VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed By: Vanita Vishram, Surat)

1st Women's University of Gujarat

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

M.A. CLINICAL PSYCHOLOGY

SEMESTER 4

SYLLABUS

AS PER NEP-2020

W.E.F 2024-25

9 COURSE STRUCTURE – PAPER TITLES SEMESTER 4

Sem	Discipline Specific Course	Discipline Specific Elective	Multi-Disciplinary	Ability Enhancement Compulsory (AEC)	Skill Enhancement Course (SEC)	Value Added Courses (VAC)	Summer Internship/ Project/ Online Course	Dissertation	Total
	Psychotherapies - I								
		Psychopathology - I							
4		Psychotherapy (Pr)							
								Dissertation	

10 TEACHING AND EVALUATION SCHEME FOR MA CLINICAL PSYCHOLOGY ACADEMIC YEAR 2024-25

Semester	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme				Examination Scheme												Total Marks	Total Credits
					Contact Hour				Theory						Practical							
									Credit	CA		ESE		CA+ESE Passing Max.	Credit	CA		ESE		CA+ESE Passing		
					Theory	Practical	Total	Total Credit		Max.	Passing	Max.	Passing			Max.	Passing	Max.	Passing			
4	PS21370	Core Course	Psychotherapies - II	Psychology	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	PS21380	Core Course	Psychopathology - II	Psychology	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	PS24090	Discipline Specific Elective	Psychotherapy (Pr)	Psychology	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	PS21390	Dissertation	Dissertation	Psychology	0	12	12	12	0	0	0	0	0	0	12	40	16	60	24	40	100	12

11 SYLLABUS

VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
Department of Psychology
M.A. Clinical Program
M.A. II
Semester IV
PS21370: Psychotherapies - II

Credit	4	Contact Hour per week	4

Outline of the Course:

Course type	Theory/Practical
Purpose of Course	This course is designed to familiarize students with different psychotherapy approaches and techniques, helping them build strong foundational skills for working with clients. By studying various theories, students will learn to understand clients' needs better and develop effective strategies for supporting them. Ultimately, the course aims to prepare students to engage empathetically with clients and navigate the challenges of psychotherapy practice with competence.
Course Objective	CO 1. To understand the core principles and techniques of behavioural psychotherapeutic approaches. CO 2. Learning to apply various appropriate therapeutic interventions and applications based on theoretical frameworks related to CBT. CO 3. Developing a comprehensive understanding of other evidence-based approaches such REBT to foster therapeutic change in clients. CO 4. Cultivate skills related to Mindfulness and Other Contemplative Therapeutic Approaches.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	-

Prerequisite	Elementary knowledge of Psychotherapeutic Approaches.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

Course Content

Units	Particulars	% Weightage of Unit	Hours
1	**Behavioural Therapies** Assumptions of Behavioural Therapy Exposure Therapy Assertiveness Training Modeling and Behavioural Procedures	25%	15
2	**Cognitive-Behavioural Therapy (CBT)** Introduction to CBT Components of CBT Structuring Therapy Sessions CBT Interventions	25%	15
3	**Other Cognitive-Behavioural Therapies** Introduction to Rational Emotive Behavioural Therapy (REBT) Process of REBT Applications of REBT Other Alternative Psychotherapies	25%	15
4	**Mindfulness and Other Contemplative Therapies** Introduction to Contemplative Therapies Process of Contemplative Therapies Applications of Contemplative Therapies Treatments of Contemplative Therapies	25%	15
REFERENCE			
Core References			
Corsini, R. J. (2005). *Current Psychotherapies* (8th ed.). Brooks Cole.			

Conte, C. (2009, June 15). *Advanced Techniques for Counseling and Psychotherapy*. Springer Publishing Company.
Beck, J. S. (2011, August 18). *Cognitive Behavior Therapy, Second Edition*. Guilford Press.
Reference books
Beck, J. S. (2011, August 18). *Cognitive Behavior Therapy, Second Edition*. Guilford Press.
Rector, N. A. (2010, October 1). *Cognitive-Behavioural Therapy*. CAMH Publications.

