

COURSE CURRICULUM

Name of the Program:		BSc Clinical Psychology		Semester : 5		Level: UG	
Course Name		Introduction to Counselling Psychology		Course Code/ Course Type		UBSCP301	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	To tal Cr edi ts	Hours	CIA (Continuou s Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
3	-	-	3	3	40	60	-
Pre-Requisite:					SYBSc.		
Course Objectives (CO):				The objectives of Introduction to Counselling Psychology are: 1. To remember foundational concepts and historical developments in counselling psychology. 2. To understand the core principles and ethical guidelines essential for effective counselling. 3. To apply counselling techniques across various stages of the counselling process. 4. To analyze different counselling approaches and their relevance to specific contexts, such as school or family counselling. 5. To evaluate the effectiveness of counselling interventions and address challenges like resistance or ethical dilemmas.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Define and describe the fundamental concepts and goals of counselling psychology. 2. Illustrate the importance of therapeutic relationships and apply active listening and communication skills. 3. Outline and implement the stages of the counselling process, including assessment, intervention, and evaluation. 4. Differentiate between various counselling approaches and assess their suitability for specific client groups or contexts. 5. Critically evaluate ethical and legal considerations in counselling practice and propose culturally sensitive solutions.			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Counselling: Definition and goals of counselling, Historical evolution of counselling psychology, Characteristics and roles of a counsellor, Differences between counselling, psychotherapy, and guidance, Importance of counselling in mental health and well-being, Educational requirements of a qualified Counsellor	CLO1	9
UNIT II		
Counselling Principles: Core principles of counselling (e.g., empathy, respect, genuineness), Therapeutic relationship: Building rapport and trust, Confidentiality and ethical guidelines, Cultural sensitivity in counselling, Communication skills: Active listening, questioning, and feedback.	CLO2	9
UNIT III		
Process of Counselling: Stages of the counselling process (relationship building, assessment, goal setting, intervention, termination, and follow-up), Techniques for assessment and problem identification, Developing intervention plans, Evaluating progress and outcomes, Dealing with resistance and transference	CLO3	9
UNIT IV		
Types of counselling and their applications: School counselling, Career counselling, Family and marriage counselling, Rehabilitation counselling, Crisis intervention and trauma counselling	CLO4	9
UNIT V		
Contemporary Issues and Trends in Counselling: Integration of technology / AI in counselling (telecounselling, online counselling), Ethical and legal challenges in contemporary counselling, Role of counselling in addressing social issues (e.g., substance abuse, gender discrimination/gender-based violence, workplace stress), Cross-cultural counselling, Future directions in counselling psychology	CLO5	9
Total Hours		45

Learning resources

Textbooks:

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.

Reference Books:

1. Nelson-Jones, R. (2015). *Practical Counselling and Helping Skills*. Sage Publications.
2. Geldard, K., & Geldard, D. (2019). *Basic Personal Counselling: A Training Manual for Counsellors*. Pearson.

3. Egan, G. (2013). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Cengage Learning.
4. American Psychological Association. (2020). *Ethical Principles of Psychologists and Code of Conduct*.

Online Resources/E-Learning Resources

1. <https://www.youtube.com/watch?v=xqnv9fUQ-64>
2. <https://www.youtube.com/@CounsellingTutor>
3. <https://www.psychotherapy.net/>
4. <https://drjosephhammer.com/resources/list-of-counseling-and-psychotherapy-demonstration-videos/>

Name of the Program:		BSc Clinical Psychology		Semester : 5		Level: UG	
Course Name		Introduction to Counselling Psychology Lab		Course Code/ Course Type		UBSCP302	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	To tal Cr edi ts	Hours	CIA (Continuou s Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
	1		1	2	25	25	-
Pre-Requisite: SYBSc.							
Course Objectives (CO):				The objectives of Introduction to Counselling Psychology are: 1. To provide hands-on experience in basic counseling skills and techniques. 2. To develop practical knowledge of counseling principles and ethics. 3. To enable students to understand and apply the counseling process in real-life scenarios. 4. To expose students to different types of counseling and their applications. 5. To familiarize students with contemporary trends and challenges in counseling practice.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Demonstrate basic counseling skills such as active listening, empathy, and rapport building. 2. Apply counseling principles in simulated client interactions. 3. Implement the step-by-step counseling process in case studies. 4. Differentiate between various counseling approaches and their applications. 5. Critically analyze contemporary issues and trends in counseling.			

