

	<p>3.2 Intellectual developmental disorders, Speech and language disorder/communication disorder, Motor disorders, Tic disorders (Clinical Picture, Etiology &amp; Treatment)</p> <p>3.3 Sleep-wake disorders, Eating feeding disorders, Elimination disorders (Clinical Picture, Etiology &amp; Treatment)</p> <p>3.4 Disruptive, impulse control and conduct disorders, Gender dysphoria in ` childhood (Clinical Picture, Etiology &amp; Treatment)</p>
<b>Module 4 (Credit 1) Anxiety-based Disorders</b>	
<b>Learning Outcomes</b>	<p>After studying this module, learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Define and differentiate between Generalized Anxiety Disorder (GAD), Specific Phobia, Social Anxiety, Panic Disorder, and Agoraphobia.</li> <li>2. Describe the gender and cultural influences on the development and presentation of anxiety disorders.</li> <li>3. Explain the obsessive and compulsive elements of OCD, Body Dysmorphic Disorder, and Hoarding Disorder.</li> <li>4. Discuss stress-related disorders and explain the neurobiological underpinnings of stress-related disorders and how they contribute to symptom development</li> </ol>
<b>Content Outline</b>	<p>4.1 Anxiety disorders - Clinical descriptions: GAD, Specific Phobia, Social Anxiety, Panic Disorder, Agoraphobia</p> <p>4.2 Anxiety disorders: Gender &amp; cultural influences, Biological &amp; Cognitive influences, Etiology &amp; Psychological treatments</p>

	<p>4.3 Obsessive Compulsive and related disorders: OCD, Body dysmorphic, Hoarding disorder, Etiology &amp; psychological treatments</p> <p>4.4 Stress-related disorders: stress disorder, acute stress disorder, PTSD, Etiology, neurobiology &amp; treatment</p>
--	---

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Case presentations- Psycho-legal issues (Group)
2. Movie/ series/ literature character analysis from psycho-pathological lenses
3. Clinical presentations and phenomenology of clinical disorders.
4. Term Paper/ Assignment/ Group Activities (E.g. Identification of anxiety patterns in the student group)

### **References:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorder: DSM V- TR* (5<sup>th</sup> ed). American Psychiatric Association

Bootzin, R. R., Acocella, J. R., & Alloy, L. B. (1996). *Abnormal psychology: Current perspectives* (7th ed.). McGraw-Hill

Butcher, J., Mineka, S., & Hooley, J. (2007). *Abnormal Psychology* (16th ed.). Pearson.

Chadda, R. K. (2020). Influence of the new mental health legislation in India. *British Journal of psychology International*, 17(1), 20–22.  
<https://doi.org/10.1192/bji.2019.18>

Cornelissen, R. M., Cornelissen, M., Misra, G., & Varma, S. (2011). *Foundations of Indian Psychology: Theories and Concepts*. Pearson.

ICD-11 (International Classification of Diseases)

Indian Mental Health ACT

<https://main.mohfw.gov.in/sites/default/files/Final%20Draft%20Rules%20MH%20Act%202017%20%281%29.pdf>

Krueger, R. F., & Blaney, P. H. (2023). *Oxford textbook of psychopathology* (Eds). Oxford University Press.

Kring, A. M., & Johnson, S. L. (2022). *Abnormal Psychology: The Science and Treatment of Psychological Disorders, DSM-5-TR Update*. John Wiley & Sons.

Nolen-Hoeksema, S. (2011). *Abnormal Psychology*. New York: McGraw Hill.

Sadock, B. J., & Sadock, V. A. (2015). *Kaplan and Sadock's Synopsis of*  
 SNDTWU Faculty of Humanities: MA-II Psychology Syllabus (Clinical Psychology) w.e.f. 2024-2025



Psychiatry (12th ed.). PA: Lippincott, Williams, and Wilkins.

Wilmshurst, L. (2014). *Essentials of Child and Adolescent Psychopathology* (2nd ed.). John Wiley & Sons.

Whitbourne, S. K., & Halgin, R. P. (2015). *Abnormal Psychology* (7th ed.). McGraw-Hill.

Zarani, F., Behzadpoor, S., & Babaei, Z. (2017). Analysis of the role of culture in psychopathology.

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-III (Clinical Psychology)  
**Advanced Psychodiagnostics – Major (Core)**

<b>Course Title</b>	<b>Advanced Psychodiagnostics</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After completing this course, learners will be able to:
	1. Apply psychological assessment methods, including clinical interviews, behavioral assessments, projective drawing and picture-based assessments, personality tests, intelligence tests, and cognitive Assessments
	2. Identify patterns and indicators of various psychological disorders through the application of assessment tools, which will help in diagnosis and treatment planning
	3. Demonstrate critical thinking skills in assessment selection, administration, and interpretation, adapting approaches based on individual client's needs and cultural Considerations
	4. Recognize ethical issues inherent in psychological assessment and demonstrate responsible and ethical practices in administration, interpretation, and reporting
<b>Module 1 (Credit 1) Foundations of Psychodiagnostics</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Enumerate the historical aspects of psychological assessment
	2. Demonstrate approaches to assessment with a special focus on behavioural assessment
	3. Critically examine ethical considerations in psychological assessment and identifying potential dilemmas and proposing ethical solutions
	4. Evaluate the benefits and limitations of using technology in psychological assessment, including online platforms and computerized tools

<b>Content Outline</b>	<p>1.1 Historical Overview</p> <p>1.2 Approaches to Assessment</p> <p>1.3 Assessment in the Digital Era</p> <p>1.4 Ethical issues in psychological assessment</p>
<b>Module 2 (Credit 1) Personality Assessment</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Explain behavioural assessment methods and their applications
	2. Apply the principles of interpretation to projective picture-based assessments, such as the Rorschach Inkblot, Thematic Apperception Test, and Children’s Apperception Test
	3. Evaluate the utility, content, and applications of objective personality tests like the Minnesota Multiphasic Personality Inventory and Millon’s Clinical Multiaxial Inventory
	4. Develop awareness of common scheduled clinical interviews for diagnosis
<b>Content Outline</b>	<p>2.1 Projective Assessments- Rorschach Inkblot, Thematic Apperception Test, and Children’s Apperception Test</p> <p>2.2 Objective tests- Minnesota Multiphasic Personality Inventory, Millon’s Clinical Multiaxial Inventory</p> <p>2.3 Scheduled Clinical Interviews -SCID, IPDE</p> <p>2.4 Behavioral Assessment</p>
<b>Module 3 (Credit 1) Assessment of Achievement and Intelligence</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Evaluate the use of Wechsler Scales of Intelligence (WISC, WAIS, WPPSI) to assess intellectual abilities across different age groups
	2. Analyze the differences between the Stanford Binet Scales of Intelligence and other intelligence assessment tools
	3. Critically evaluate learning disability (LD) assessment batteries, such as WRAT 5 and Woodcock Johnson to identify academic challenges
	4. Apply common tools for developmental Assessment