COURSE OUTCOMES:

Upon successful completion of the course,

CO 1	Students will demonstrate a comprehensive understanding of the core principles and techniques of Behavioural psychotherapeutic approaches.
CO 2	Students will be able to analyze and apply theoretical frameworks related to CBT to assess client needs and formulate effective CBT interventions tailored to each individual case.
CO 3	Students will be able to exhibit proficiency in applying evidence-based techniques in REBT and other alternative therapies to facilitate therapeutic change in clients.
CO 4	Students will be able to cultivate a comprehensive understanding of the various process, applications and treatments related to Contemplative Therapies.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Behavioural Therapies	▓			
2	Cognitive-Behavioural Therapy (CBT)		▓		
3	Other Cognitive-Behavioural Therapies			▓	
4	Mindfulness and Other Contemplative Therapies				▓

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	▓	▓	▓		▓		
CO2	▓	▓	▓		▓		
CO3	▓	▓	▓		▓		
CO4				▓	▓		▓

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
Department of Psychology
M.A. Clinical Program
M.A. II
Semester IV
PS21380: PSYCHOPATHOLOGY - II

Credit   4   **Contact Hour per week   4**

Outline of the Course:

Course type	Theory/Practical
Purpose of Course	The purpose of the Psychopathology course is to provide students with an in-depth exploration of mental health disorders prevalent in clinical practice. Throughout the semester, students will delve into the complex nuances of various disorders, including Sexual Disorders and Disruptive, Conduct & Impulse Control Disorders, Substance-Related & Neurocognitive Disorders, Personality Disorders, and Gender Dysphoria. This course aids in a comprehensive understanding of the etiology, manifestations, and treatment implications of these disorders. The course aims to foster competence in clinical assessment and intervention by equipping students with the knowledge and skills necessary to recognize, evaluate, and address mental health issues effectively. By examining real-world case studies and engaging in discussions, students will be prepared to navigate the complexities of psychopathology in clinical settings with confidence and expertise.
Course Objective	CO 1. Understand the classification systems and diagnostic criteria used of the various psychological disorders, based on DSM-5 TR. CO 2. Identify the etiological factors contributing to the development and maintenance of psychopathology. CO 3. Apply theoretical knowledge to recognize and assess symptoms of mental health disorders in clinical practice. CO 4. Develop proficiency in formulating differential diagnoses and treatment plans based on evidence-based practices and client-specific needs.

Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	-
Prerequisite	Elementary knowledge of the various psychological disorders under psychopathology.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

Course Content

Units	Particulars	% Weightage of Unit	Hours
1	**Sexual Disorders and Disruptive, Conduct & Impulse Control Disorders** Definition Types Causes Treatment	25%	15
2	**Substance-Related & Neurocognitive Disorder** Definition Types Causes Treatment	25%	15
3	**Personality Disorders** Definition Types Causes Treatment	25%	15
4	**Gender Dysphoria** Definition Types Causes Treatment	25%	15

REFERENCE

Core References

American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Edn)

Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.

Sarason, I.G, & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10th ed.). Delhi: Pearson Education.

Reference books

Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormal psychology. (9th ed.). New York: Wiley.

Comer, R.J. (2007). Abnormal psychology (6th ed.). New York: Worth Publishers.

COURSE OUTCOMES:

Upon successful completion of the course,

CO 1	Students will demonstrate a comprehensive understanding of the classification systems and diagnostic criteria outlined in DSM-5 TR.
CO 2	Students will be able to identify and evaluate the various etiological factors contributing to the development and persistence of psychopathology, enhancing their insight into the complexity of mental health issues.
CO 3	Students will be able to apply the biological mechanisms in psychological processes such as emotions, motivation, sleep, arousal etc.
CO 4	Students will be able to analyze and apply biological factors in various disorders.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Sexual Disorders and Disruptive, Conduct & Impulse Control Disorders	▓			
2	Substance-Related & Neurocognitive Disorder		▓		
3	Personality Disorders			▓	
4	Gender Dysphoria				▓

