



**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./M.A.+Ph.D (Clinical Psychology)**  
**Semester IV (Batch 2021-2023)**

COURSE CODE	CATEG ORY	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>MSCLPSY 401</b>	<b>CC</b>	<b>Neuropsychological Rehabilitation</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 following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objective (CEOs):**

- CEO1: To gain an understanding of the history of the development of rehabilitation psychology.
- CEO2: To explain different neuropsychological syndromes and disabilities.
- CEO3: To gain an understanding of the scope of work in the field of rehabilitation psychology.
- CEO4: To identify different processes involved in the types of rehabilitation
- CEO5: To explain brain structures and related dysfunctions.

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

- CO1: Outline the historical development of neuropsychological rehabilitation as a scientific field.
- CO2: Describe the neuropsychological dysfunctions and their therapeutic techniques.
- CO3: Understand the role of Rehabilitation psychologists and their area of work.
- CO4: Discuss the different kinds of rehabilitation and the issues associated with each one of them.
- CO5: Identify major brain areas, their functions and associated pathology.

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**MSCLPSY401**  
**Neuropsychological Rehabilitation**

**Contents**

**Unit I**

Introduction to Neuropsychological Rehabilitation: Basic Concepts, Historical antecedents and approaches, Recovery vs. Rehabilitation.

**Unit II**

Neuropsychological Deficits and Disorders: Epilepsy, Mental Retardation and Learning Disabilities, Aphasia, Apraxia, and Agnosia.

**Unit III**

Work Settings of Rehabilitation Psychologists, Designing Training Programs for Rehabilitation Psychologists, Role of psychologist in Rehabilitation.

**Unit IV**

Types of rehabilitations: Cardiac Rehabilitation; Cancer Rehabilitation, Occupational Rehabilitation, Psychiatric Rehabilitation, Psychological and Vocational Rehabilitation

**Unit V**

Lobular Functions and Related Pathology: Frontal, Parietal, Occipital, Temporal Lobe Structure and Syndromes. Cortex – areas and functions

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**Recommended Readings:**

- Boller, F. & Grafman, J, (1988). **Handbook of neuropsychology**. New York: Elsevier.
- Kolb, B., & Ian, Q. W. (1990). **Fundamental of neuropsychology**. New York: Freeman.
- Mukundan, C. R. (2007). **Brain experience; The experiential perspectives of the Brain**. New Delhi: Atlantic Publisher's.
- Ponsford, J. (Ed.) (2004). **Cognitive and Behavioural Rehabilitation**. New York: Guilford.
- Naatanen, R. (1992). **Attention and brain function**. Hillsdale: LEA.
- Parsuraman, R. (1998). **Attentive brain**. London: MIT Press.

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<b>MSCLPSY 402</b>	<b>CC</b>	<b>Psychotherapy and Counselling</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>

**Course Educational Objectives (CEOs):**

- CEO 1: Understand the basics of psychotherapy.
- CEO 2: Familiarity with different types of Psychotherapy.
- CEO 3: Relate to assessment in psychotherapy.
- CEO 4: Describe basics of the counselling.
- CEO 5: List the special forms of psychotherapy.

**Course Outcomes (COs):** The students should be able to:

- CO 1: Apply the basic of therapeutic skills.
- CO 2: Compare and contrast the different types of psychotherapy.
- CO 3: Identify the components of assessment in psychotherapy.
- CO 4: Explain the need and scope of counselling.
- CO 5: Apply the knowledge of psychotherapy in special areas.

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**MSCLPSY402**  
**Psychotherapy**  
**and**  
**Counselling**

**Contents**

**Unit I**

**Basics of Psychotherapy-** Meaning and Definition, History, Goals/Purpose, Code of Ethics and Issues in Psychotherapy, and Client -Therapist Relationship.

**Unit II**

**Psychotherapeutic Interventions-**Psychoanalysis and Psychodynamic Therapy, Humanistic-Existential, Gestalt Therapy, Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy, Behaviour Therapy.

**Unit III**

**Assessment in Psychotherapy-** Setting the stage; The intake Interview, Behavioral coding, Case history taking, and Termination of Psychotherapy.

**Unit IV**

**Introduction to Counseling Psychology-**Definition, Goals, Historical Development, Professional and Ethical Issues in Counselling; Difference between Counseling and Other Associated Helping Professions- Psychotherapy, Psychiatry, Social Work, and Guidance.