Practical Plan

Assignment/Practical/Activity Number	Assignment/Practical/Activity Title	Week Number/Turn	Details	CLO	Hours
1	Practical 1: Rapport Building in Counseling	Week 1	1.1 Warm Introduction and Environment Setup	CLO1	2
		Week 2	1.2 Performing - Role-play on establishing a counseling relationship.		2
		Week 3	1.3 Identifying barriers to effective counseling.		2
2.	Practical 2: Practical Steps for Listening Skill	Week 4	2.1 Practice Active Listening	CLO 2	2
		Week 5	2.2 Practicing non-verbal and verbal communication skills in session.		2
		Week 6	2.3 Exercises on confidentiality and informed consent in counseling.		2
3.	Practical No-3 Process of Counseling	Week 7	3.1 Conducting a mock counseling session (problem identification stage).	CLO 3	2
		Week 8	3.2 Demonstration of goal-setting and intervention planning.		2
		Week 9	3.3 Role-play on different stages of counseling (initial, middle, and termination).		2
4.	Practical No- 4 : Types of Counseling and Their Applications	Week 10	4.1 Demonstration of client-centered and cognitive-behavioral counseling approaches.	CLO 4	2
		Week 11	4.2 Group counseling simulation.		2

		Week 12	4.3 Case study analysis on school, career, and family counseling.		2
5.	Practical No-5: Contemporary Issues and Trends in Counseling	Week 13	5.1 Discussion on mental health challenges in the modern world.	CLO 5	2
		Week 14	5.2 Exploring digital counseling and online therapy platforms.		2
		Week 15	5.3 Seminar on cultural competence in counseling.		2
			Total		30 hours

Learning resources

1. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10th Ed.). Cengage Learning.
2. Gladding, S. T. (2018). *Counseling: A Comprehensive Profession* (8th Ed.). Pearson.
3. Nelson-Jones, R. (2014). *Practical Counseling and Helping Skills: Text and Activities for the Lifeskills Counseling Model* (5th Ed.). Sage Publications.
4. Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Cengage Learning.
5. Geldard, D., Geldard, K., & Yin Foo, R. (2017). *Basic Personal Counseling: A Training Manual for Counselors* (8th Ed.). Cengage Learning.

E-learning Resources:

1. **American Psychological Association (APA) - Counseling Psychology Division:**
<https://www.apa.org/about/division/div17>
2. **National Institute of Mental Health (NIMH) - Counseling Resources:**
<https://www.nimh.nih.gov>

Coursera - Counseling Psychology Courses: <https://www.coursera.org>

COURSE CURRICULUM

Name of the program			BSc Nutrition and Dietetics		Semester		V	
Course Name			Introduction to Psychological Research		Course Code		UBSCP 303	
Course pattern			2024		Version		I	
Teaching scheme					Assessment scheme			
Theory	Practical	Tutorial	Total credits	Hours	CIA (Continuous Internal Assessment)	ESA (End semester assessment)	Practical/Oral	
03	00	01	04	04	40	60	--	
Pre Requisites: Introduction to Biostatistics								
Course Objectives (COs)			The objectives of the course: Introduction to Psychological Research are: 1. Introduce the need of research in psychology 2. To familiarize with research ethics and philosophy 3. To learn how to approach scientific research 4. To understand different sampling techniques 5. To prepare research report files					
Course Outcomes (CLOs)			Students undertaking this course would be able to: 1. Define and explain Psychological Research 2. Explain Research Philosophy and Ethics 3. Understand the need of research in psychology 4. Apply different sampling techniques 5. Execute and interpret case studies					

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to psychological research: Definition, scope, Types of Research, research problem – selection and formulation of research problem; Hypothesis - meaning, types and formulation of hypothesis. Variables- meaning and types.	CLO 1	09
UNIT II		
Research Philosophy and Ethics: Introduction to research philosophy: definition, nature and scope. moral philosophy, nature of moral judgments and reactions	CLO 2	09
UNIT III		

Introduction to Scientific Research: Research Approaches - Quantitative & Qualitative, Integrating quantitative and qualitative methods. Research Process. Measurement: Meaning of Scales or levels of measurement, Quantitative Research Designs	CLO 3	09
UNIT IV		
Sampling: Sampling techniques or methods, Sampling errors, Data collection, Various methods of data collection, Data arrangement and presentation, Formation of table and charts, Probability and nonprobability sampling methods.	CLO 4	09
UNIT V		
Report Writing: Layout of research paper (title, abstract, keywords, methodology, results, discussion, conclusion, references, acknowledgement, appendix), Format and Structure, Reference List Style. Case studies.	CLO 5	09
Total Hours		45

Tutorial	Hours
1. Introduction to psychological research: Defining types of research	01
2. Introduction to psychological research: Identifying research scope in your community	01
3. Introduction to psychological research: Designing and formulating a research Hypothesis and identifying its Variables- meaning and types.	01
4. Research Philosophy and Ethics: Introducing the nature and scope of research philosophy	01
5. Research Philosophy and Ethics: Identifying cases which addresses moral philosophy,	01
6. Research Philosophy and Ethics: nature of moral judgments and reactions	01
7. Research Approaches: Research initiative using Quantitative and Quantitative research approaches	01
8. Research Approaches: Research initiative on Quantitative Research Designs	01
9. Research Approaches: Research initiative using levels of measurement	01
10. Sampling: Identifying research topics including various Sampling techniques or methods using the concept of Sampling errors,	01
11. Sampling: Case study : Data collection,	01
12. Sampling: Data arrangement and presentation	01
13, 14, 15 Report Writing: Case study Research paper	03
Total Hours	15