<b>Content Outline</b>	3.1 Wechsler Scales of Intelligence- WISC, WAIS, WPPSI 3.2 Stanford Binet Scales of Intelligence 3.3 LD Assessment batteries- WRAT 5, Woodcock-Johnson 3.4 Developmental assessment - VSMS, Nancy- Bayley
<b>Module 4 (Credit 1) Cognitive Assessment</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Select and interpret basic screening tools for dementia, such as MMSE (Mini-Mental State Examination) and ACE-III (Addenbrooke's Cognitive Examination-III)
	2. Analyze and interpret reports of WMS and PGI-MS
	3. Evaluate neuropsychological batteries like Halsted Reitan and NIMHANS neuropsychological battery
	4. Develop an awareness of the neurophysiological and neuroimaging procedures for the assessment of brain functioning
<b>Content Outline</b>	4.1 Basic Screening Tools for Dementia- MMSE, ACE-III 4.2 Memory Assessment- WMS, PGI-MS 4.3 Neuropsychological Batteries – Halsted Reiten, Nimhans neuropsychological battery 4.4 Neurophysiological and neuroimaging assessments

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Presentations on any new psychodiagnostic tool
2. Review of recent trends in the domain of assessment
3. Writing reports for tests included in the syllabus.
4. Simulated cases can be given and students can be assessed to write a detailed assessment plan with appropriate test rationale

### **References**

- Anastasi, A., & Urbina, S. (2002). *Psychological Testing* (7th ed.). Pearson Edu. Inc.
- Anthony, K., Nagel, D. M., & Goss, S. (2010). *The Use of Technology in Mental Health: Applications, Ethics and Practice*. Charles C. Thomas Pub. Ltd.
- Cooper, C. (2019). *Psychological Testing: Theory and Practice*. Routledge, New York.
- Goldstein, G., & Hersen, M. (Eds.). (2000). *Handbook of Psychological Assessment* (3rd ed.). Pergamon Elsevier Science Ltd.
- Graham, J. R. (1993). *MMPI-2 Assessing Personality and Psychopathology* (4th ed.).

Oxford University Press.

Graham, J. R., & Naglieri, J. A. (2003). *Handbook of Psychology, Volume 10*. John Wiley & Sons, Inc.

Gregory, R. J. (2014). *Psychological Testing: History, Principles and Applications* (7th ed.). Pearson Education.

Groth-Marnat, G & Wright, A. J. (2016). *Handbook Of Psychological Assessment* (6th ed.). John Wiley & Sons, Inc

Hilsenroth, M. J. & Segal, D. L (2004). *Comprehensive Handbook Of Psychological Assessment, Volume 2 Personality Assessment*. John Wiley & Sons, Inc.

Jankowski, D. (2002). *A Beginner's Guide to the MCMI-III*. American Psychological Association.

Kamphaus, R. W. & Campbell, J. M. (2006). *Psychodiagnostic Assessment of Children*. John Wiley & Sons, Inc.

Kaufman, J. C. (2009). *Intelligent Testing Integrating Psychological Theory and Clinical Practice*. Cambridge University Press.

Kellerman, H. & Burry, A. (2007). *Handbook of Psychodiagnostic Testing* (4th ed.). Springer Science Business Media, LLC.

Kulshrestha, S. P., & Rhimal D. N. (Eds.). (1984). *Recent advances in Educational and Psychological Testing*. Jugal Kishore & Co.

Madhavan, T., Kalyan, M., Naidu, S., Peshwarla, R., & Narayan, J. (1989). *Mental Retardation. A Manual for Psychologists*. Sree Ramana Process, Secunderabad.

Prifitera, A., Saklofske, D. H., & Weiss, L. G. (2008). *WISC-IV Clinical Assessment and Intervention* (2nd ed.). Elsevier Inc. <https://doi.org/10.1177/0734282910382983>

Gupta, R., Sharma, V., & Sharma, V. (2011). Neuropsychological assessment of patients with dementia. In V. Sharma & S. Malhotra (Eds.), *Clinical Neuropsychology* (1st ed., pp. 251-263). Agra: Harprasad Institute of Behavioral Sciences.

Spores, J. M (2022). *Psychological Assessment and Testing: A Clinician's Guide* (2nd ed. Routledge, New York.

Weiner, I. B. (1983). *Clinical Methods in Psychology*. John Wiley & Sons, New York.

Weiner, I. B., & Greene, R. L. (2017). *Handbook of Personality Assessment* (2nd ed.). John Wiley & Sons, Inc.

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-III (Clinical Psychology)  
**Psychotherapy – Major (Core)**

<b>Course Title</b>	<b>Psychotherapy</b>
<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	After completing this course, learners will be able to:
	1. Explain the various skills in counseling
	2. Discuss the theories, techniques, and applications of person-centered, Gestalt, and existential therapies
	3. Apply various listening and influencing responses
<b>Module 1 (Credit 1) Basic Counselling Skills</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Identify the key principles underlying effective counseling and psychotherapy
	2. Describe the four listening responses and their functions in therapeutic communication
	3. Discuss the impact of therapist's self-awareness in the therapeutic relationship
	4. Recognize influencing responses and their role in guiding therapeutic discussions.
<b>Content Outline</b>	1.1 Concept of counseling and psychotherapy 1.2 Self-Awareness and Interpersonal Awareness of the Therapist 1.3 Listening Responses- Clarification, Paraphrasing, Reflection and Summarization 1.4 Influencing Responses

<b>Module 2 (Credit 1) Emotion-Focused Approaches</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Identify the common themes and principles shared by humanistic, existential, and gestalt approaches
	2. Discuss the humanistic view of human nature and the therapist's role in fostering self-discovery and growth
	3. Explain the core tenets of existential therapy, including the exploration of freedom, meaning, and responsibility
<b>Content Outline</b>	2.1 Commonalities of 3rd Force of Psychology 2.2 Person-Centered Therapy- theory, view of human nature and application 2.3 Gestalt Therapy and Existential Therapy-overview 2.4 Emotionally Focused Therapy -Overview

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. mock sessions or role plays to demonstrate skills
2. write a review of a particular approach with evidence-based interventions.
3. compare and contrast therapeutic approaches
4. make a therapy plan using a specific therapeutic approach
5. Quizzes can be conducted to assess knowledge
6. Debates can be conducted to compare between different approach positions

### **References**

Cochran, J. L., & Cochran, N. H. (2015). *The heart of counseling: Counseling skills through therapeutic relationships* (3rd ed.).

Corey, G. (2011). *Case approach to counseling and psychotherapy* (8th ed.). CENGAGE Learning Custom Publishing.

Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). CENGAGE Learning Custom Publishing.

Corey, G., Corey, M. S., & Corey, C. (2017). *Issues and ethics in the helping professions* (10th ed.). CENGAGE Learning Custom Publishing.

Corey, M., & Corey, G. (2020). *Becoming a helper* (8th ed.). Brooks/Co

Cormier, S., & Hackney, H. L. (2014). *Counseling strategies and interventions for professional helpers* (9th ed.). Pearson.