**Unit V**

**Counselling Process-** Counselling Skills, Challenges Faced by Counsellor, and Stages of Counselling.  
**Crisis Intervention:** Suicide, Grief, and Sexual Abuse.

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

- Personal Values Questionnaire
- Family Environment Scale
- Case Conceptualization and Treatment Planning
- Social skills problem checklist
- Mental Health Battery
- Self-Disclosure Inventory

**Recommended Readings:**

- Seligman, L. & Reichenberg, L. W. (2010). **Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills**. 3rd Ed. Indian reprint: Pearson Corey, G. (2009). **Counselling and Psychotherapy; Theory and Practice**. (7th Ed.) New Delhi: Cengage Learning. Woolfe, R., Dryden, W., & Strawbridge, S. (2010). **Handbook of counselling psychology** (3<sup>rd</sup> Ed). London: Sage Publication Ltd.
- Fouad, N.A. (2012). **APA Handbook of counseling psychology**. Washington: American Psychological Association.
- Cormier, S., & Hackney, H. (2013). **Counseling strategies and interventions** (8<sup>th</sup> International Edition). London: Pearson.
- Erford, B. (2013). **Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations** (2<sup>nd</sup> Ed.). London: Pearson.
- Gladding, S. T. (2014). **Counseling: A comprehensive profession**. New Delhi: Pearson Education.

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<b>MSCLPSY 403</b>	<b>CC</b>	<b>Psychopharmacology</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 Objectives (CEOs):**

- CEO1: To understand the basic principles of pharmacokinetics and pharmacodynamics in psychopharmacology.
- CEO2: To gain a deeper understanding of the process of chemical transmission in neurotransmitters.
- CEO3: To learn about the different psychopharmacological drugs and issues related to their administration.
- CEO4: To classify different psychopharmacological therapies and major concerns in their use.
- CEO5: To explain types of addictive substances and associated dependence.

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

- CO1: Understand concepts of psychopharmacology and the different techniques in neuropharmacology.
- CO2: Illustrate the process of chemical signaling in neurotransmitters.
- CO3: Categorize psychoactive drugs and their effect on human body.
- CO4: Identify the major concerns and modes of action in the use of different psychopharmacological substances.
- CO5: Classify addictive substances, their dependence and related treatment.

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**MSCLPSY403**  
**Psychopharmacology**

### Contents

#### Unit I

Introduction to Principles of psychopharmacology: Historical Overview, Pharmacokinetics, and Pharmacodynamics, Legal, Ethical and Economic Issues in Psychopharmacological Treatment

#### Unit II

Neurotransmitters, Chemical Signaling by Neurotransmitters and Second Messengers' System, Neurotransmitter Receptors, Hormones and their functions.

#### Unit III

An overview of basic principles of pharmacology with an emphasis on psychoactive drugs, Classification of psychoactive drugs (Stimulants, Depressants, Opioids, Barbiturates, and Cannabinoids) and their effects

#### Unit IV

Psychopharmacological therapy: Overview of psychopharmacological therapy; Indications, mode of action and major concerns in the use of Anxiolytics, Hypnotics, Antidepressants, and Mood Stabilizers.

#### Unit V

Pharmacological substances: Alcohol, Antidepressants, Antipsychotics, Benzodiazepines, Hallucinogens, Hypnotics, Opioid

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**Recommended Readings:**

- Bloom, F.E., Iverson, S.D., Roth, R.H., & Iversen, L.L. (2008). **Introduction to Neuropsychopharmacology**. New York: Oxford university Press.
- Ettinger, R.H. (2010). **Psychopharmacology**. NJ: Pearson education, Inc.
- Julien, R.M., Advokat, C.D. & Comaty, J.E. (2011). **A Primer of Drug Action**. New York: Worth publisher.
- Mckim, W.A. & Hancock, S. (2012). **Drugs and Behavior: Introduction to Behavioral pharmacology**. Pearson.
- Meyer, J.S. & Quenzer, L.F. (2013). **Psychopharmacology: Drugs, the Brain and Behavior**. MA: Sinauer Associates, Inc.