Learning resources

Textbooks:

1. Kothari C.R. , Garg Gaurav, Research Methodology, New Age International Publishers, edition-fourth, September (2019)
2. Panneerselvam, R., Research Methodology, Prentice Hall of India Learning Pvt. Ltd. (2014)

Reference Books:

1. Creswell, John W., and J. David Creswell, Research design: Qualitative, quantitative, and mixed methods approaches, Sage publications, (2017).
2. Kothari, C.R. Quantitative Techniques, Vikas Publishing House, New Delhi. (2005).

Online resources:

1. <https://libguides.library.cityu.edu.hk/researchmethods/ethics>
2. <https://onlineethics.org/cases/resources-research-ethics-education/introduction-what-research-ethics>

Name of the Program:		BSc CP		Semester : V		Level: UG	
Course Name		Psychological Scaling		Course Code/ Course Type		UBSCP304	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	Total Credits	Hours	CIA (Continuou s Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
3	-	-	3	3	40	60	-
Pre-Requisite: SYBSc.							
Course Objectives (CO):				The objectives of Psychological Scaling are: 1. Define the basic concepts and history of psychological scaling. 2. Explain various psychological scaling methods and their applications. 3. Apply the steps involved in constructing a psychological scale. 4. Analyze the reliability and validity of psychological scales. 5. Evaluate the applications and limitations of psychological scaling in different settings.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Recall definitions and historical background of psychological scaling, and list the levels of measurement. 2. Differentiate between comparative and non-comparative scaling techniques and describe examples like Likert and Thurstone scales. 3. Develop simple scale items and select appropriate response formats for a basic psychological scale. 4. Examine different types of reliability and validity and assess their importance in psychological measurement. 5. Critically assess the uses of psychological scaling in clinical, educational, and organizational contexts, and discuss emerging trends.			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		

Introduction to Psychological Scaling: Definition and meaning of psychological scaling, Historical development and significance of psychological scaling, Levels of measurement (Nominal, Ordinal, Interval, and Ratio), Characteristics of well-constructed psychological scales, Importance of psychological scaling in research and assessment, Ethical considerations in psychological measurement	CLO 1	09
UNIT II		
Types of Psychological Scaling Methods: Overview of scaling techniques (Comparative vs. Non-comparative) Direct scaling methods (Magnitude estimation, Paired comparisons), Indirect scaling methods (Psychophysical methods, Signal detection theory), Thurstone's method of equal-appearing intervals, Likert scale, Guttman scale, and Semantic Differential scale, Applications of different scaling methods in psychology	CLO 2	09
UNIT III		
Scale Construction and Development: Steps in scale construction (Conceptualization, Item generation, Testing), Writing effective scale items and choosing response formats, Scaling assumptions and principles of scoring, Administration and data collection strategies, Common issues in scale development (Bias, Response styles), Ethical and cultural considerations in scale development	CLO 3	09
UNIT IV		
Reliability and Validity in Scaling: Concept and importance of reliability in psychological scaling, Types of reliability (Test-retest, Inter-rater, Internal consistency), Concept and importance of validity in psychological scaling, Types of validity (Content, Criterion, Construct), Methods for testing reliability and validity in psychological research, Challenges in establishing reliability and validity in scaling	CLO 4	09
UNIT V		
Applications and Limitations of Psychological Scaling: Psychological scaling in clinical psychology (e.g., mental health assessments), Psychological scaling in organizational settings (e.g., employee assessments), Psychological scaling in educational psychology (e.g., aptitude tests), Limitations and challenges in psychological scaling (e.g., social desirability bias), Emerging trends in psychological scaling (e.g., AI and computer-adaptive testing), Future directions and ethical concerns in psychological scaling research.	CLO 5	09
Total Hours		45

Learning resources

Textbooks:

1. Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Pearson.
2. Cohen, R. J., & Swerdlik, M. E. (2017). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). McGraw-Hill Education.

Reference Books:

1. Thurstone, L. L. (1927). *A law of comparative judgment*. Psychological Review, 34(4), 273–286.
2. Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). McGraw-Hill.

