



Maharashtra Education Society

Abasaheb Garware College

(Autonomous)

(Affiliated to Savitribai Phule Pune University)

Post Graduate Degree Program

(Faculty of Humanities)

Syllabi under Autonomy

M.A. II Semester III and IV

Clinical Psychology

Choice Based Credit System Syllabus

To be implemented from Academic Year 2023-2024

MA-II Year (Semester III and IV) From 2023-24

Year	Semester	Course Type	Course Code	Course Title	Remark	Credit	No. of Lectures/ practical to be conducted
Second Year	III	Theory	PAPS-231	Counselling Process and Skills		04	64
		Theory	PAPS-232	Psychopathology-1		04	64
		Theory	PAPS-233	Psycho-diagnostics		04	64
		Project	PAPSP-234	Project- Clinical Base		04	64
	IV	Theory	PAPS-241	Areas of Counselling		04	64
		Theory	PAPS-242	Psychopathology-2		04	64
		Theory	PAPS-243	Psychotherapies		04	64
		Practicum	PAPSP-244	Practicum- Clinical Base		04	64

Semester III

M.A.II. (PSYCHOLOGY) PAPS-231: Core Paper-1:

PAPS-231: COUNSELLING PROCESS AND SKILLS :

(Credit-4)

Objectives:

- To understand the origin of cognitive psychology
- To explore the knowledge of cognitive psychology
- To make students aware with the recent trends in cognitive psychology
- To help students in relating subject matter of cognitive psychology to daily life

Core Paper-1: COUNSELLING PROCESS AND SKILLS

At the conclusion of this course, students will be able to:

- understand the nature of the counselling process
- know the groundwork for understanding the use of basic and specialized counselling skills
- engage with different models of counselling skills

Course Contents:

Unit 1. Counselling: Nature and goals

Lecture-12

- 1.1. Defining counselling, stages of counselling process, role of counsellors
- 1.2. Approaches to counselling and helping, the helping relationship, the helping process
- 1.3. Development of counsellor –counseee relationship, counselling goal setting process
- 1.4. Counselling in India (Vellore, Christian Counseling, Maharashtra State teachers Training Course, jnyana Prabhodhini, RCI,NCERT,MIMH)

Unit 2. Basic Counselling Skills

Lecture-12

- 2.1. Building relationship, core conditions, in-depth exploration
- 2.2. Nature and importance generic skills of Counselling, Micro and macro skills of Counselling
- 2.3. Inside and outside skills of counselling, Self-monitoring skills as a counsellor
- 2.4. An Indigenous Model of Counselling

Unit 3. Specific Counselling Skills

Lecture-12

- 3.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving
- 3.2. Interviewing skills, listening, asking questions, monitoring
- 3.3. Training clients in relaxation
- 3.4. Improving client's self-talk and self-perceptions, terminating helping

Unit 4. Models of Counselling Skills

Lecture-12

- 4.1. Nature and importance of counselling skills and working alliance
- 4.2. Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training
- 4.3. Indian models of Counselling: the role of detachment and self-surrender
- 4.4. Modern trends in counselling, Mental Health.

References :

- Berman, Pearl and Shopland Susan (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum
- Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Edn). Taylor and Francis
- Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Edn). Open University Press
- Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy(4th Edn). Sage Publications.
- Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Edn.). Pearson
- Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Edn). Pearson
- Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.
- Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage
- Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5th Edn). Wadsworth
- Rao, S. N. (2006). Counselling and Guidance (2nd Edn). Tata McGraw Hill
- Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.
- Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata McGraw Hill Education Private Limited.