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	▓						
CO2		▓					▓
CO3			▓	▓			
CO4					▓	▓	

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VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
Department of Psychology
M.A. Clinical Program
M.A. II
Semester IV
PS24090: PSYCHOTHERAPY (Pr)

| Credit | 4 | Contact Hour per week | 8 |

Outline of the Course:

Course type	Theory/Practical
Purpose of Course	Practical as part of curriculum is a training programme meant to provide hands-on experience and knowledge excel in clinical and counseling environments. This will help to familiarize students with different psychotherapy approaches and techniques, helping them build strong foundational skills for working with clients. Through practical experience, students will develop competencies essential for conducting assessments, formulating treatment plans, and implementing psychotherapeutic interventions effectively
Course Objective	CO 1. Acquire skills in ethical decision-making, adhering to professional standards of confidentiality, establishing and maintaining a therapeutic alliance with clients from diverse backgrounds. CO 2. Practice various psychotherapeutic approaches such as Psychoanalytical, Humanistic, Existential, and Behavioural Therapies. CO 3. Cultivate skills in CBT-related case conceptualization, treatment planning, and ongoing evaluation of therapeutic progress. CO 4. Enhance communication skills for effectively conveying therapeutic concepts and interventions related to other contemporary therapies such as ACT, Mindfulness-Based and Group Therapy to clients.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)

Last Review / Revision	June 2024
Prerequisite	Elementary knowledge of the various psychotherapeutic approaches.
Teaching Methodology	Class Room Teaching, Practicals, and Discussion.
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

Course Content

Units	Particulars	% Weightage of Unit	Hours
1	**Foundations of Psychotherapy** Basic Counselling Skills Ethics in Psychotherapy Establishing Therapeutic Alliance Case Conceptualization Skills	25%	15
2	**Psychotherapeutic Approaches** Key Concepts and Techniques of Psychoanalysis Principles and Interventions in Humanistic Approach Principles and Interventions in Existential Approach Behavioral Therapies	25%	15
3	**Cognitive Behavioral Therapy (CBT)** Overview of CBT Practicing CBT Components Structuring Therapy Sessions Treatment Planning	25%	15
4	**Other Contemporary Therapies** Acceptance and Commitment Therapy (ACT) Solution-Focused Brief Therapy (SFBT) Mindfulness-Based Therapy Group Therapy	25%	15

REFERENCE
Core References
Corsini, R. J. (2005). *Current Psychotherapies* (8th ed.). Brooks Cole.
Conte, C. (2009, June 15). *Advanced Techniques for Counseling and Psychotherapy*. Springer Publishing Company.
Beck, J. S. (2011, August 18). *Cognitive Behavior Therapy, Second Edition*. Guilford Press.
Reference books
Beck, J. S. (2011, August 18). *Cognitive Behavior Therapy, Second Edition*. Guilford Press.
Rector, N. A. (2010, October 1). *Cognitive-Behavioural Therapy*. CAMH Publications.

COURSE OUTCOMES:

Upon successful completion of the course,

CO 1	Students will demonstrate proficiency in ethical decision-making, adhering to professional standards of confidentiality, establishing and maintaining a therapeutic alliance with clients from diverse backgrounds.
CO 2	Students will exhibit skills related to various psychotherapeutic approaches such as Psychoanalytical, Humanistic, Existential, and Behavioural Therapies.
CO 3	Students will have cultivated skills in CBT-related case conceptualization, treatment planning, and ongoing evaluation of therapeutic progress, enabling them to develop effective interventions tailored to client needs.
CO 4	Students will have enhanced their communication skills, enabling them to effectively convey therapeutic concepts and interventions related to other contemporary therapies such as ACT, Mindfulness-Based and Group Therapy to clients.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Foundations of Psychotherapy	■			
2	Psychotherapeutic Approaches		■		
3	Cognitive Behavioral Therapy (CBT)			■	
4	Other Contemporary Therapies				■

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		■			■		
CO2	■	■	■				■
CO3	■	■	■	■			
CO4					■	■	■

Practical Guidelines

1.   Introduction:
Practical is an important pedagogical tool to expose students in a structured way to the testing industry. Psychotherapy practical sessions are an integral component of the Clinical Psychology Master's Program curriculum as it enables the students to use their theoretical knowledge acquired from their respective degree programmes at a professional level in a Clinical and Counseling set-ups. Practicals are mandatory components for the partial fulfillment of the respective Degree Programmes.