3. Guilford, J. P. (1954). *Psychometric methods* (2nd ed.). McGraw-Hill.

Online Resources/E-Learning Resources:

1. **System for Teaching Experimental Psychology (STEP)**. (n.d.). *Carnegie Mellon University*
2. **Walker, S. L. (2003)**. *Development and validation of an instrument for assessing distance education learning environments in higher education*

Name of the Program:		BSc Clinical Psychology		Semester : V		Level: UG	
Course Name		Contemporary Psychotherapies		Course Code/ Course Type		UBSCP305	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
3	-	1	4	4	40	60	-
Pre-Requisite: SYBSc.							
Course Objectives (CO):				The objectives of Contemporary Psychotherapies are: 1. To provide students with an understanding of the history, principles, and techniques of art therapy, its applications in mental health, and the ethical considerations involved in its practice. 2. To explore the foundations of play therapy, different approaches and techniques, and its applications in addressing psychological disorders in children and adolescents. 3. To introduce students to the principles and therapeutic benefits of dance movement therapy, exploring its impact on psychological and physiological well-being. 4. To provide a comprehensive understanding of music therapy’s theoretical foundations, techniques, and applications in mental health. 5. To introduce students to the theoretical and practical aspects of EFT, including its origins, techniques, and evidence-based applications in emotional and psychological well-being.			
Course Learning Outcomes (CLO):				Students would be able to:			

	<ol style="list-style-type: none"> 1. Explain the history, principles, techniques, applications, and ethical considerations of art therapy in mental health contexts. 2. Describe the theoretical foundations, approaches, techniques, and applications of play therapy for addressing psychological disorders in children and adolescents. 3. Analyze the principles, core techniques, and therapeutic benefits of dance movement therapy in promoting psychological and physiological well-being. 4. Evaluate the theoretical foundations, methods, and mental health applications of music therapy based on research and case studies. 5. Demonstrate an understanding of the origins, techniques, and scientific basis of EFT while assessing its effectiveness in emotional and psychological well-being.
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Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Art Therapy :Introduction to Art Therapy – History, principles, and key theories ;Methods & Techniques – Drawing, painting, mandala therapy, visual journaling ;Applications & Case Studies – Trauma, grief, anxiety, developmental disorders ;Ethical Considerations & Limitations	CLO1	9
UNIT II		
Play Therapy : Overview & Theoretical Foundations – Psychoanalytic, Humanistic, CBT approaches ; Types of Play Therapy – Non-directive, Directive, Sandplay, Filial Therapy;Techniques in Play Therapy – Puppetry, storytelling, symbolic play;Applications for Various Disorders – ADHD, trauma, autism spectrum disorders; Ethics & Cultural Sensitivity in Play Therapy	CLO2	9
UNIT III		
Dance Movement Therapy :Introduction to DMT – History, neuroscience, mind-body connection ;Core Principles & Approaches – Laban Movement Analysis, Authentic Movement, Body	CLO3	9

Psychotherapy; Practical Techniques – Improvisation, guided movement, expressive dance ; Case Studies & Research – Impact of DMT on PTSD, depression, chronic pain		
UNIT IV		
Music Therapy: Introduction to Music Therapy – Theories, history, cultural influences; Methods & Techniques – Receptive vs. Active music therapy, drumming, guided imagery; Music Therapy for Mental Health Conditions – PTSD, depression, anxiety, neurodivergent conditions ; Case Studies & Research Evidence	CLO4	9
UNIT V		
<p>Emotion Freedom Technique:</p> <p>Origin and history of EFT (Roger Callahan's Thought Field Therapy and Gary Craig's EFT); Theoretical basis: Energy psychology and the mind-body connection; The Science Behind EFT</p> <p>The EFT Tapping Process</p> <ul style="list-style-type: none"> Identifying the issue and setting up a statement The setup phrase and psychological reversal The tapping sequence: <ol style="list-style-type: none"> Karate chop point (side of the hand) Eyebrow point (EB) Side of the eye (SE) Under the eye (UE) Under the nose (UN) Chin point (CH) Collarbone point (CB) Under the arm (UA) Top of the head (TH) Repeating affirmations while tapping <p>Case Studies and Effectiveness of EFT</p> <ul style="list-style-type: none"> Case studies illustrating EFT's impact on different populations Benefits and limitations of EFT 	CLO5	9

<ul style="list-style-type: none"> Ethical considerations in applying EFT as a therapeutic tool 		
Total Hours		45

TUTORIAL PLAN

UNIT I : ART THERAPY

Tutorial 1: Exploring the Power of Art Therapy

- Activity: Draw a nest
- Discussion: Analyze how different colors and forms can symbolize emotions and discuss cultural interpretations.

Tutorial 2: Mandala Therapy for Mindfulness

- Activity: Create a personal mandala
 - Students design a mandala and reflect on how patterns help in stress reduction.
- Reflection: Share experiences on how mandalas help with relaxation and self-awareness.

