



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A./M.Sc. Clinical Psychology**  
**Semester III (Batch 2023-2025)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MACLPSY 301</b>	<b>CC</b>	<b>Advanced Clinical Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

\***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objective (CEOs):**

**CEO1:** Know the role of Clinical Psychologist in Different Fields.

**CEO2:** Familiarity with Different models & perspectives of clinical psychology

**CEO3:** Understand the Methods of Evaluating Clinical Intervention, Problems Involved in Evaluation of Clinical Intervention

**CEO:4** Familiarity with the Application & practical approach in clinical psychology

**CEO5:** Remember the roles and functions of clinical psychologists.

**Course Outcome (Cos):** The students will be able to:

**CO1:** Understand the role of Clinical Psychologist in different areas.

**CO2:** Explore applied side of Clinical Psychology

**CO3:** Identify application & practical approach in clinical psychology.

**CO4:** Explore different career options in clinical psychology.

**CO5:** Identify various types of tests in clinical use.

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**MACLPSY301**  
**Advanced Clinical Psychology**

**Contents Unit I**

**Introduction of Clinical Psychology:** Meaning, Nature, Brief History, Development of Clinical Psychology in India, Role/Scope of Clinical Psychologist in Different Fields.

**Unit II**

**Perspectives of Clinical Psychology:** Motivational Perspective, Structural Perspective, Developmental Perspective, and Biological Perspective.

**Models of Clinical Psychology:** Psychodynamic Model, Behavioral Model and Learning Theory Model

**Unit III**

**Clinical Assessment:** Meaning, Nature, Components, Purpose, Stages/Process of Clinical Assessment.

**Techniques of Clinical Assessment:** Case Study Technique, Clinical Interview, Clinical Observation Technique.

**Unit IV**

**Test in Clinical Use:** Role of psychological test in psycho-diagnosis.

**Different tests in clinical use:** WAIS, MMPI, TAT, Rorschach test

**Unit V**

**Clinical Intervention:** Course, Methods, and Problems Involved in Evaluation of Clinical Intervention

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<b>MACLPSY 301</b>	<b>CC</b>	<b>Advanced Clinical Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Recommended Readings:**

- [Bernstein](#), D.A., [Teachman](#), B.A., [Olatunji](#), B.O., [Lilienfeld](#), S.O., (2020). **Introduction to Clinical Psychology: Bridging Science and Practice (9<sup>th</sup> Ed)**. India. Cambridge University Press.
- Korchin, S.J. (2004). **Modern Clinical Psychology**. Delhi, CBS Publication.
- Benjamin J. Sadock, V.A. Sadock, Pedro Ruiz (2015): **Kaplan & Sadock's Synopsis of Psychiatry (11<sup>th</sup> Ed.)**
- Bernstein, D.A., Teachman, B.A. (2020). Introduction to Clinical Psychology, Ninth edition, Cambridge University Press.
- Mandal, S. K. & Mandal, S. (2023). Essentials of Clinical Psychology: An Indian Perspective. Routledge.
- Wolman, B.B. (ed.) (1975). **Handbook of Clinical Psychology**. New York: McGraw-Hill.
- Goldenberg, H. (1983). **Contemporary Clinical Psychology (2nd Ed.)** New York.
- Wolman, B.B. (1978). **Clinical Diagnosis of Mental Disorders: A Handbook**. N.Y. Plenum.
- Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). **Introduction of Clinical Psychology (5th Ed.)**. New Jersey: Prentice Hall.

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<b>MACLPSY302</b>	<b>CC</b>	<b>Psychopathology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

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\***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

CEO1: To understand the etiology, characteristics, and treatment approaches for various eating disorders.

CEO2: To gain comprehensive knowledge about sexual disorders, including sexual dysfunctions, paraphilic disorders, and gender dysphoria.

CEO3: To examine the factors associated with suicide, including risk factors, psychological autopsy, and preventive measures.

CEO4: To explore the nature, causes, and management of somatic symptom and related disorders.

CEO5: To study the impact, treatment, and prevention strategies for substance-related and addictive disorders.