Semester III

Paper-2: PAPS-232 : PSYCHOPATHOLOGY-1

(Credit-4)

At the end of this semester, students would be able to

- 1: Know the etiology of mental disorder
- 2: Identify the classification of the symptoms of mental disorder
- 3: Understand the causes, criteria of abnormal behaviour

Course content:

UNIT-1: Psychopathology: An Overview

Lecture-12

- 1.1. What do we mean by abnormality- Indicators
- 1.2. Definition of mental disorder
- 1.3. Historical and contemporary views
- 1.4. Diagnosing Psychological Disorders: DSM-5 TR and ICD-11

UNIT-2: Panic, Anxiety, Obsessions Disorders

Lecture-12

- 2.1. Panic disorder, phobia- causes, symptoms and treatment
- 2.2. Anxiety disorders - causes, symptoms and treatment
- 2.3. Obsessive-compulsive and related disorders
- 2.4. DSM-5TR: Criteria for Panic, Anxiety, Obsessions Disorders

UNIT-3: Mood Disorders And Suicide

Lecture-12

- 3.1. Mood disorders- structure and types, depression, mania- causes, treatment
- 3.2. Depressive Disorders- causes, symptoms and treatment
- 3.3. Suicide- types, causes, symptoms and treatment
- 3.4. DSM- 5TR criteria for depressive disorders

UNIT-4: Eating Disorders And Substance Related Disorders

Lecture-12

- 4.1. Anorexia Nervosa, Bulimia Nervosa- causes, symptoms and treatment
- 4.2. Obesity- Risk and Causal factors
- 4.3. Alcohol related disorders, Drug abuse- Treatment
- 4.4. DSM- 5TR criteria for eating disorders and alcohol use disorders

Readings:

- Barlow, David H.; Durand, Mark V.; Hofmann, Stefan G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edn). Cengage Learning
- Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17th Edn.). Pearson
- Comer, Ronald J; Comer, Jonathan S. (2018). *Abnormal Psychology* (10th edn). Worth Publishers
- Dozois, David J. A. (2019). *Abnormal Psychology: P E R S P E C T I V E S* (6th Edn). Pearson
- DSM- 5TR (2013) *Diagnostic and Statistical Manual of Mental Disorders* (5th Edn). American Psychiatric Association
- Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka Susan (2017). *Abnormal Psychology* (17th Edn). Pearson
- ICD-11 (2018).
- Kearney, Christopher A.; Trull, Timothy J. (2018). *Abnormal Psychology & Life: A Dimensional Approach* (3rd Edn). Cengage Learning
- Nevid, Jeffrey S.; Rathus Spence A.; Greene Beverly (2018). *Abnormal Psychology: In a Changing World* (10th edn). Pearson
- Nolen-Hoeksema, Susan (2013). *Abnormal Psychology* (6th Edn). McGraw-Hill
- Sue David, Sue Derald Wing, Sue Diane, Sue Stanley (2016). *Understanding Abnormal Behavior* (11th Edn). Wadsworth Publishing

Semester III

Paper-3: PAPS-233 : Psycho-diagnostics

(Credit-4)

After completion of this course the students will be able:

1. To explain what is psychodiagnostics and its basics
2. To enable to discuss and assess the behavioural and clinical problems of the clients and making diagnosis, and estimating prognosis
3. To enable oneself in writing psychological report
4. To get acquainted with different clinical measures apart from paper pencil testing

Course content:

Unit 1: Basics of Psychodiagnostics in Psychological Setting

Lecture-12

- 1.1 Basic principles of psychodiagnostics
- 1.2 Difference between psychometrics and psychodiagnostics and its relationship with treatment
- 1.3 Data gathering, clinical judgment and data synthesis
- 1.4 Assessment: Principles and techniques, explaining assessment results

Unit 2: Use of various tests in different setting

Lecture-12

- 2.1 Contexts of different setting: General medical setting, psychiatric, educational, & legal setting
- 2.2 Intellectual functioning: Wechsler Adult Intelligence Scale-III, Stanford-Binet (4th ed.) Kaufman Assessment Battery for Children, Million Adolescent Personality Inventory or Personality Inventory for Children, Beck Depression Inventory, Wechsler Memory Scale-III,
- 2.3 Emotional functioning and level of psychopathology: General patterns and severity Symptom Checklist 90-Revised, Brief Symptom Inventory, Vineland Adaptive Behaviour Scale, AAMD Adaptive Behaviour Scale
- 2.4 Career Assessment Inventory, Kuder Occupational Interest Survey, Dyadic Adjustment Scale, Family Environment Scale, Taylor Johnson Temperament Analysis