2.   General Objectives:
Practical as part of curriculum is a training programme meant to provide hands-on experience and knowledge excel in clinical and counseling environments. Through practical experience, students will develop competencies essential for conducting assessments, formulating treatment plans, and implementing psychotherapeutic interventions effectively.

3.   Specific Objectives:
After completion of the practicals the student will be able to:
- Acquire skills in establishing and maintaining a therapeutic alliance with clients from diverse backgrounds.
- Practice ethical decision-making and adhere to professional standards of confidentiality, boundary-setting, and informed consent in psychotherapeutic practice.
- Enhance self-awareness and understanding of personal biases, and the impact of therapist characteristics on the therapeutic process.
- Cultivate skills in case conceptualization, treatment planning, and ongoing evaluation of therapeutic progress.
- Enhance communication skills for effectively conveying therapeutic concepts and interventions to clients
- Demonstrate proficiency in terminating therapy appropriately and ethically, including addressing termination issues such as unresolved goals, transference reactions, and closure of the therapeutic relationship.

4.   Specific Guidelines for Psychotherapy (Pr) (PS24090):
- The students will be provided orientation on various psychotherapeutic techniques and approaches to be used during practical sessions.
- Students will engage in psychotherapy sessions with their classmates, practicing therapeutic techniques under the supervision and guidance of their course coordinator.
- Upon successful completion of sessions with their classmates, students will be authorized to conduct psychotherapy sessions with other individuals, under strict supervision.
- Students will be required to maintain comprehensive case notes, including details of the therapeutic process, interventions used, and client responses.
- Case reports, including the client's history, reflections and progress notes, will be submitted to the course coordinator for review and feedback.

- Following proper completion and documentation of case reports, students will compile a psychotherapy journal documenting their experiences, reflections, and insights gained during practical sessions.
- The psychotherapy journal will undergo evaluation according to the specified criteria outlined in the evaluation scheme.
- After submission, the psychotherapy journal will be certified by the course coordinator and the head of the department, indicating successful completion of the practical component.
- Students will undergo further evaluation, including written reports, viva examinations or presentations, to assess their understanding and application of psychotherapeutic principles and techniques.

5. Evaluation Scheme:

1. External Evaluation Scheme (60%):

Report Writing	Conduction	Practical Journal	Viva	Total
20 Marks	20 Marks	10 Marks	10 Marks	60 Marks

2. Internal Evaluation Scheme (40%):

Report Writing	Assignment	Viva	Attendance	Total
10 Marks	10 Marks	10 Marks	10 Marks	40 Marks

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M.A. II
Semester IV

PS21390: DISSERTATION

Credit 12	**Contact Hour per week 12**

1. Introduction:

Dissertation serves as a fundamental aspect of the Clinical Psychology Master's Program, providing students with a structured opportunity to engage in scholarly inquiry and contribute to the field. It enables students to apply their theoretical knowledge gained throughout their degree programs to real-world clinical and research contexts. Dissertation work is a compulsory element for the completion of the respective degree programs, offering students a platform to demonstrate their research skills and make significant contributions to the field of clinical psychology.

2. General Objectives:

The Dissertation serves as an integral training component aimed at providing students with hands-on experience and specialized knowledge essential for success in clinical and research settings. Through dissertation research, students will develop competencies necessary for conducting in-depth literature reviews, designing rigorous research studies, analyzing data, and drawing meaningful conclusions. This experience prepares students to contribute to the advancement of knowledge in the field of clinical psychology while honing their research and critical thinking skills.