Tutorial 3: Trauma and Healing Through Art

- Case Study: Emotion Pyramid
- Activity: Expressing emotions through Symbolic Art

UNIT II: PLAY THERAPY

Tutorial 4: Understanding Play Therapy using various Props

- Activity: present various props to the students and analyse their choices
- Discussion: How different play methods (directive vs. non-directive) impact child therapy.

Tutorial 5: Sandplay Therapy Experience

- Activity: Create a therapeutic sand scene using miniatures.
- Reflection: Discuss how symbolic representations in sandplay help children express their inner world.

Tutorial 6: Symbolic Storytelling and Healing

- Activity: Students create short therapeutic stories that could be used in play therapy.
- Discussion: How storytelling allows children to externalize emotions safely.

UNIT III: DANCE MOVEMENT THERAPY (DMT)

Tutorial 7: Expressing Emotions Through Movement

- Activity: Students express different emotions using movement and body language (e.g., joy, fear, anger).
- Discussion: How body movement is linked to emotional regulation and healing.

Tutorial 8: Dance Improvisation for Trauma Release

- Activity: Guided movement therapy session using improvisation techniques.
- Reflection: Discussion on the neurological and psychological benefits of movement therapy.

Tutorial 9: Partnered Trust and Mirror Exercise

- Activity: "Mirror Dance" – One student leads movements while the other mirrors.
 - Discussion: How mirroring builds empathy, connection, and emotional attunement.
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UNIT IV: MUSIC THERAPY

Tutorial 10: Sound and Emotion Exploration

- Activity: Listen to different genres of music and discuss how they evoke emotions.
- Discussion: The role of rhythm, tempo, and harmony in emotional regulation.

Tutorial 11: Guided Imagery and Music (GIM)

- Activity: Experience a GIM session using relaxing music and visualization.
- Reflection: Discuss personal imagery responses and therapeutic applications.

Tutorial 12: Case study discussion for Drumming for Emotional Release

- Activity: Case study discussion using videos
 - Discussion: How rhythm and collective music-making aid in emotional healing.
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UNIT V: EMOTIONAL FREEDOM TECHNIQUE (EFT)

Tutorial 13: Introduction to EFT Tapping Sequence

- Activity: Students practice the nine EFT tapping points following guided instructions.
- Discussion: The science behind tapping and its role in stress management.

Tutorial 14: EFT for Exam Anxiety & Performance

- Activity: Students identify personal anxieties and create an EFT tapping script.
- Reflection: Discuss how EFT can be adapted to different psychological concerns.

Tutorial 15: Evaluating the Effectiveness of EFT Through Case Studies

- Activity: Analyze real-life case studies showing EFT's impact on anxiety, trauma, and pain management.
- Discussion: Ethical considerations and limitations of EFT as a therapeutic tool

TOTAL HOURS : 15 Hours

Learning resources

Reference Books:

1. Hogan, S. (2015). *Art Therapy Theories: A Critical Introduction*. Routledge.
2. Gallo, F. (2002). *Energy Psychology: Explorations at the Interface of Energy, Cognition, Behavior, and Health*. CRC Press.
3. Malchiodi, C. A. (2020). *Creative Arts Therapies Manual: A Guide to the History, Theoretical Approaches, Assessment, and Work with Special Populations*. Guilford Press.
4. Goldstein, A. (2023). *Creative Therapies: Theory and Practice*. Springer.
5. Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin Books.

Online Resources/E-Learning Resources

1. Coursera – Courses on Art Therapy, Play Therapy, and Music Therapy.
<https://www.coursera.org>
2. American Art Therapy Association (AATA) – <https://arttherapy.org>
3. Association for Play Therapy (APT) – <https://www.a4pt.org>
4. American Dance Therapy Association (ADTA) – <https://adta.org>
5. Energy Psychology EFT Research – <https://eftuniverse.com>

Name of the Program:		BSc Clinical Psychology		Semester : 5		Level: UG	
Course Name		Positive Psychology		Course Code/ Course Type		UBSCP 306 A	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	To tal Cr edi ts	Hours	CIA (Continuou s Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
3	-	-	3	3	40	60	-
Pre-Requisite: FYBSc.							
Course Objectives (CO):				The objectives of Positive Psychology are: 1.To explain the fundamental concepts, theories, and research findings in positive psychology. 2. To discuss the role of positive emotions, happiness,resilience and hope in enhancing well-being. 3. To identify the key components of a meaningful life and apply practical interventions to enhance meaning. 4. To examine the neurobiological and psychological mechanisms underlying flow states, creativity and analyze the relationship between flow and creativity. 5. To explore the practical applications of Positive Psychology across various domains, including mental health, education, workplace well-being, relationships, and health, equipping students with evidence-based strategies to enhance individual and collective flourishing.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Describe and analyze fundamental concepts, theories, and research findings in Positive Psychology, demonstrating an understanding of its key principles and empirical foundations.			