- Egan, G. (2013). *The skilled helper: A problem-management and opportunity-development approach to helping* (10th ed.). Brooks/Cole.
- Frankl, V. E. (2008). *Man's search for meaning: An introduction to logotherapy*. Blackstone Audiobooks
- Gladding, S. T. (2016). *Counseling: A Comprehensive Profession* (8th ed.). Pearson.
- Higham, P. (2019). *Communication and interviewing skills for practice in social work, counselling and the health professions*. Routledge.
- Hope, S. (2019). *Person-centred counselling for trans and gender diverse people: A practical guide*. Jessica Kingsley.
- Jacobs, E. E., Masson, R. L., Harvill, R. L., & Schimmel, C. J. (2010). *Group counseling: Strategies and skills* (7th ed.). Brooks/Cole.
- Kress, V. E., Seligman, L. W., & Reichenberg, L. W. (2020). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (5th ed.). Pearson.
- Lebow, J. L. (Ed.). (2005). *Handbook of clinical family therapy*. John Wiley & Sons.
- Walker, P. (1997). *Waking the Tiger: Healing Trauma*. North Atlantic Books.
- Miltenberger, R. (2023). *Behavior modification: Principles and procedures* (7th ed.). Wadsworth Publishing.
- Nelson-Jones, R. (2013). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model* (6th ed.). SAGE Publications.
- Nelson-Jones, R. (2015). *Basic counselling skills: A helper's manual* (4th ed.). SAGE Publications.
- Sharf, R. S. (2014). *Theories of psychotherapy & counseling: Concepts and cases* (6th ed.). CENGAGE Learning Custom Publishing.



**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-III (Clinical Psychology)  
**Orientation to Practicum in Clinical Psychology– Major (Core)**

<b>Course Title</b>	<b>Orientation to Practicum in Clinical Psychology</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to ....
	<ol style="list-style-type: none"> <li>1. Apply psychodiagnostic tools for clients, enabling accurate assessment and diagnosis</li> <li>2. Demonstrate the ethical guidelines, professional standards, and legal responsibilities relevant to clinical psychology practice.</li> <li>3. Apply theoretical concepts learned in the classroom to real-world clinical settings, effectively communicate with clients, supervisors, and other professionals, and demonstrate cultural competence in their interactions.</li> <li>4. Develop self-awareness and reflection skills necessary for ongoing professional growth and be able to engage in ethical decision-making and problem-solving within the context of clinical practice.</li> </ol>
<b>Module 1 (Credit 1) Children and Adolescents</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to ....
	<ol style="list-style-type: none"> <li>1. Carry out comprehensive assessments of children and adolescents, including diagnostic interviews, behavioral observations, and psychological testing.</li> <li>2. Demonstrate the ability to accurately formulate differential diagnoses based on DSM-5 criteria and consider developmental, cultural, and contextual factors that may influence diagnosis and treatment planning.</li> <li>3. Critically evaluate and integrate evidence-based practices and ethical considerations in the diagnosis and treatment of children and adolescents.</li> </ol>

<b>Content Outline</b>	<p><b>(Any 4 tests from the following)</b></p> <ol style="list-style-type: none"> <li>1. Child Behavior Checklist (CBCL)</li> <li>2. Wechsler Intelligence Scale for Children</li> <li>3. Malin’s Intelligence Scale for Indian Children (MISIC)</li> <li>4. Woodcock-Johnson Tests of Achievement (WJ-IV)</li> <li>5. Ashton Index</li> <li>6. Diagnostic Test of Learning Disabilities</li> <li>7. Beck Youth Inventories (BYI)</li> <li>8. Centre for Epidemiological Studies -Depression Scale for Children</li> <li>9. Children’s Apperception Test (CAT)</li> <li>10. Vineland Social Maturity Scale (VSMS)</li> <li>11. ADHT-T</li> <li>12. Children’s Autism Rating Scale (CARS)</li> <li>13. Indian Scale for Autism Assessment (ISAA)</li> </ol>
<b>Module 2 (Credit 1) Adults Assessment</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to...</p> <ol style="list-style-type: none"> <li>1. Carry out comprehensive diagnostic assessments of adults.</li> <li>2. Demonstrate proficiency in administering and interpreting structured and semi-structured diagnostic interviews, psychological testing, and collateral information gathering.</li> <li>3. Formulate accurate differential diagnoses based on DSM-5 criteria, taking into account cultural, developmental, and contextual factors. Additionally,</li> <li>4. Develop the ability to communicate assessment findings clearly and effectively and collaborate in the development of appropriate treatment plans.</li> </ol>
<b>Content Outline</b>	<p><b>(Any 4 tests from the following)</b></p> <ol style="list-style-type: none"> <li>1. Rorschach Inkblot</li> <li>2. Minnesota Multiphasic Personality Inventory (MMPI-2)</li> <li>3. Millon Clinical Multiaxial Inventory</li> <li>4. Beck Depression Inventory-II (BDI-II)</li> <li>5. Generalized Anxiety Disorder 7 (GAD-7)</li> <li>6. Thematic Apperception Test</li> <li>7. Sack’s Sentence Completion Test</li> <li>8. Wechsler’s Adult Intelligence Scale</li> <li>9. Family Environment Scale (FES)</li> <li>10. Adult ADHD Self-Report Scale (ASRS)</li> </ol>

### **Module 3 (Credit 1) Neuropsychological Assessment**

#### **Learning Outcomes**

After learning the module, learners will be able to....

1. Demonstrate proficiency in administering, scoring, and interpreting a range of neuropsychological tests commonly used in clinical practice.
2. Develop principles and methods underlying neuropsychological assessment, including test selection, administration procedures, and interpretation of results within a biopsychosocial framework.
3. Formulate comprehensive neuropsychological profiles, integrating findings from various assessment instruments to inform differential diagnosis and treatment planning for individuals with neurological, neurodevelopmental, and psychiatric disorders.
4. Communicate assessment findings effectively to clients.

#### **Content Outline**

##### **(Any 2 tests from the following)**

1. Mini-Mental State Examination (MMSE)
2. Montreal Cognitive Assessment (MoCA)
3. Addenbrooke's Cognitive Examination (ACE)
4. Trail Making Test (TMT)NIMHANS Neuropsychological Battery
5. Post-Graduate Battery of Brain Dysfunction
6. Bender Visual Motor Gestalt Test (BVMGT)

### **Module 4 (Credit 1 Psychodiagnostic Formulation)**

#### **Learning Outcomes**

After learning the module, learners will be able to....

1. Formulation of proficient Case, History, MSE, and integrate results of tests to get a comprehensive psychodiagnostic overview of the case complete with diagnosis and prognosis
2. Apply psychodiagnostic tools and techniques for the assessment of mental health and psychological functioning across diverse populations.

	<p>3. Develop the ability to select, administer, score, and interpret a variety of standardized assessment measures, including psychological tests, inventories, and clinical interviews, with consideration for cultural and contextual factor</p> <p>4. Demonstrate competence in communicating assessment results effectively to clients, families, and interdisciplinary teams, while adhering to ethical guidelines and professional standards in psychodiagnostic practice."</p>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Case History, MSE</li> <li>2. Integration of test results</li> <li>3. Differential diagnosis of cases</li> <li>4. Case Conceptualization</li> <li>5. Diagnosis as per DSM V</li> <li>6. Prognosis</li> </ol>

**Note: Any 5 tests to be conducted**

**Each module necessitates the administration of at least one psychological test.**

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Final Practicum Portfolio - Case File to be submitted at the end of the semester with 4 cases worked during the internship. The case file must be submitted at the end of the semester with a record of Case History, MSE, Test Interpretations, Psychodiagnostics Formulation, Differential Diagnosis, Diagnosis, Prognosis, and Recommendations /Treatment Plans
2. Weekly Reflective Journals:  
Students maintain weekly reflective journals, documenting their experiences, challenges, and learning during the practicum. They reflect on interactions with clients, apply theoretical knowledge, and outline strategies for improvement.
3. Supervisor Feedback Integration Reports:  
Students receive regular feedback from their practicum supervisors. They compile and analyze this feedback, identifying patterns and areas for growth. Students then create integration reports outlining how they have incorporated feedback into their practice.
4. Client Case Presentations:  
Students present anonymized case studies of clients they have worked with during the practicum. They discuss assessment findings, diagnoses, treatment plans, and interventions applied. Peers and supervisors provide

feedback to enhance the student's clinical reasoning and intervention strategies.