3. Specific Objectives:

After completion of the Dissertation the student will be able to:
- Conduct comprehensive literature reviews to identify gaps in research and contribute to the advancement of knowledge in specific areas of psychology.
- Design and implement rigorous research methodologies, including appropriate data collection and analysis techniques, to address research questions effectively.
- Demonstrate proficiency in critically evaluating research findings and drawing evidence-based conclusions to inform clinical practice and future research directions.
- Communicate research findings clearly and effectively through written reports and oral presentations, demonstrating the ability to disseminate scholarly work to academic and professional audiences.
- Exhibit ethical conduct throughout the research process, including adherence to principles of confidentiality, informed consent, and integrity in data management and reporting.

4. Specific Guidelines for Dissertation (PS21390):

- Students will receive orientation on research methodologies and literature review techniques relevant to their dissertation topic, ensuring a solid foundation for their research endeavor.

- Under the guidance of their academic supervisor, students will develop a research proposal outlining the aims, objectives, and methodology of their dissertation project.

- Upon approval of the research proposal, students will commence data collection and analysis, adhering to ethical guidelines and best practices in research.

- Throughout the research process, students will maintain detailed records of their methodology, data collection procedures, and any modifications made to the original research plan.

- Regular progress meetings with the academic supervisor will be scheduled to monitor the student's progress, address any challenges encountered, and provide guidance accordingly.

- Students will submit draft chapters of their dissertation for feedback and revision, incorporating suggestions provided by the academic supervisor and committee members.

- Upon completion of the dissertation, students will prepare a final written document adhering to the prescribed format and style guidelines of the department.

- The dissertation will undergo evaluation according to specified criteria outlined in the evaluation scheme, which may include criteria such as clarity of research aims, methodological rigor, critical analysis of findings, and contribution to the field.

- Students may be required to defend their dissertation orally through a viva examination or presentation, providing an opportunity to discuss their research methods, findings, and conclusions with the academic committee.

- Following successful completion of the dissertation and evaluation process, students will receive certification from the department indicating fulfillment of the dissertation requirements for the master's program.

5. Evaluation Scheme:

1. External Evaluation Scheme (60%):

Dissertation	Presentation	Viva	Total
40 Marks	10 Marks	10 Marks	60 Marks

2. Internal Evaluation Scheme (40%):

Presentation	Assignment	Viva	Attendance	Total
10 Marks	10 Marks	10 Marks	10 Marks	40 Marks

12 TEACHING METHODOLOGY

A teaching method comprises the principles and methods used by teachers to enable student learning. In order to achieve its objective of focused process- based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

12.1 LECTURES/CLASS WORKS:

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning. Classwork has the ability to enhance relationships between teachers and students. Create goal- oriented tasks for students to prepare and enable self-learning.

12.2 DISCUSSIONS/ SEMINARS/PRESENTATION:

Discussions / seminars / presentation are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

12.3 CASE STUDIES/ SELF-STUDY:

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned. Technology is transforming higher Education learning and teaching though various case studies to improve overall standards.

12.4 PRACTICAL/PROBLEM SHEET:

Practical ability is the essential requirement for computer science undergraduates' ability structure, and it emphasizes that computer science undergraduates should have a good grasp of theory from practice and then apply the theory to practice, improving them own software developing skills and employ ability.

12.5 ASSIGNMENTS:

Computer science assignments not only help students overcome their fear and stress but also help them learn more interesting facts about the subjects of computer science which are part of their syllabus and also out of curriculum.

12.6 INDUSTRIAL TOURS:

Computer Science students have to know the things practically through interaction, working methods and employment practices. Moreover, it gives exposure from academic point of view. Main aim industrial visit is to provide an exposure to students about practical working environment.

12.7 TEAM WORK:

Teamwork based projects challenge the student to apply the technical knowledge they gain in college to solve meaningful and complex problems. Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

13 KEYWORDS

- Master of Arts (M.A.) Psychology Programme

- Psychopathology II

- Psychotherapies II

- Psychotherapy (Pr)

- Dissertation