	<ol style="list-style-type: none"> Critically evaluate the impact of positive emotions, happiness, resilience, and hope on well-being, applying relevant theories to real-life scenarios and psychological interventions. Identify and assess key components of a meaningful life, implementing evidence-based interventions to enhance personal and professional meaning and purpose. Analyze the neurobiological and psychological mechanisms underlying flow states and creativity, critically examining their interrelationship and applications in enhancing human potential. Apply Positive Psychology principles across various domains, utilizing evidence-based strategies to promote well-being in mental health, education, workplace settings, relationships, and physical health.
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Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Positive Psychology : History and evolution of positive psychology; Key concepts: well-being, flourishing, and happiness; Difference between traditional psychology and positive psychology; Importance and relevance of positive psychology in modern life	CLO1	9
UNIT II		
Science of Happiness, Resilience & Hope: Definition and Dimensions of Happiness (Hedonic vs. Eudaimonic); The Biology of Happiness; Theories of Happiness: Self-Determination Theory, PERMA Model ; Definition and Core Components of Resilience; Psychological Factors Contributing to Resilience: Emotional Regulation, Optimism, Self-Efficacy; Role of Social Support in Building Resilience; Defining Hope: Difference Between Hope and Optimism; Snyder's Hope Theory; Strategies to Cultivate Hope: Visualization, Goal Setting, and Positive Affirmations.	CLO2	9
UNIT III		
Pursuit of Meaningfulness in Life: Defining Meaningfulness; Frankl's Existential Analysis: Finding Meaning Through Purpose (Logotherapy); Theories of Meaning in Life: Steger's Meaning in	CLO3	9

Life Framework (Presence vs. Search), Components of a Meaningful Life: Purpose, Values, and Goals, Contribution to Society and Relationships, The Role of Suffering and Adversity in Meaning-Making; Interventions to Enhance Meaning: Ikigai Practice, Identifying core values.		
UNIT IV		
Flow and Creativity: Definition and Nature of Flow; Characteristics of Flow Experiences; Mihaly Csikszentmihalyi's Flow Theory; Neurobiology of Flow States; Psychological and Physiological Benefits of Flow; Flow and Motivation: Intrinsic vs. Extrinsic Motivation; Creativity and Its Psychological Foundations; The Relationship Between Flow and Creativity; Psychological Theories of Creativity (Divergent vs. Convergent Thinking); The Creative Process: Wallas' Four-Stage Model; Barriers to Creativity and How to Overcome Them; Cultivating Flow in Daily Life	CLO4	9
UNIT V		
Applications of Positive Psychology: Positive Psychology and Mental Health Interventions; Positive Psychology in Education: <ul style="list-style-type: none"> • Positive Education: Integrating Well-Being and Academic Success • Growth Mindset and Grit in Learning • Character Strengths and Virtues in the Classroom • Social-Emotional Learning (SEL) and Positive Psychology • Flow in Learning: Enhancing Student Engagement Positive Psychology in the Workplace: <ul style="list-style-type: none"> • Strength-Based Leadership and Employee Well-Being • Workplace Happiness and Organizational Performance • Psychological Capital (Hope, Optimism, Resilience, and Self-Efficacy) • Job Crafting and Meaningful Work • Work-Life Balance and Burnout Prevention Positive Psychology in Relationships and Social Well-Being, Positive Psychology in Health and Wellness	CLO5	9
Total Hours		45

Learning resources

1. Textbooks Snyder, C. R., & Lopez, S. J. (2021). *The Oxford handbook of positive psychology* (3rd ed.). Oxford University Press.
2. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2019). *Positive psychology: The scientific and practical explorations of human strengths* (4th ed.). Sage Publications.

Reference Books:

1. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
2. Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
3. Lyubomirsky, S. (2008). *The how of happiness: A new approach to getting the life you want*. Penguin.
4. Fredrickson, B. L. (2009). *Positivity: Groundbreaking research reveals how to embrace the hidden strength of positive emotions, overcome negativity, and thrive*. Crown.
5. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.

Online Resources/E-Learning Resources

1. https://youtu.be/wBWejfL0xOA?si=uUZ_M_evURv8VvTX
2. <https://youtu.be/HH0sssQzQGg?si=JEXr6e4lMzMwvhE>
3. https://youtu.be/fXIeFJCqsPs?si=R16_IHuCRvNXOsZ3
4. <https://youtu.be/TzPky5Xe1-s?si=zj2pa2i23Sg29yXR>
5. https://youtu.be/RLFVoEF2RI0?si=NM5HwnJFxDSI_RKc