Unit 3 Psychological testing in clinical and severe disorders

Lecture-12

- 3.1 Mental Status Examination: Mini-Mental Status Examination (MMSE) & Cognitive Functioning & its criteria: Structured Clinical Interview for DSM - 5TR, Diagnostic Interview Schedule, Structured Interview for DSM - 5TR Personality Disorders, Diagnostic Interview for Children and Adolescents
- 3.2 Content of thought Processes: Thematic Apperception Test & Children's Apperception, Test & Sentence completion tests

3.3 Personality & other clinical measures: MMPI- I, 2, & RF, NEO-PI-R, Million Clinical Multi-axial Inventory-III, Hamilton Rating Scale for Depression & State-Trait Anxiety Inventory, STAXI - 2 , Y box.

3.4 California Verbal Learning Test, Bender Visual Motor Gestalt Test, Draw a person Intellectual ability test for children

Unit 4: Clinical Report

Lecture-12

4.1 Behavioural observation, Synthesis of information from different sources, context of clinical assessment

4.2 Clinical analysis questionnaire, IPDE

4.3 Psychological clinic, formats of report writing, Prognosis and risk

4.4 Behavioural assessment: Cognitive behavioural assessment, psychophysiological assessment (GSR, EEG, Biofeedback)

Readings:

Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education:

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.)

Dorling Kindersley(India) Pvt.Ltd. of Pearson Education

Gary Groth- Marnat (2003) *Handbook of Psychological Assessment* , 4th edition: John Wiley & Sons, Inc. India.

Irving B. Weiner & Roger L. Greene (2008) *Handbook of Personality Assessment*: John Wiley & Sons, Inc., Hoboken, New Jersey.

Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry* (7th ed.). New Delhi: B. I. Waverly Pvt. Ltd.

Kapur, M. (1995). *Mental health of Indian children*. New Delhi: Sage.

Kellerman, H. & Burry, A.(1981). *Handbook of diagnostic testing: Personality analysis and report writing*. New York: Grune & Stratton

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

Rychlak, F. (1973). *Introduction to personality and psychopathology*. New York: Houghton Mifflin.

Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research*. Upper Saddle River, N.J.: Prentice-Hall.

Wolberg Lewis R., *The technique of Psychotherapy* 4th edition : International Psychotherapy Institute E-Books, www.freepsychotherapybooks.org

Wolman, B.B. (1975) . *Handbook of clinical psychology*. New York: McGraw-Hill.

Semester III

Paper-4: PAPSP-234 : Project –Clinical Base

(Credit-4)

GENERAL INSTRUCTIONS:

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

PREREQUISITES:

Before starting the actual work of the project, students should be well versed with the following concepts:-

- Research Methodology
- Ethical issues in Research
- APA Format and style of writing along with references
- Plagiarism policy of SPPU

DISSERTATION FORMAT:

- Title Page
- Abstract
- Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, literature review, concluded with Objectives and Hypotheses-if applicable. In a qualitative study there is no hypothesis testing. It is an exploratory study)
- Method: (Participants, Tools, Design, Procedure.)
- Results
- Discussion
- References
- Appendix

DISSERTATION SUBMISSION

- The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive.
- The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.

The final dissertation shall be presented in accordance with the following specifications:

- (a) The paper used for printing shall be of A4 size.
- (b) Printing shall be in a standardized form on both sides of the paper and in 1.5 line spacing.
- (c) A margin of 1.5 inches shall be on the left hand side.
- (d) The card for cover shall not be more than 330 GSM.
- (e) The title of the thesis/dissertation name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.
- (f) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA thesis' on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.
- (g) The thesis/dissertation shall include a Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

PROJECT ASSESSMENT– 100 MARKS

1. Project assessment will be based on presentation of the project before the internal and external examiners.
2. There will be 50 marks for continuous (internal) assessment and 50 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project-50 marks

1. **Term Paper 1:** Introduction, Definitions of main concepts, rationale, and significance of the topic of research project -15 marks
2. **Term Paper 2:** Review of literature-15 marks
3. **Presentation of project report** in the classroom -20 marks
(Expert teacher appointed by HOD will give marks to each student)

b) Semester-End Examination (SEE)-50 marks b (1) Evaluation of Project

Report-30 marks

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

1. Problem selected, its rationale and significance-5
2. Review work-10
3. Method -05
4. Interpretation, discussion & implications-5
5. Overall quality of the report-5

b (2) Presentation & Viva-voce –20marks

1. Presentation -10 marks
2. Viva-voce-10 marks

Note :

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report, Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.
6. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Cover page for M.A. Thesis

M.A. THESIS

“Write here title of the thesis in all upper-case (capital letters) with a ‘centre’ alignment. Place this title on the upper central part of the cover with sufficient margin from top and both sides. Use a font size suitable to the length of the title.”