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<b>MSCLPSY404-E1</b>	<b>DSE</b>	<b>Sports 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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**Course Educational Objectives (CEOs):**

CEO1: To know evolving field of sports psychology and exercise psychology

CEO2: To learn role of personality in sports

CEO3: To understand the level of motivation and performance in sports.

CEO4: To learn strategies for enhancing confidence in athlete on ground.

CEO5: To learn the social and psychological skills for developing a trusting relationship in athletes.

**Course Outcomes (COs):** Students will be able to:

CO1: Familiarizing with the evolving field of sports and exercise psychology as a profession and having knowledge about its specialties particularly clinical-sport psychology and educational psychology

CO2: Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.

CO3: Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

CO4: Knowing the key aspects of designing and implementing a psychological skills training program and the important psychological skills in training (e.g. focusing attention, arousal regulation, enhancing confidence, and improving motivation.)

CO5: Developing an effective social and psychological skills for trusting relationship in sportspersons.

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**MSCLPSY404-E1**  
**Sports Psychology**

**Contents:**

**Unit-I**

**Introduction:** Meaning and History of sport and exercise psychology, Sport psychology specialties: Clinical-sport psychology, Role of exercise and sport psychologists – teaching, research and consultation.

**Unit-II**

**Personality and sport:** Meaning and Approaches of personality, Personality testing in sport and exercise, Sport personality questionnaire, Personality type and sport performance.

**Unit-III**

**Motivation:** Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sportspersons

**Unit-IV**

**Enhancing Performance and Self-Confidence:** Psychological skills training (PST): PST knowledge base and its effectiveness, Phases of PST programs: Education and practice, Designing and implementing a PST program: Defining self-confidence, assessing and building self-confidence.

**Unit-V**

**Social and Psychological Dimensions:** Teams and Team Performance: Aggression, Cohesion and Audience Effect, Leadership in Sports; Competition and Cooperation.

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**Recommended Readings:**

- Cox, R.H (2002) Sport Psychology: Concepts and Applications (5th edition) Boston: McGraw-Hill.
- Robert, G.C., Spink, K.S., and Pemberton, C.L (1999) Learning Experiences in Sport Psychology (2nd edition), Champaign, IL: Human Kinetics. Leunes.
- A and Nation, J.R (2002) Sports Psychology. USA: Thomson Learning. Andersen, M.B. (2005). Sport Psychology in Practice.
- Horn, T. S. (Ed.) (2002). *Advances in sport psychology*. USA: Human Kinetics Publishers.
- Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology*. USA: Human Kinetics Publishers, Inc.

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**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A./M.Sc./M.A.+Ph.D (Clinical Psychology)**  
**Semester IV (Batch 2021-2023)**

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>MSCLPSY 404-E2</b>	<b>DSE</b>	<b>Child 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 following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO 1: Comprehend the concept of child growth and development and the factors influencing it.
- CEO 2: Outline stages of prenatal development, birth, and newborn.
- CEO 3: Comprehend the development milestones in different areas of development.
- CEO 4: Understand the concept of learning through various learning theories.
- CEO 5: Discuss the educational approaches care for children with special needs.

**Course Outcomes (COs):** Students will be able to:

- CO 1: Define basic concepts of child psychology.
- CO 2: Explain the child development journey from prenatal to newborn.
- CO 3: Examine the components of development from infancy to adolescence.
- CO 4: Applications of learning theories.
- CO 5: Relate with governmental schemes for children with special needs.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MSCLPSY404-E2</b>	<b>DSE</b>	<b>Child 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>

**MSCLPSY404-E2**  
**Child Psychology**

**Contents**

**Unit –I**

**Concept of Child Development-** Nature and Scope of Child Psychology; Difference between Maturity, Growth and Learning.

**Factors Affecting Child Development-** Gender Difference, and Genetics and Environmental Interaction.

**Unit-II**

**Concept of Prenatal Development-** Nature, Factors Influencing Prenatal Development, Birth and Newborn.

**Unit-III**

**Developmental Characteristics (0-18 Years)-** Physical Development, Cognitive Development, Emotional Development, Social Development, Moral Development, and Language Development.

**Unit-IV**

**Concept of Learning-** Nature of Learning, Theory of Trial-and-Error Learning, Theory of Classical and Operant Conditioning.

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<b>MSCLPSY 404-E2</b>	<b>DSE</b>	<b>Child 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-V

**Children with Special Needs-** Learning Disabilities and Intellectual Disability; Educational Approaches and Government Schemes for Special Children in India.