5. Professionalism and Ethical Dilemmas Analysis:

Students analyze ethical dilemmas encountered during the practicum. They reflect on how they handled these situations, considering ethical principles and guidelines. Students propose alternative actions and discuss the implications of different approaches.

## References

- Archer, R. P. (2017). *Assessment of Psychopathology: MMPI-2/MMPI-2-RF* (5th ed.). Routledge.
- Barlow, D. H., & Durand, V. M. (2015). *Abnormal Psychology: An Integrative Approach* (7th ed.). Cengage Learning.
- Butcher, J. N., Dahlstrom, W. G., Graham, J. R., Tellegen, A., & Kaemmer, B. (1989). *Minnesota Multiphasic Personality Inventory-2 (MMPI-2): Manual for Administration and Scoring*. University of Minnesota Press.
- Gazzaniga, M. S., & Heatherton, T. F. (2018). *Psychological Science* (6th ed.). W. W. Norton & Company.
- Graham, J. R., Ben-Porath, Y. S., & McNulty, J. L. (2011). *Integrating the MMPI-2 and MMPI-2-RF in Psychological Assessment* (3rd ed.). University of Minnesota Press.
- Hersen, M., & Beidel, D. C. (Eds.). (2008). *Adult Psychopathology and Diagnosis* (6th ed.). John Wiley & Sons.
- Kazdin, A. E. (2016). *Behavior Modification: Principles and Procedures* (6th ed.). Cengage Learning.
- McWilliams, N. (2011). *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. The Guilford Press.
- Millon, T., Krueger, R. F., Simonsen, E., & Strømme, G. (2016). *Millon Clinical Multiaxial Inventory-IV (MCMI-IV)*. John Wiley & Sons.
- Rizvi, S. L., & Ritschel, L. A. (2016). *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings*. The Guilford Press.
- Ruscio, J. (2006). *Essential Guide to the DSM-5* (1st ed.). American Psychological Association.
- Sandoz, E. K., & Dimeff, L. A. (Eds.). (2007). *Mindfulness and Acceptance for Addictive Behaviors: Applying Contextual CBT to Substance Abuse and Behavioral Addictions*. New Harbinger Publications.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical Interviewing* (6th ed.). John Wiley & Sons.
- Weiner, I. B., & Greene, R. L. (Eds.). (2008). *Handbook of Personality Assessment* (2nd ed.). John Wiley & Sons.
- Wheeler, S. (2014). *The Art of Interactive Counseling: Case Stories from the Classroom*. American Counseling Association.

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-III (Clinical Psychology)  
**Global Mental Health – Major (Elective)**

<b>Course Title</b>	<b>Global Mental Health</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to ...
	<ol style="list-style-type: none"> <li>1. Explain the Foundations of Global Mental Health</li> <li>2. Analyze Current Challenges in Global Mental Health</li> <li>3. Examine the Intersections of Mental Health with Public Health and Society</li> <li>4. Critically Evaluate Policies and Advocacy Strategies in Global Mental Health</li> <li>5. Apply Cross-Cultural perspective to Mental Health Disorders</li> <li>6. Integrate Evidence-Based Approaches and Innovations for Holistic Mental Health Care</li> </ol>
<b>Module 1 (Credit 1) Introduction to Global Mental Health</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to ...
	<ol style="list-style-type: none"> <li>1. Explain key concepts, historical context, and evolution of global mental health, and its significance in a global context.</li> <li>2. Analyze the current challenges in mental health on a global scale</li> <li>3. Evaluate the impact of mental health on public health, economy, and overall well-being</li> <li>4. Critically assess global mental health policies, initiatives, and frameworks</li> </ol>
<b>Content Outline</b>	<p><b>Module 1 (Credit 1) Introduction to Global Mental Health</b></p> <p>1.1 Introduction to Global Mental Health, Overview of global mental health, key concepts, historical context</p> <p>1.2 Current challenges in mental health on a global scale: disparities, cultural variations, and resource gaps, epidemiology and Burden of Mental Disorders</p>

	<p>1.3 Impact of mental health on public health, economy, and overall well-being. Examination of social, economic, and cultural factors influencing mental health outcomes.</p> <p>1.4 Analysis of global mental health policies, initiatives, and frameworks. Introduction to advocacy strategies to improve mental health services worldwide.</p>
<b>Module 2 (Credit 1) Mental Health Disorders Across Cultures</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to...
	<ol style="list-style-type: none"> <li>1. Recognize prevalent mental disorders such as depression, anxiety, PTSD, etc., across various cultures</li> <li>2. Apply cultural context in which mental health symptoms are expressed</li> <li>3. Assess the impact of stigma associated with mental health and its role in hindering help-seeking behaviors</li> <li>4. Analyze trauma and resilience within diverse cultural contexts</li> </ol>
<b>Content Outline</b>	<p>2.1 Exploration of prevalent mental disorders: depression, anxiety, PTSD across various cultures.</p> <p>2.2 Cultural context of symptom manifestation and treatment-seeking behaviors.</p> <p>2.3 Stigmatization and Discrimination: Examination of the stigma associated with mental health and its impact on help-seeking behaviors. Strategies to reduce stigma and promote mental health awareness globally.</p> <p>2.4 Trauma and Resilience Across Cultures: Analysis of trauma and resilience within different cultural contexts. Approaches to trauma-informed care on a global scale.</p>
<b>Module 3 (Credit 1) Mental Health Interventions and Treatments</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to ...
	<ol style="list-style-type: none"> <li>1. Identify barriers to accessing mental health care</li> <li>2. Critically review evidence-based therapies and interventions for mental health disorders</li> <li>3. Adapt evidence-based practices to suit diverse cultural contexts</li> <li>4. Discuss the role and significance of traditional healing practices in Indian mental health care</li> </ol>

<b>Content Outline</b>	<p>3.1 Access to Mental Health Services, Barriers to accessing mental health care: geographical, financial, and cultural.</p> <p>3.2: Evidence-Based Treatments and Interventions: Review of evidence-based therapies and interventions for mental health disorders.</p> <p>3.3 Adaptation of evidence-based practices: cultural contexts, exploring holistic approaches to mental health within the Indian paradigm, and integrating evidence-based practices with yoga, and mindfulness.</p> <p>3.4 Traditional healing practices in Indian mental health care: Strategies for effectively integrating traditional and modern mental health approaches in clinical settings. Ethical considerations when integrating traditional approaches.</p>
<b>Module 4 (Credit 1) Emerging Issues and Future Directions</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to ...</p> <ol style="list-style-type: none"> <li>1. Analyze the unique mental health challenges in emergencies, disasters, and conflict zones on a global scale.</li> <li>2. Recognize the critical role of psychology in providing effective mental health support during humanitarian crises.</li> <li>3. Explore emerging trends, research areas, and opportunities in the field of global mental health.</li> <li>4. Propose innovative approaches and strategies to address evolving challenges and improve mental health outcomes on a global scale.</li> </ol>
<b>Content Outline</b>	<p><b>Module: 4 Emerging Issues and Future Directions</b></p> <p>4.1 Technology and Telepsychology in Global Mental Health, Ethical considerations and challenges in using technology for mental health.</p> <p>4.2 Disaster Mental Health: Mental health in emergencies, disasters, and conflict zones.</p> <p>4.3 Role of psychology in humanitarian aid and global mental health support.</p> <p>4.4 Exploration of emerging trends, research areas, and opportunities in global mental health.</p>



## **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

### **Assignment/Activity 1: Global Mental Health Case Studies**

Objective: Apply theoretical knowledge to real-world scenarios.