**WRITE HERE
NAME OF THE
CANDIDATE**

**A THESIS SUBMITTED TO
SAVITRIBAI PHULE PUNE UNIVERSITY**

**FOR AWARD OF DEGREE OF
MASTER OF ARTS (M.A.)
IN THE FACULTY OF HUMANITIES**

SUBMITTED BY

.....

UNDER THE GUIDANCE OF

.....

.....

RESEARCH CENTRE

.....

.....

MONTH & YEAR OF SUBMISSION

**MONTH,
YEAR**

Spine

Cover Page

Appendix 'B'

Certificate of the Guide

Certified that the work incorporated in the dissertation/thesis _____ (Title) submitted by Mr./Ms _____ was carried out by the candidate under my supervision/ guidance. Such material has been obtained from other sources and has been duly acknowledged in the dissertation /thesis.

Date:

(Supervisor/ Research Guide)

Appendix 'C'

Declaration by the Candidate

I declare that the dissertation /thesis entitled _____ submitted by me for the degree of Master of Arts is the record of work carried out by me during the period from _____ to _____ under the guidance of _____ and has not formed the basis for the award of any degree, diploma, associateship, fellowship, titles in this or any other University or other institution of Higher learning.

I further declare that the material obtained from other sources has been duly acknowledged in the dissertation.

Date :

Signature of the Candidate

Core Paper-1 PAPS-241: Areas of Counselling

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At the conclusion of this course, students will be able to:

- know the application of counselling at educational and career setting
- understand the counselling at workplace setting
- engage with the counselling at clinical setting
- study the counselling in special situations

Course Contents:

Unit-1: Counselling in the Educational Setting and Career Counselling

Lecture-12

- 1.1. School counselling: School counsellor, his role and responsibilities, system of school counselling,
- 1.2. Counselling for Emotionally Disturbed children, ADHD, LD
- 1.3. College and career counselling, Career theories
- 1.4. Campus recruitment and training programs

Unit-2: Counselling at Workplace Settings

Lecture-12

- 2.1. Workplace counselling, nature and skills
- 2.2. Models of workplace counselling
- 2.3. Occupational stress-Theoretical models of stress
- 2.4. Workplace counselling in India

Unit-3: Counselling in clinical settings

Lecture-12

- 3.1. What is Psychological First Aid? Its applications, PFA for Students and Teachers
- 3.2. PTSD, Grief Counselling
- 3.3. Counselling the Terminally Ill, geriatric counselling
- 3.4. Rehabilitation Counselling in the Hospital

Unit-4: Counselling in Special Situations

Lecture-12

- 4.1. Relationship counselling, social Injustice Issue counselling
- 4.2. Addiction counselling, anger control
- 4.3. Suicide counselling, nature, definition and types, prevention
- 4.4. Modern Trends in counselling- Life Coaching, Mentoring, Consulting, Training Mental Health ACT.

References:

- Berman, Pearl and Shopland Susan (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum
- Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Edn). Taylor and Francis
- Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Edn). Open University Press
- Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy(4th Edn). Sage Publications.
- Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Edn.). Pearson
- Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Edn). Pearson
- Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.
- Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage
- Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5th Edn). Wadsworth
- Rao, S. N. (2006). Counselling and Guidance (2nd Edn). Tata McGraw Hill
- Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.
- Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata McGraw Hill Education Private Limited.