**Course Outcomes (COs):** The student will be able to:

CO1: Describe and differentiate between various eating disorders, their causes, and treatment options.

CO2: Identify and explain the characteristics, etiology, and treatment of sexual disorders, including the normal sexual response cycle.

CO3: Analyze the psychological and social factors associated with suicide and implement strategies for its prevention.

CO4: Evaluate the symptoms, causes, and management techniques for somatic symptom and related disorders.

CO5: Assess the implications of substance-related and addictive disorders, and design effective treatment and prevention plans.

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**MACLPSY302**  
**Psychopathology**

**Unit I**

**Eating Disorders-** Anorexia Nervosa, Bulimia Nervosa, Binge-eating disorder; Etiology and Treatment

**Unit II**

**Sexual Disorders-** Normal Sexuality and Sexual Response Cycle, Sexual Dysfunctions, Paraphilic Disorders, Gender Dysphoria.

**Unit III**

**Suicide Prevention-** Definition, Psychological Autopsy, Etiology and Correlates of Suicide, and Preventive Measures and Strategies.

**Unit IV**

**Somatic Symptom and Related Disorders-** Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder; Etiology and Management.

**Unit V**

**Substance-Related and Addictive Disorders-** Substance Use Disorders, Alcohol and Drug Abuse, Gambling Disorder; Treatment and Prevention Strategies.

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<b>MACLPSY302</b>	<b>CC</b>	<b>Psychopathology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

**List of Practical: (Any Five)**

- Comprehensive Fear Scale
- Anorexia Test
- Sexual Attitude Scale
- Cornell Medical Index Health Questionnaire
- Mental Depression Scale

**Recommended Readings:**

- American Psychiatric Association. (2022). **Diagnostic and Statistical Manual of Mental Disorders (5th ed., text rev.)**. American Psychiatric Publishing.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2022). **Abnormal Psychology** (18th ed.). Pearson.
- Kring, A. M., & Johnson, S. L. (2022). **Abnormal Psychology: The Science and Treatment of Psychological Disorders** (15th ed.). Wiley.
- Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2022). **Atkinson & Hilgard's Introduction to Psychology** (17th ed.). Cengage Learning.
- Oltmanns, T. F., & Emery, R. E. (2021). **Abnormal Psychology** (10th ed.). Pearson.

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<b>MAPSY303</b>	<b>DSE</b>	<b>Neuropsychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Course Educational Objective (CEOs):**

**CEO1:** To gain an understanding of the basics of the human nervous system.

**CEO2:** To explain the various methods of investigation in neuropsychology

**CEO3:** To explain different neuropsychological assessments.

**CEO4:** To outline different neurodegenerative disorders.

**CEO5:** To understand deficits and recovery in brain injury.

**Course Outcome (Cos):** The students will be able to:

**CO1:** Explain structure of nervous system and the process of neuronal communication.

**CO2:** Elaborate the underlying mechanisms in methods of investigations used in neuropsychology.

**CO3:** Develop a deeper understanding in areas of neuropsychological assessment and common neuropsychological tests.

**CO4:** Evaluate and differentiate between different neurodegenerative disorders.

**CO5:** Assess the concepts of brain injury and its classification and understand problems associated with stroke and its recovery.

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**MAPSY303**  
**Neuropsychology**

**Contents**

**UNIT-I**

Introduction to the Human Nervous System: Structure of Brain and Nervous System, Neuronal Communication. Brain Development Stages.

**UNIT -II**

Basic Brain Anatomy and Brodmann's Area; Methods of investigations: Electrophysiological- Single cell recording, EEG and ERP; Scanning and imaging –CAT, PET, MRI, and fMRI.

**UNIT-III**

Neuropsychological assessment: Common Areas of Assessment, NIMHANS Neuropsychological Battery, and PGI Battery of Brain Behavior Dysfunction.

**UNIT-IV**

Neurodevelopmental Disorders – Learning Disabilities, ADHD, Autism, Mental Retardation. Neurodegenerative disorders: Parkinson's, Alzheimer, Huntington;

**UNIT-V**

Deficits, Recovery, Adaptation and Rehabilitation: Brain Plasticity, Brain Injury and its Classification, Stroke and Recovery.