Instructions: Provide case studies representing diverse cultural, social, and economic backgrounds. Ask students to analyze each case from a global mental health perspective, considering relevant theories and concepts. Evaluate their ability to propose suitable interventions and treatments.

### **Assignment/Activity 2: Cross-Cultural Mental Health Interviews**

Objective: Apply mental health perspectives across different cultures.

Instructions:

Assign each student a culture different from their own. Instruct them to interview a person from that culture, focusing on mental health beliefs, practices, and challenges. Require a report summarizing the interview, highlighting cultural influences on mental health perceptions.

### **Assignment/Activity 3: Mental Health Policy Analysis and Comparison**

Objective: Assessment of mental health policies globally. Instructions:

Assign different countries to groups of students. Task each group with analyzing the mental health policies of their assigned country. Compare the policies and discuss the strengths, weaknesses, and potential improvements.

### **Assignment/Activity 4: Community Mental Health Awareness Campaign**

Objective: Promote mental health awareness and reduce stigma.

Instructions:

Form groups and assign a specific mental health issue prevalent globally. Instruct each group to design an awareness campaign targeting that issue. Evaluate the creativity, effectiveness, and cultural sensitivity of the campaigns.

### **Assignment/Activity 5: Research Paper on Emerging Trends**

Objective: Encourage research skills and awareness of current trends.

Instructions:

Ask students to select an emerging trend in global mental health (e.g., technology integration, trauma-informed care, etc.). Task them with writing a research paper summarizing the trend, its potential impact, and future implications.

## Assignment/Activity 6: Global Mental Health Debate

Objective: Enhance critical thinking and argumentative skills.

Instructions:

Divide the class into groups with opposing views on a specific global mental health issue (e.g., globalization's impact on mental health). Conduct a structured debate where each group presents their arguments and counters the opposing group's points. Evaluate their ability to articulate arguments, consider diverse perspectives, and provide evidence to support their claims.

### References:

- Bhugra, D., & Gupta, S. (Eds.). (2010). *Migration and Mental Health*. Cambridge University Press.
- Collins, P. Y., Patel, V., Joestl, S. S., March, D., Insel, T. R., Daar, A. S., & Anderson, W. (2011). *Grand Challenges in Global Mental Health: Integration in Research, Policy, and Practice*. PLoS Medicine, 8(11), e1001166.
- De Jong, J. T., & Reis, R. (Eds.). (2011). *Political Violence, Trauma and Healing in the War on Terror*. Springer.
- Fernando, S. (2014). *Mental Health Worldwide: Culture, Globalization and Development*. Palgrave Macmillan.
- Insel, T., Cuthbert, B., Garvey, M., Heinssen, R., Pine, D. S., Quinn, K., ... & Wang, P. (2010). *Research Domain Criteria (RDoC): Toward a New Classification Framework for Research on Mental Disorders*. American Journal of Psychiatry, 167(7), 748-751.
- Kleinman, A. (2017). *Rethinking Psychiatry: From Cultural Category to Personal Experience*. Simon and Schuster.
- Kirmayer, L. J., Lemelson, R., & Barad, M. (Eds.). (2007). *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*. Cambridge University Press
- Luxton, D. D., O'Brien, K., Pruitt, L. D., Johnson, K., & Kramer, G. (2014). *Suicide Risk and Risk of Death Among Recent Veterans*. American Journal of Public Health, 104(S4), S646-S653.
- Marsella, A. J., & Yamada, A. M. (Eds.). (2007). *Cultural Considerations in International Psychology*. Springer.
- Patel, V., & Prince, M. (Eds.). (2010). *Global Mental Health: Principles and Practice*. Oxford University Press.
- Saxena, S., Sharan, P., & Saraceno, B. (2003). *Budget and Financing of Mental Health Services: Baseline Information on 89 Countries from WHO's Project Atlas*. The Journal of Behavioral Health Services & Research, 30(3), 261-274.
- Summerfield, D. (2008). *How Scientifically Valid is the Knowledge Base of Global Mental Health?* BMJ: British Medical Journal, 336(7651), 992-994.

- Thornicroft, G., Patel, V., & Saxena, S. (Eds.). (2017). *Global Mental Health Trials*. Oxford University Press.
- Ventevogel, P., & Jordans, M. J. (Eds.). (2013). *Psychosocial Assistance in Complex Emergencies: An Overview of Principles and Practice*. Cambridge University Press.
- World Health Organization. (2008). *Mental Health Gap Action Programme (mhGAP): Scaling up Care for Mental, Neurological, and Substance Use Disorders*. WHO Press.

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-III (Clinical Psychology)  
**Research Proposal –(RP)**

<b>Course Title</b>	<b>Research Proposal</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Choosing a topic of interest within the clinical domain requires exhaustive reading</li> <li>2. Formulation of an appropriate research design translates learning from MA I to practice in MA II</li> <li>3. Ethical guidelines have to be adhered to and will be examined by the ethics committee of the Department while screening and evaluating a proposal.</li> </ol>
<b>Learning Outcomes</b>	<p>The learning objective of a research proposal is to equip with the skills and knowledge needed to plan, execute, and communicate the findings of a research project effectively. It serves as a crucial step in the research process, helping you refine your research goals and methods before embarking on the actual study.</p>
<b>Content Outline</b>  Guidelines for Research Proposal	<ol style="list-style-type: none"> <li>1. Select a topic from the Clinical Psychology area and discuss it with the research guide assigned to you</li> <li>2. Presentation of the Proposal</li> <li>3. Submit a hard copy of the research proposal including</li> <li>4. Title</li> <li>5. Introduction</li> <li>6. Brief literature review</li> <li>7. Hypotheses</li> <li>8. Method       <ol style="list-style-type: none"> <li>a. Proposed Participants detail</li> <li>b. Proposed Research Design</li> <li>c. Proposed Variables</li> <li>d. Proposed Tools</li> <li>e. Proposed Statistical Analysis</li> <li>f. Procedure</li> <li>g. Ethical Consideration</li> </ol> </li> <li>9. References as per APA style (latest edition)</li> </ol>

**Evaluation: Presentation+ Viva + Submission of Proposal**

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-IV (Clinical Psychology)  
**Advanced Psychopathology – Major (Core)**

<b>Course Title</b>	<b>Advanced Psychopathology</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After studying this course, learners will be able to:
	1. Explain the key characteristics, diagnostic criteria, and clinical presentations of mood disorders, substance-related disorders, sexual disorders, and personality disorders.
	2. Identify the range of psychotic spectrum disorders, including schizophrenia, schizoaffective disorder, and delusional disorder, and comprehend their underlying neurobiological mechanisms.
	3. Recognize neurocognitive disorders, including Alzheimer's disease, Parkinson's disease, and other forms of dementia, including their etiology, pathophysiology, and risk factors.
	4. Critically analyze current and emerging trends in the field of psychopathology, including changes in diagnostic criteria, prevalence rates, cultural shifts, and the Indian approach to mental health.
<b>Module 1 (Credit 1) Mood disorders, substance-related disorders, sexual disorders, and personality disorders</b>	
	After studying this module, learners will be able to:

<b>Learning Outcomes</b>	1. Define and differentiate between unipolar and bipolar mood disorders, identifying their distinct clinical features, including mood episodes, cognitive symptoms, psychomotor changes as well and causal factors.
	2. Identify and classify various substances, including alcohol, drugs, and gambling, and assess the impact of their misuse on physical, psychological, and social well-being.
	3. Define and differentiate between sexual dysfunctions, gender dysphoria, and paraphilias, including their diagnostic criteria and impact on sexual health and well-being
	4. Define and classify personality disorders according to the DSM-5, and the enduring patterns of maladaptive behavior, cognition, and affect that characterize each disorder.
<b>Content Outline</b>	<p>1.1 Mood disorders: Unipolar, Bipolar &amp; Suicide</p> <p>1.2 Substance-related disorders: Alcohol, Drugs &amp; Gambling</p> <p>1.3 Sexual disorders: sexual dysfunctions, gender dysphoria, paraphilias</p> <p>1.4 Personality disorders</p>
<b>Module 2 (Credit 1) Psychotic Spectrum and Dissociative Disorders</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Identify and describe the major types of dissociative disorders, including Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization Disord.
	2. Utilize diagnostic criteria and clinical representation of various somatic symptom disorders.

	3. Define schizophrenia as a complex and heterogeneous psychotic disorder.
	4. Discuss the overlapping and distinguishing features of other schizophrenia spectrum disorders compared to schizophrenia.
<b>Content Outline</b>	2.1 Dissociative disorders 2.2 Somatic symptom disorders 2.3 Schizophrenia 2.4 Other schizophrenia spectrum disorders
<b>Module 3 (Credit 1) Neurocognitive disorders</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Identify common clinical signs associated with brain damage.
	2. Differentiate between focal and diffuse brain damage and their respective clinical presentations.
	3. Explain the relationship between aging and the development of neurocognitive disorders.
	4. Describe how substance/medication or medical condition-induced neurocognitive disorders manifest clinically.
	5. Identify the cognitive impairments and clinical symptoms associated with HIV and vascular disease-related neurocognitive disorders
<b>Content Outline</b>	3.1 Brain damage - clinical signs, diffuse vs focal, interaction with psychopathology 3.2 Aging-related disorders – Dementia ( TBI, Alzheimer’s, FTD, DLB, Huntington’s); delirium,

	<p>3.3 Substance/Medication or Medical Condition induced neurocognitive disorders</p> <p>3.4 HIV, Vascular disease based neurocognitive disorders</p>
<p><b>Module 4 (Credit 1) Contemporary Issues and Emerging Trends in Psychopathology</b></p>	
<p><b>Learning Outcomes</b></p>	<p>After studying this module, learners will be able to:</p>
	<p>1. Identify common types of medication-induced movement disorders and their clinical manifestations.</p>
	<p>2. Describe the principles and significance of trauma-informed care in the context of psychopathology</p>
	<p>3. Explain the potential therapeutic applications of psychedelics in treating mental health disorders.</p>
	<p>4. Identify cultural factors that can affect the diagnosis and treatment of mental health disorders.</p>
	<p>5. Explore traditional Indian approaches and address psycho-pathological conditions.</p>
<p><b>Content Outline</b></p>	<p>4.1 Medication-induced movement disorder</p> <p>4.2 New research trends - trauma-informed care &amp; psychedelics</p> <p>4.3 Cultural intersectionality</p> <p>4.4 Indian approach</p>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Clinical presentations and phenomenology of clinical disorders.
2. Assignments based on internet addiction, gaming disorders, etc
3. Case presentations



## References:

- Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology: An integrative approach* (7th ed.). Cengage Learning
- Butcher J, Mineka S, Hooley J(2007). *Abnormal Psychology* (16th ed.), Pearson.
- Bootzin Richard R, Acocella Joan Ross, Alloy Lauren B (1996). *Abnormal Psychology: Current Perspective* (7th ed.). McGraw Hill.
- Cornelissen, R. M., Cornelissen, M., Misra, G., & Varma, S. (2011). *Foundations of Indian Psychology: Theories and Concepts*. Pearson.
- Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)
- Harrison, J.E., Weber, S., Jakob, R. et al. ICD-11: International classification of diseases for the twenty-first century. BMC Med Inform Decis Mak 21 (Suppl 6), 206 (2021). <https://doi.org/10.1186/s12911-021-01534-6>
- Kring, A. M., & Johnson, S. L. (2022). *Abnormal Psychology: The Science and Treatment of Psychological Disorders, DSM-5-TR Update*. John Wiley & Sons.
- Nolen-Hoeksema, S. (2019). *Abnormal Psychology*. New York: McGraw Hill
- Sadock B.J. & Sadock V.A.(2015). *Kaplan and Sadock's Synopsis of Psychiatry* (11th ed). PA: Lipincott, Williams and Wilkins.
- Sarason, I. G. & Sarason, B. R. (2009). *Abnormal Psychology: The Problem of Maladaptive Behaviour, Eleventh Edition*. Pearson Education (Singapore) Pte. Ltd., Delhi
- Whitbourne, S. K., & Halgin, R. P. (2015). *Abnormal psychology*. McGraw-Hill

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-IV (Clinical Psychology)  
**Practicum in Clinical Psychology – Major (Core)**

<b>Course Title</b>	<b>Practicum in Clinical Psychology</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	<p>After studying this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Develop advanced skills in psychological assessment, therapeutic intervention, and application of psychopathology, alongside fostering an appreciation for the complexity of client backgrounds and the critical importance of ethical practice in clinical settings.</li> <li>• Engagements with clients, mentorship from experienced clinicians, and reflective practices are integral to equipping students for professional roles in clinical psychology.</li> </ul>
<b>Content Outline</b>	<p><b>Overview:</b></p> <p><b><i>Duration and Required Hours:</i></b></p> <ul style="list-style-type: none"> <li>• <b>Overall Engagement:</b> Completion of 120 hours dedicated to clinical psychology activities is required, including direct interactions with clients and clinical supervision.</li> </ul> <p><b><i>Case Management:</i></b></p> <ul style="list-style-type: none"> <li>• <b>Engagement with Cases:</b> Students are to engage with 7 cases reflecting a spectrum of psychological disorders and clinical issues, aimed at broadening their clinical exposure and experience.</li> <li>• <b>Case Reporting:</b> Cases are to be comprehensively reported in the students' final clinical reports, covering diagnostic assessments, intervention strategies</li> </ul>

	<p>employed, therapeutic outcomes, and reflective evaluations of the clinical process.</p> <p><b>Supervision and Mentorship:</b></p> <ul style="list-style-type: none"> <li>• <b>Supervisory Sessions:</b> Integral to the practicum are the structured supervision sessions, essential for case discussion, navigating clinical challenges, and fostering professional and personal development.</li> <li>• <b>Support from Faculty and Clinical Supervisors:</b> Students will benefit from the guidance of both academic faculty and experienced clinical supervisors, ensuring a rich, supportive learning environment that enhances clinical judgment and skills.</li> </ul> <p><b>Documentation and Ethical Compliance:</b></p> <ul style="list-style-type: none"> <li>• <b>Practicum Log:</b> Maintaining a detailed log of clinical hours, activities, and reflective thoughts is mandatory, documenting the breadth of the practicum experience.</li> <li>• <b>Legal and Ethical Adherence:</b> Practices must align with ethical guidelines and standards set forth by the American Psychological Association (APA) or equivalent bodies, ensuring responsible clinical conduct.</li> </ul> <p><b>Culmination and Reporting:</b></p> <ul style="list-style-type: none"> <li>• <b>Final Clinical Report:</b> Concludes the practicum with an in-depth report on selected cases, detailing the clinical assessment process, intervention strategies, therapeutic outcomes, and the student's reflections on their professional development and ethical practice.</li> </ul>
--	---

**Evaluation:**

**Internal Evaluation (50 Marks)**

Assesses students' direct clinical engagement, divided into:

- **Engagement:** Evaluates the depth of client interactions, application of clinical assessment techniques, and the establishment of therapeutic alliances.
- **Participation:** Measures involvement in clinical discussions, ability to integrate feedback, and contribution to the clinical learning community.