Paper-2: PAPS-242 :PSYCHOPATHOLOGY-2

At the end of this semester, students would be able to

- 1: Know the personality disorders
- 2: Identify the classification of the symptoms of mental disorder
- 3: Understand the causes, criteria of abnormal behaviour

Course contents:

Unit-1: Personality Disorders

Lecture-12

- 1.1. Cluster-A- Characterised by odd and eccentric behaviours
- 1.2. Cluster-B- Characterised by dramatic, emotional and erratic behaviors
- 1.3. Cluster-C- Characterised by anxious or fearful behaviours
- 1.4. DSM-5TR Personality assessment

Unit-2: Sexual Dysfunctions, Gender Dysphoria, Paraphilic Disorders

Lecture-12

- 2.1. Sexual Dysfunctions- Causes, symptoms and treatment
- 2.2. Gender Dysphoria - Causes, symptoms and treatment
- 2.3. Paraphilia- Causes, symptoms and treatment
- 2.4. DSM-5TR criteria for different sexual dysfunctions, gender dysphoria and paraphilia

Unit-3: Schizophrenia Spectrum And Other Psychotic Disorders

Lecture-12

- 3.1. Schizophrenia- Introduction and historical perspective
- 3.2. Positive and negative symptoms of schizophrenia
- 3.3. Other psychotic disorders
- 3.4. DSM-5 TR criteria for schizophrenia

Unit-4: Neurodevelopmental, Neurocognitive And Sleep-Wake Disorders

Lecture-12

- 4.1. ADHD, LD, Autism
- 4.2. Major and mild Neurocognitive disorders – Parkinson’s, Huntington’s, Alzheimer’s disease
- 4.3. Sleep-wake disorders
- 4.4. DSM-5TR criteria for neurocognitive disorders

References:

- Barlow, David H.; Durand, Mark V.; Hofmann, Stefan G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edn). Cengage Learning
- Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17th Edn.). Pearson
- Comer, Ronald J; Comer, Jonathan S. (2018). *Abnormal Psychology* (10th edn). Worth Publishers
- Dozois, David J. A. (2019). *Abnormal Psychology: P E R S P E C T I V E S* (6th Edn). Pearson
- DSM-5 TR (2022) *Diagnostic and Statistical Manual of Mental Disorders* (6th Edn). American Psychiatric Association
- Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka Susan (2017). *Abnormal Psychology* (17th Edn). Pearson
- ICD-11 (2018).
- Kearney, Christopher A.; Trull, Timothy J. (2018). *Abnormal Psychology & Life: A Dimensional Approach* (3rd Edn). Cengage Learning
- Nevid, Jeffrey S.; Rathus Spence A.; Greene Beverly (2018). *Abnormal Psychology: In a Changing World* (10th edn). Pearson
- Nolen-Hoeksema, Susan (2013). *Abnormal Psychology* (6th Edn). McGraw-Hill
- Sue David, Sue Derald Wing, Sue Diane, Sue Stanley (2016). *Understanding Abnormal Behavior* (11th Edn). Wadsworth Publishing

Paper-3: PAPS-243 : PSYCHOTHERAPIES

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After completion of this course the students will be able to:

1. explain what is psychotherapy and what are its ingredients
2. explain what is psychotherapy and therapist skills
3. compare varieties of psychotherapies and identify best kind of psychotherapy
4. explain activities that are conducted by psychotherapist in the initiate phase such as establishing working relationship, evaluating problems, making diagnosis, and estimating prognosis
5. describe and evaluate the process and techniques of various psychotherapies

Course contents:

Unit-1: Introduction to Psychotherapies and Psychoanalytic Approach Lecture-12

- 1.1 Nature, Definition and Objectives of Psychotherapies, Therapeutic Process
- 1.2 Basic Psychotherapeutic Skills, Characteristics of Good Therapist and Client
- 1.3 Psychoanalytic Therapies: Classical & Modern
- 1.4 Transactional Analysis

Unit-2: PSYCHOTHERAPIES - I Lecture-12

- 2.1 Basic assumptions and various forms of behaviour therapy
- 2.2 Systematic Desensitization, eye movement desensitization & Flooding, Implosive Therapy
- 2.3 Aversive Therapy, Biofeedback Technique, Assertiveness Training, Psychodrama
- 2.4 Autogenic Psychotherapy, Brief therapy, Core process psychotherapy