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**Recommended Readings:**

- Kolb, B., Whisaw, I. Q. (1990). **Fundamentals of neuropsychology**. New York: Freeman, W.H.
- Naatanen, R. (1992). **Attention and brain function**. Hillsdale: LEA.
- Parsuraman, R. (1998). **Attentive brain**. London: MIT Press.
- Boller, F. & Grafman, J, (1988) **Handbook of neuropsychology**. New York: Elsevier.
- Rapp, B. (Ed.) (2001). **The handbook of cognitive neuropsychology**. Chestnut Street: Psychology Press.
- Gazzaniga, M. S. (2002). **Cognitive neuroscience: The biology of mind**(2<sup>nd</sup> Ed.). New York: W. W.Norton & Company.

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<b>MAPSY304</b>	<b>DSE</b>	<b>Workplace Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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\***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

**CEO1:** To understand the theories of work psychology with respect to individual differences.

**CEO2:** To gain knowledge of methods of personnel selection.

**CEO3:** To understand attitude and behavior of people at work.

**CEO4:** To explain decision making in team and group and workplace stress.

**CEO5:** To understand organizational culture change, leadership, and career management.

**Course Outcome (Cos):** Students will be able to:

**CO1:** Practice and research concepts of work psychology.

**CO2:** Analyzing jobs, selection effectiveness in personnel selection.

**CO3:** Assessing motivation behind attitude and behavior of people at work.

**CO4:** Outline the workplace stressors, decision making in groups and team.

**CO5:** Evaluate organizational culture change, leadership, and career management.

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**MAPSY304**  
**Workplace Psychology**

**Contents**

**Unit I**

Introduction to Work Psychology, Theories and Practice in Work Psychology, Individual Differences.

**Unit-II**

Personnel Selection: Analyzing Jobs, Competencies, and Selection Effectiveness; Assessment Methods.

**Unit III**

Assessing People at Work, Attitudes at Work, Work Behavior and Work Motivation.

**Unit IV**

Decisions, Groups, and Teams at Work; Stress in the Workplace.

**Unit V**

Leadership, Career Management, and Understanding Organizational Change and Culture.

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			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
<b>MAPSY304</b>	<b>DSE</b>	<b>Workplace Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

**Recommended Readings:**

- Grant, A. M. (2017). **The flourishing of human beings: Positive psychology and the life well-lived.** Oxford University Press.
- Duffy, M. K., & Ganster, D. C. (Eds.). (2017). **Managing relationships in organizations: Theoretical and conceptual perspectives.** Routledge.
- Tims, M., & Bakker, A. B. (Eds.). (2019). **Work engagement: A handbook of essential theory and research.** Psychology Press.
- Antoniou, A.-S. G., & Cooper, C. L. (Eds.). (2016). **New directions in organizational psychology and behavioral medicine.** Gower Publishing.
- Cortina, L. M. (2020). **The Oxford handbook of sexual harassment in the workplace.** Oxford University Press.
- Leiter, M. P., & Bakker, A. B. (Eds.). (2010). **Work engagement: A handbook of essential theory and research.** Psychology Press.

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**M.A./M.Sc. Clinical Psychology**  
**Semester III (Batch 2023-2025)**

COURSECODE	CATEGORY	COURSENAME	TEACHING&EVALUATIONScheme									
			THEORY			PRACTICAL			L	T	P	CREDITS
			ENDESEM University Exam	Two Term Exam	Teachers Assessment*	ENDESEM University Exam	Teachers Assessment*					
MAPSY305	DSE	Health Psychology	60	20	20	30	20	3	0	0	3	

**Legends:**L-Lecture;T-Tutorial/TeacherGuidedStudentActivity;P-Practical;C-Credit.

\***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10marks.

**Course Educational Objectives (CEOs):**

CEO1: To be aware of the nature and significance of the emerging area of health psychology along with the importance of social psychological processes in the field of health psychology.

CEO2: To understand the relationship between psychological factors and physical health.