- **Performance:** Reviews the application of psychological theories to practice, ethical decision-making, and adaptability in addressing complex clinical cases.

### ***External Evaluation (50 Marks)***

Focuses on the articulation of clinical experiences and competencies through:

- **Viva (20 Marks):** Oral examination assessing the integration of clinical theory and practice, ethical reasoning, and professional communication in clinical psychology.
- **Simulated Case Analysis (15 Marks):** Detailed analysis of practicum cases, focusing on the rationale behind diagnostic decisions, choice of therapeutic interventions, and evaluation of treatment outcomes.
- **Report (15 Marks):** A comprehensive report summarizing the practicum experience, demonstrating the student's ability to conduct clinical assessments, implement therapeutic interventions, engage in research-based practice, and reflect on ethical and professional growth.

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-IV (Clinical Psychology)  
**Internship in Clinical Psychology – Major (Core)**

<b>Course Title</b>	<b>Internship in Clinical Psychology</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Objectives</b>	<p>The internship aims to provide students with hands-on experience in Clinical Psychology, focusing on mental health assessment, diagnosis, intervention, and research. The primary goals are to:</p> <ul style="list-style-type: none"> <li>• Enhance skills in psychological assessment, therapeutic interventions, and evidence-based practices.</li> <li>• Provide exposure to a variety of clinical populations and settings to recognize the breadth of mental health issues.</li> <li>• Develop a professional identity as a clinical psychologist, emphasizing ethical practice, cultural competence, and continuous professional development.</li> </ul>
<b>Course Outcome:</b>	<p>After studying this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop effective assessment and diagnostic skills with diverse populations</li> <li>2. Apply theoretical knowledge of counselling approaches (such as cognitive-behavioral therapy, psychodynamic therapy, and humanistic therapy) in practice</li> <li>3. Apply the process of group therapy through hands-on practice</li> </ol>
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• Students are placed in diverse clinical settings for a minimum of 240 hours, where they engage directly in psychological assessment, treatment planning, and intervention under supervision. They must maintain an internship diary, adhere to the ethical standards of the clinical psychology profession, and report their experiences and learning to their clinical supervisor.</li> <li>• Case history taking and mental status examination.</li> <li>• Diagnostic formulation: 8-10 clinical cases to be worked out by students placed in hospitals with reports of</li> </ul>

	<p>psychological assessment – assessment of cognitive functions &amp; personality.</p> <ul style="list-style-type: none"> <li>• Conduction of minimum six sessions of psychotherapy, live or planned for 4 cases.</li> <li>• Conduction of a minimum 3 sessions of group therapy for one group</li> </ul>
--	---

### **Examination and Evaluation Scheme**

The assessment framework is tailored to measure the application of clinical psychology theories, the development of clinical skills, reflective practice, and professional growth. The components include:

#### **1. Internship Diary and Clinical Reflections (15 Marks)**

- **Internship Diary:** A detailed record of daily clinical activities, including patient interactions, assessment techniques employed, and therapeutic interventions.
- **Clinical Reflections:** Thoughtful analyses of clinical experiences, challenges encountered, and the integration of clinical theory with practice.
- **Evaluation Criteria:** Depth and breadth of clinical reflections, application of clinical methods, growth in clinical competencies, and adherence to ethical standards.

#### **2. Clinical Internship Report/Case File (20 Marks)**

- A detailed report summarizing the clinical experience, highlighting psychological assessments, treatment plans formulated, interventions implemented, and case studies.
- **Evaluation Focus:** Comprehensive analysis of clinical work, demonstration of clinical judgment and skills, synthesis of theoretical knowledge with practical experiences, and reflective insights on professional development.

#### **3. Clinical Internship Presentation/Viva (15 Marks)**

- A formal presentation or oral examination discussing the internship experience, with emphasis on specific cases, therapeutic outcomes, professional challenges, and ethical considerations in clinical practice.
- **Assessment:** Conducted by both an internal panel and an external clinical supervisor, evaluating the student's ability to articulate clinical

experiences, demonstrate clinical reasoning, ethical decision-making, and professional growth.

### **Total Evaluation by**

- **Internal Panel:** Faculty members with expertise in clinical psychology, assessing the integration of academic knowledge with clinical practice, ethical considerations, and professional development.
- **External Clinical Supervisor:** A practicing clinician assessing the student's practical skills, engagement in the clinical setting, and the application of clinical psychology principles.

### **Weightage**

The assessment contributes 100% to the final grade, distributed across the outlined components to ensure a comprehensive evaluation of the student's clinical training and professional readiness.

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-IV (Clinical Psychology)  
**Psychotherapy for Diverse Populations – Major (Elective)**

<b>Course Title</b>	<b>Psychotherapy for Diverse Populations</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After completing this course, learners will be able to:
	1. Develop plans for interventions with children
	2. Explain therapy with groups, couples, and families
	3. List down the benefits and limitations of combining different therapeutic frameworks for culturally diverse clients
	4. Evaluate the efficacy of adapting Indian techniques to address contemporary mental health challenges and the potential benefits for culturally diverse clients
<b>Module 1 (Credit 1) Psychotherapy for Children</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Discuss the fundamental principles of play therapy and its application in child psychotherapy
	2. Design behavior modification plans tailored to children's specific needs
	3. Collaborate with teachers, school counselors, and parents through techniques that address academic and behavioral challenges
	4. Illustrate principles of art therapy and its potential benefits for children's emotional expression



<b>Content Outline</b>	<ul style="list-style-type: none"> <li>1.1 Play therapy</li> <li>1.2 Behavioral Interventions and Behavior Therapy</li> <li>1.3 School interventions</li> <li>1.4 Art therapy</li> </ul>
<b>Module 2 (Credit 1) Counseling Groups</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Explain different group therapy approaches, such as psychoeducational and process-oriented groups
	2. Discuss family therapy approaches for assessing family patterns and structures
	3. Identify the unique challenges and dynamics of couples' relationships
	4. Recognize the role of workplace counseling in addressing employee well-being and productivity
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>2.1 Group Therapy</li> <li>2.2 Family Therapy</li> <li>2.3 Couples therapy</li> <li>2.4 Workplace Counseling</li> </ul>
<b>Module 3 (Credit 1) Trauma and past based Interventions</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Demonstrate core principles of trauma-informed care and its importance in therapeutic practice
	2. Explain the body-based approaches
	3. Discuss the theoretical underpinnings of TF-CBT and its evidence-based nature
	4. Identify the key concepts and principles of transactional analysis
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>3.1 Basics of Trauma-Informed Therapy</li> <li>3.2 Body-Based Interventions</li> <li>3.3 Trauma Focused CBT</li> <li>3.4 Transactional Analysis</li> </ul>