Unit-3: PSYCHOTHERAPIES - II Lecture-12

- 3.1 Cognitive Therapies: A) REBT, B) Mind-fullness & REBT C) Beck's Cognitive Therapy,
- 3.2 Roger's Client Centered Therapy
- 3.3 Gestalt Therapy, Empty Chair Technique
- 3.4 Logo Therapy & Reality Therapy

Unit-4: PSYCHOTHERAPIES – III Lecture-12

- 4.1 Lazarus Multimodal Therapy
- 4.2 Eastern Therapies: A) Vipassana, Zen Buddhism, B) Islam & Sufism, C) Yoga Therapy

4.3 Family Therapy, Group therapy

4.4 Recent trend in Psychotherapies, Narrative, Play, Art, Music & Dance Therapies (Arts Based Therapies) etc.

References :

- Ajay, S. (1989). *Psychotherapy: East and West*. Hinsdale, Penn.: Himalayan International Inst.
- Beck, A.T. (1976). *Cognitive therapy and behavior disorders*.
- Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications.
- Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology (15th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.
- Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions 4thEdn*. Pearson Education: India.
- Cliffs, N.J.: Prentice-Hall.
- Corey, G. (2008). *Theory and practice of group counseling*. Thomson Brooks/Cole: Belmont CA
- Corsini, R.J. & Wedding, D. (Eds.) (1995). *Current psychotherapies*. Itasca, Ill.: F.E. Peacock.
- Ellis, A. & Harper, A. (1975). *A new guide to rational living*. Englewood.
- Gregory, R.J. (2005). *Psychological Testing (4th ed.)*. Delhi: Pearson education Pte.Ltd.
- Nelson R ., Jones (2009) *Theory and Practice of Counselling and Therapy (4th Ed)* Sage Publication.
- Prochaska, J.O., & Norcross, J.C. (2007). *Systems of psychotherapy: a transtheoretical analysis. 6th Edn*. Thomson Brooks/Cole: Belmont, CA : USA.
- Rama,S. Ballentine, R. &Ajaya, S.(1976). *Yoga and psychotherapy*. Hinsdale, PA: Himalayan International Inst.
- Richard S. Sharf (2012) *Theories of Psychotherapy & Counseling - Concepts and Cases, 5th Edition*, BROOKS/COLE, CENGAGE Learning.
- Rimm, D.C. & Masters, J.C. (1987). *Behavior therapy: Techniques and empirical findings*. New York: Harcourt, Brace, Jovanich.
- Stewart, I. (2000). *Transactional analysis counseling in action*. London: Sage.
- Veereshwar, P. (2002). *Indian systems of psychotherapy*. Delhi: Kalpaz publications
- Verma, L. (1990). *The management of children with emotional and behavioral difficulties*. London: Routledge.
- Watts, A. W. (1973). *Psychotherapy: East and West*. London: Penguin books.
- Woolfe, R. & Dryden, W. (Eds.) (1996). *Handbook of counseling psychology*. New Delhi: Sage.

Paper-4: PAPSP-244 : PRACTICUM

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GENERAL INSTRUCTIONS:

1. Each batch of practicum should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
4. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.

PREREQUISITES & SKILLS:

Before starting to work on actual work students must be learn about-

- Case History taking and Behavioral observation
- Mental status examination and MMSE
- Clinical Interview and SCID-II
- Syntheses of information from different sources
- Ethics in Clinical assessment & research

Students should select at least 10 types of maladapted cases in consultation with the teacher, and prepare a detailed report of 5 cases and among them students should present at least three cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Assessment and multi-axial diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. News breaking.
- f. Contracting of therapy sessions.
- g. Writing session reports for each case.
- h. Presentation of 3 cases in classroom

PRACTICUM ASSESSMENT (100 MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (50 Marks).

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-15 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-15 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders.- 10 marks

b. Semester-End Examination (SEE)-50 Marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by the External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
6. There will be no presentation of cases before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiners only.
8. Remuneration for External Examination will be equally divided between the two examiners.
9. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Break –up of 50 marks for external examination will be as follows:

1. Analysis of 2 hypothetical problems and its reports (20 marks, i.e.10 marks each)-1 ½ hours.
2. Viva -15 marks
3. Practicum reports-15 marks