Name of the Program:		BSc CP		Semester : V		Level: UG	
Course Name		Psychological First Aid		Course Code/ Course Type		UBSCP 306 B	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	Total Credits	Hours	CIA (Continuou s Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
3	-	-	3	3	40	60	-
Pre-Requisite: SYBSc.							
Course Objectives (CO):				The objectives of Psychological First Aid are: 1. Define Psychological First Aid (PFA), explain its importance, and identify psychological reactions to trauma 2. Explain the five core principles of PFA, describe active listening techniques, and demonstrate cultural sensitivity in crisis intervention. 3. Implement PFA strategies in different crisis situations, including natural disasters, accidents, and personal trauma across various age groups. 4. Evaluate the effectiveness of PFA interventions, identify common mistakes, compare real-world case studies, and assess ethical dilemmas in PFA applications. 5. Develop a structured PFA action plan, integrate resilience-based approaches, and explore future trends in digital and online psychological support.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Recall the definition, importance, and ethical considerations of Psychological First Aid, and describe basic needs during crises based on Maslow’s Hierarchy. 2. Explain the five core principles of PFA, discuss the role of empathy in crisis intervention using Carl Rogers’ approach, and identify effective communication skills in crisis situations. 3. Apply PFA techniques to children, adults, and elderly individuals in different crisis situations,			

	<p>and use the L.A.S.T model for crisis intervention.</p> <p>4. Analyze the effectiveness of PFA interventions, identify challenges, and compare case studies of successful and ineffective applications..</p> <p>5. Develop a step-by-step PFA action plan, design a basic PFA response team structure, and explore resilience factors in trauma recovery.</p>
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Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Psychological First Aid: What is Psychological First Aid?, Importance of PFA in crisis situations, Psychological reactions to trauma (fight, flight, freeze response), Theory: Maslow's Hierarchy of Needs (Basic needs during crises), Ethical considerations in PFA	CLO 1	09
UNIT II		
Principles & Techniques of PFA: The 5 Core Principles of PFA: Safety, Calmness, Connectedness, Self-efficacy, Hope Active listening and effective communication skills, Theory: Carl Rogers' Person-Centered Approach (Empathy in crisis intervention), Handling distress: Do's & Don'ts, Understanding cultural sensitivity in PFA	CLO 2	09
UNIT III		
Applying PFA in Different Situations: PFA for children, adults, and elderly individuals, PFA in natural disasters, accidents, and personal trauma, how age affects coping with crisis, Crisis intervention models (L.A.S.T Model – Listen, Assess, Support, Treat), Case study discussion – How would you apply PFA to a flood survivor?	CLO 3	09
UNIT IV		
Evaluating PFA Effectiveness: How to assess if PFA was helpful? Common mistakes in providing Psychological First Aid, Theory: Lazarus & Folkman's Stress and Coping Model (Problem-focused vs. Emotion-focused coping), Comparing real-world case studies of successful and ineffective PFA interventions, Ethical dilemmas in PFA interventions	CLO 4	09
UNIT V		
Developing a PFA Action Plan: How to set up a basic PFA response	CLO 5	09

team, Creating a step-by-step action plan for common crises, Theory: Resilience Theory (Factors that help people recover from trauma), Digital tools and online psychological support, Future trends in Psychological First Aid		
Total Hours		45

Learning resources

Textbooks:

1. Everly, G. S., & Lating, J. M. (2017). *Psychotraumatology: Key Papers and Core Concepts in Post-Traumatic Stress*. Springer.
2. Ruzek, J. I., Brymer, M. J., Jacobs, A. K., Layne, C. M., Vernberg, E. M., & Watson, P. J. (2007). *Psychological First Aid: Field Operations Guide (2nd Ed.)*. National Center for PTSD & National Child Traumatic Stress Network.

Reference Books:

1. Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... & Ursano, R. J. (2007). *Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence*. Psychiatry: Interpersonal and Biological Processes.
2. Mitchell, J. T., & Everly, G. S. (2001). *Critical Incident Stress Management (CISM): A New Era and Standard of Care in Crisis Intervention*. Chevron Publishing.

Online Resources/E-Learning Resources:

1. **System for Teaching Experimental Psychology (STEP)**. (n.d.). *Carnegie Mellon University*
2. Walker, S. L. (2003). *Development and validation of an instrument for assessing distance education learning environments in higher education*

Name of the Program:		BSc CP		Semester : V		Level: UG	
Course Name		PSY Minor4: Industrial Psychology		Course Code/ Course Type		USCPSY104	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	Total Credits	Hours	CIA (Continuou s Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
2	-	-	2	2	20	30	-
Pre-Requisite: FYBSc.							
Course Objectives (CO):					The objectives of Industrial Psychological are: 1. To introduce the basic concepts and scope of industrial psychology. 2. To analyze employee behavior and performance in organizational settings. 3. To apply psychological principles to recruitment, training, and workplace motivation. 4. To evaluate workplace challenges related to stress, well-being, and job satisfaction. 5. To develop critical thinking skills for applying psychological interventions to improve organizational outcomes.		
Course Learning Outcomes (CLO):					Students would be able to: 1. Define industrial psychology and explain its scope. 2. Explain the causes and consequences of workplace stress. 3. Apply motivational theories to enhance employee performance. 4. Analyze different performance evaluation methods used in organizations. 5. Evaluate the impact of workplace diversity on employee relations.		