### Recommended Readings:

- Harwood, R. Miller, S. A., R. (2008). **Child Psychology: Development in a Changing Society**. John Wiley & Sons Inc.
- Santrock, J.W. (2011). **A Topical Approach to Life-Span Development**. New Delhi: Tata McGraw-Hill Edition.
- Shenk, D. (2010). **The Genius in All of Us**. New York: Doubleday/Random House.
- Dixon, W. E. (2003). **Twenty Studies that Revolutionized Child Psychology**. Upper Saddle River, NJ: Prentice Hall.
- Lerner, R. M. (Series Ed.) (2015). **Handbook of Child Psychology and Developmental Science**. Volumes I, II, III and IV. Hoboken, New Jersey: Wiley.
- Bornstein, M.H. & Lamb, M.E. (2018). **Developmental Science: An Advanced Textbook** (6th Ed.), New York: Psychological Press.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MSCLPSY 404-E3</b>	<b>DSE</b>	<b>Consumer 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 following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO1: To know the basic concepts of consumer psychology.
- CEO2: To aware with consumer attitude and personality.
- CEO3: To concepts underlying advertising and social influence.
- CEO4: To importance of self and online identity in the virtual world.
- CEO5: To understand online search and advertising in relation to consumer behavior.

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

- CO1: Define basic concepts related to qualitative marketing research.
- CO2: Explain the consumer attitude and personality.
- CO3: Elaborate the concepts of consumer behavior and social influence.
- CO4: Demonstrate a deeper understanding of behavior in the virtual world and use of social media for brand management.
- CO5: Analyze online advertising and retail consumer behavior with respect to decision making.

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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>MSCLPSY 404-E3</b>	<b>DSE</b>	<b>Consumer 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>

**MSCLPSY404-E3**  
**Consumer Psychology**

**Contents**

**Unit I**

Introduction to Consumer Psychology: Definition, Nature and Methods of Consumer Psychology, Qualitative Consumer and Marketing Research, Approaches to Qualitative Data analysis, Online Observation.

**Unit II**

Consumer Attitudes and Personality Attitudes: Introduction, Models of Attitude, Attitude Formation and Change, Personality: Introduction, Theories of personality, Personality and Understanding Consumer Diversity, Components of Communication.

**Unit III**

Consumer behavior and Social Influence, products prime social networks, Influencing Socially Normative Behaviors

**Unit IV**

Online Consumer Behavior, Self in the virtual world: online identity, authenticity in online communications, Social media, brand management.

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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>MSCLPSY40 4-E3</b>	<b>DSE</b>	<b>Consumer 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 V**

Advertising: Online advertising and online search behavior, Retail consumer behavior, Post-decisional Information Search, Family Decision Making, Digital Forum: The Power of Advertising.

**Recommended Readings:**

- Belk, R. W. & Fischer, E & Kozinets R. V. (2013). **Qualitative Consumer and Marketing Research** Los Angeles: SAGE Publications Ltd.
- Heath, R. (2012). **Seducing the Subconscious, The Psychology of Emotional Influence in Advertising**. West Sussex: Wiley-Blackwell.
- Howard, D., Kirmani, A. & Rajagopal, P. (2012). **Social Influence and Consumer Behavior**. Psychology Press(iv).

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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>MSCLPSY 405</b>	<b>P/D/I</b>	<b>Major Research Project-II</b>	0	0	0	100	0	0	0	0	3

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

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

**MSCLPSY405**  
**Major Research Project-II/**  
**Dissertation**

**Course Educational Objectives (CEOs):**

- CEO1: To train special degree the students in Counseling Psychology writing of their final year research proposals, with emphasis on research problems, hypotheses, literature review and research designs.
- CEO2: To enable the students to learn practical aspects of research.
- CEO3: To train the students in the art of behavioral science analysis and writing.

**Course Outcomes (Cos):** At the successful completion of this course students will be able to:

- CO 1: Review and analyze critically research in a specific area of clinical psychology.
- CO 2: Acquire knowledge and competency in the design and completion of research studies in counseling psychology.
- CO 3: Explain and apply skills in critical analysis.
- CO 4: Learned in the classroom as well as through practical exposure methods and techniques of field research.

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