<b>Module 4 (Credit 1) Need-based Psychotherapy</b>	
<b>Learning Outcomes</b>	After studying this module, learners will be able to:
	1. Discuss the importance of rehabilitation and neurorehabilitation in restoring individuals' functional abilities
	2. Recognize the specific needs and challenges faced by individuals in palliative care and geriatric populations
	3. Explain the unique challenges and experiences of LGBTQIA+ individuals and develop sensitivity towards working with them
	4. Utilize the core concepts of Indian philosophies, such as Vedanta, Yoga, and Buddhism, and their relevance to mental health in practice
<b>Content Outline</b>	4.1 Rehabilitation and Neurorehabilitation 4.2 Palliative Care and Geriatric Counseling 4.3 Counseling the LGBTQIA+ 4.4 Indian Approaches to Psychotherapy

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Developing a therapy plan for a simulated case/scenario
2. Presentations on various applications and techniques from syllabus
3. Book Review of any classical therapy text
4. Class debates on contemporary scenarios

### **References**

- Beattie, M., & Lenihan, P. (2018). *Counselling skills for working with gender diversity and identity*. Jessica Kingsley.
- Beck, J. S. (2011). *Cognitive behaviour therapy, second edition: Basics and beyond* (2nd ed.). Guilford Publications.
- Berne, E. (1996). *Transactional Analysis in Psychotherapy*. Souvenir Press.
- Bhawuk, D. P. S. (2013). *Spirituality and Indian psychology: Lessons from the Bhagavad-Gita* (11th ed.). Springer.
- Carr, A. (2006). *Family therapy: Concepts, process and practice* (A. Carr, Ed.; 2nd ed.). John Wiley & Sons.
- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. Guilford Publications.

- Corey, G. (2014). *Theory and practice of group counselling* (9th ed.). CENGAGE Learning Custom Publishing.
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). CENGAGE Learning Custom Publishing.
- Cornelissen, M. (2011). *Foundations of Indian psychology volume 2: Practical applications*. Pearson Education.
- Cornelissen, M., Misra, G., & Varma, S. (2013). *Foundations and applications of Indian psychology*.
- Goodyear-Brown, P. (2019). *Trauma and play therapy: Helping children heal*. Routledge.
- Harpine, E. C. (2008). *Group interventions in schools: Promoting mental health for at-risk children and youth* (2008th ed.). Jacobs, E. E., Masson, R. L., Harvill, R. L., & Schimmel, C. J. (2010). *Group counseling: Strategies and skills* (7th ed.). Brooks/Cole.
- Kress, V. E., Seligman, L. W., & Reichenberg, L. W. (2020). *Theories of counselling and psychotherapy: Systems, strategies, and skills* (5th ed.). Pearson.
- Kuebler, K. K., Davis, M. P., & Moore, C. D. (2005). *Palliative practices: An interdisciplinary approach*. Mosby.
- Laungani, P. (2004). *Asian perspectives in counselling and psychotherapy*. Routledge.
- Lebow, J. L. (Ed.). (2005). *Handbook of clinical family therapy*. John Wiley & Sons.
- Orbach, A. (2003). *Counselling Older Clients*. SAGE Publications.
- Paranjpe, A. C. (2010). *Self and identity in modern psychology and Indian thought* (1st ed.). Springer.
- Payne, M. (2010). *Couple Counselling: A Practical Guide*. SAGE Publications.
- Rubin, J. A. (Ed.). (2001). *Approaches to art therapy: Theory and technique* (2nd ed.). Brunner-Routledge.
- Rubin, J. A. (2005). *Artful Therapy*. John Wiley & Sons.
- Stagnitti, K., & Cooper, R. (Eds.). (2009). *Play as therapy: Assessment and therapeutic interventions* (J. Sturgess, Trans.). Jessica Kingsley.
- Sue, D., Neville, H. A., & Smith, L. (2019). *Counselling the culturally diverse: Theory and practice* (8th ed.). Standards Information Network.
- Wilson, B. A., Winegardner, J., Van Heugten, C. M., & Ownsworth, T. (Eds.). (2017). *Neuropsychological Rehabilitation: The International Handbook*. Routledge.

**SNDT Women's University**  
 Postgraduate Programmes  
**MA Psychology (NEP – 2023)**  
 Syllabus of  
 MA- II<sup>nd</sup> Year – SEM-IV (Clinical Psychology)  
**Research Dissertation – (RP)**

<b>Course Title</b>	<b>Research Dissertation</b>
<b>Course Credits</b>	<b>6</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to :</p> <ul style="list-style-type: none"> <li>• Develop proficiency in conducting psychological research, including formulating research questions, designing studies, collecting and analyzing data, and interpreting results.</li> <li>• Enhance critical thinking abilities by evaluating existing literature, identifying gaps in knowledge, and proposing novel research directions or hypotheses.</li> <li>• Improve written and oral communication skills through the preparation and presentation of a comprehensive research proposal and dissertation.</li> <li>• Adhere to ethical guidelines in psychological research, including obtaining informed consent, protecting participant confidentiality, and minimizing potential harm.</li> <li>• Demonstrate competence in selecting appropriate research methodologies and techniques, justifying methodological choices, and addressing potential limitations and biases.</li> <li>• Apply appropriate statistical techniques to analyze research data, interpret findings, and draw meaningful conclusions in accordance with research objectives.</li> <li>• Apply theoretical concepts and empirical findings from psychology into the design, implementation, and interpretation of research.</li> <li>• Develop problem-solving skills by addressing challenges encountered during the research process and making appropriate adjustments to research plans or methodologies.</li> <li>• Demonstrate independence, initiative, and self-motivation in carrying out a substantial research project from inception to completion under the guidance of a supervisor.</li> </ul>

<b>Content Outline</b>	<p>The layout of the Dissertation (As per APA's latest Publication Manual)</p> <ul style="list-style-type: none"> <li>Introduction &amp; review of literature</li> <li>Method</li> <li>Results</li> <li>discussion</li> <li>Conclusion</li> <li>Implication of the Study</li> <li>Limitations</li> <li>Recommendations.</li> <li>References</li> <li>Appendix</li> </ul> <p>Guideline for Research Dissertation</p> <ol style="list-style-type: none"> <li>1) Executing the Research Proposal finalized in Semester III, for which research the guide was already assigned in Semester III and the proposal presented before the Departmental committee which serves as a Departmental ethics committee.</li> <li>2) Psychological tests used should be standardized and as far as possible recent.</li> <li>3) References should be given in APA style.</li> <li>4) One hardbound and one soft copy of the report (minimum 100 pages) should be submitted in the department before the final examination.</li> <li>5) The student will face a viva voce during which she will present the key findings of her work and be questioned on the same. Marks will be assigned separately for the writing of the dissertation as well as the oral presentation and defense.</li> </ol>
------------------------	---

### **Evaluation**

- Report
- Presentation
- Viva-Voce.

### **References**

Publication Manual of the American Psychological Association (2020), Seventh Edition