CEO3: To know and analyze the behavior of individuals and mental health management.

CEO4: To relate Health Psychology with the major concepts within the field, Health behaviors and stress.

CEO5: To develop understanding about health promotion and prevention.

**Course Outcomes (COs):**

CO1: Develop thinking to learn ways to improve quality of life.

CO2: Define and explain one or more key models, principles or theories in Health Psychology that are used to change health behavior.

CO3: Critically evaluate the role of psychological, social, and behavioral factors in health and illness.

CO4: Construct an understanding of the application of various strategies to cope with stress.

CO5: Identify various health promotion activities and describe the health prevention and control techniques.

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			THEORY			PRACTICAL			L	T	P	CREDITS
			ENDESEM University Exam	Two Term Exam	Teachers Assessment*	ENDESEM University Exam	Teachers Assessment*					
MAPSY305	DSE	Health Psychology	60	20	20	0	0	3	0	0	3	

**MAPSY305**

**Health Psychology**

**Contents:**

**UNIT-I**

**Introduction:** Nature, Aim and Need of Health Psychology; Biopsychosocial Model of Health: Biomedical Model, Health Belief Model, Precaution Adoption Model, Traditional Indian Healing Systems, Health Care Network in India.

**UNIT-II**

**Biological Foundations of Health and Illness:** Brief Concept of The Nervous System, The Endocrine System, The cardiovascular system, The Respiratory System, The Digestive System, The Renal system, The Reproductive system, The Immune system.

**UNIT-III**

**Stress and Coping:** Nature, Types and Sources of Stress, Effects of Stress on Physical and Mental-health Stress and Illness, Management of Stress.

**Coping Interventions.;** Coping with Stress and Resilience, Coping Style, Problem-Focused Coping, Coping Outcomes and Interventions-Mindfulness and Mediation Cognitive-Behavioral Techniques.

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			THEORY			PRACTICAL			L	T	P	CREDITS
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*					
<b>MAPSY305</b>	<b>DSE</b>	<b>Health Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

#### UNIT-IV

Health Behaviors: Health Behaviors and Health Habits, Changing Health Behaviors Through Social Engineering, Health-Promoting Behaviors: Exercise, Healthy Diet, Sleep ,Accident Prevention, Vaccinations and Screening.

#### UNIT-V

**Research in Health Psychology:** Conducting and Evaluating Research in Health Psychology, Health and wellness, Health-Compromising Behaviors: Obesity, Smoking, Alcohol Abuse Internet Addiction. Application of Health Psychology to Chronic Illness.

#### Recommended Readings:

- Friedman, H. S., & Schustack, M. W. (2020). **Personality: Classic theories and modern research** (6th ed.). Pearson.
- Sarafino, E. P. (2019). **Health psychology: Biopsychosocial interactions** (9th ed.). Wiley.
- Ogden, J. (2012). **Health psychology: A textbook** (5th ed.). McGraw-Hill Education.
- Antonovsky, A. (1987). **Unraveling the mystery of health: How people manage stress and stay well**. Jossey-Bass.
- Straub, R. O. (2014). **Health psychology: A biopsychosocial approach** (4th ed.). Worth Publishers.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY306	P/D/I	Minor Research Project-I	0	0	0	30	20	0	0	6	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

\***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

**MAPSY306**  
**Minor Research Project-I**

**Course Educational Objectives (CEOs):**

**CEO1:** To train students in writing final year research proposals in Clinical/Counselling/Applied Psychology, emphasizing research problems, hypotheses, literature review, and research designs.

**CEO2:** To enable students to learn practical aspects of research.

**CEO3:** To train students in behavioral science analysis and writing.

**Course Outcomes (Cos):** The students will be able to:

**CO1:** Review and analyze critical research in a specific area of Clinical/Counselling/Applied Psychology.

**CO2:** Acquire knowledge and competency in the design and completion of research studies in Clinical/Counselling/Applied Psychology.

**CO3:** Explain and apply skills in critical analysis learned in the classroom as well as through practical exposures methods and techniques of field research.

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