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Industrial Psychology: Definition and scope of industrial psychology, Historical development and relevance,	CLO 1	06

Methods of research in industrial psychology, Scope and opportunities in the field, professional skills for organizational psychologist		
UNIT II		
Personnel and Organizational Issues: Worker stress, Negative employee attitudes and behavior, Causes and Consequences of Workplace Stress Stress Management Strategies in Organizations , , Industrial Accidents and Safety Measures	CLO 2	06
UNIT III		
Work Motivation and Job Satisfaction: Work-Life Balance and Employee Well-being Programs ,Needs Hierarchy Theory, FRG Theory ,Motivation-Hygiene (Two Facture) Theory, Job Characteristics Theory	CLO 3	06
UNIT IV		
Assessing job performance and job satisfaction: performance evaluation - Downsizing, promotion, seniority, Appraisal rating and non-rating evaluation methods, Job satisfaction: Concept and theories	CLO 4	06
UNIT V		
Relationship at work : nature of work place relationship, affect and workplace, employee relations, discrimination , diversity, bullying and violence in the workplace	CLO 5	06
Total Hours		30

Learning resources

Textbooks:

3. Riggio, R. E., & Johnson, S. K. (2022). Introduction to Industrial/Organizational Psychology (8th Ed.).
4. Jex, S. M., & Britt, T. W. (2008). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley & Sons.

Reference Books:

1. Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts
2. Robbins,S. (2001). Organization behaviour. (9th ed.).New Delhi :Prentice Hall of India.
3. Landy, F. J., & Conte, J. M. (2010). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. John Wiley & Sons.

Online Resources/E-Learning Resources:

3. <https://library.wbi.ac.id/repository/143.pdf>
4. https://youtu.be/rIPaK5ObMpM?si=eAGDonS79tQoC_CF
5. https://youtu.be/nX1gDP4_WmM?si=BiB183XZKd7FwZI0

SEMESTER VI

Name of the program		BSc Clinical Psychology			Semester		VI	
Course Name		Introduction to Statistical Analysis in Research			Course Code		UBSCP 308	
Course pattern		2024			Version		I	
Teaching scheme					Assessment scheme			
Theory	Practical	Tutorial	Total credits	Hours	CIA (Continuous Internal Assessment)	ESA (End semester assessment)	Practical/Oral	
03	00	0	03	03	40	60	--	
Pre Requisites: Introduction to Psychological Research								
Course Objectives (COs)			The objectives of the course: Introduction to Statistical Analysis in Research are: 1. To revise measures of central tendency 2. To introduce correlation and regression analysis 3. To learn probability distribution 4. To understand different sampling techniques and distribution 5. To interpret parametric and non-parametric tests					
Course Outcomes (CLOs)			Students undertaking this course would be able to: 1. Define and explain the concept of central tendency 2. Explain the concept of correlation and regression 3. Interpret probability distribution 4. Apply different sampling techniques 5. Analyse case studies using parametric and non-parametric tests					

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Descriptive Statistics: Measures of central tendency-Arithmetic Mean, Median, Mode Measures of dispersion- Range, Quartile deviation, Standard deviation	CLO 1	09
UNIT II		
Correlation & Regression Correlation- Karl Pearson's coefficient of correlation, spearman's rank correlation coefficient. Regression-Finding regression equations and coefficients	CLO 2	09
UNIT III		
Probability distributions: Binomial distributions, Poisson distribution, Normal distribution and their applications	CLO 3	09
UNIT IV		

Sampling methods & sampling distributions: Sampling methods: Population and sample, Sampling distributions: Chi square, t and F distributions-definition, properties and tables of distribution	CLO 4	09
UNIT V		
Parametric tests: , ANOVA Non Parametric tests: Chi square test of independence and goodness of fit, sign test	CLO 5	09
Total Hours		45

Learning resources

Textbooks:

1. Kothari C.R. , Garg Gaurav, Research Methodology, New Age International Publishers, edition-fourth, September (2019)
2. Panneerselvam, R., Research Methodology, Prentice Hall of India Learning Pvt. Ltd. (2014)

Reference Books:

1. Stringer, E. Action research (4th ed.) Thousand Oaks CA; SAGE. (2013).
2. Weathington, B.L., Cunningham C. J.L. and Pittenger, D. J. Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley. (2010)

Online resources:

1. <https://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one/13-study-design-and-choosing-statistics>
2. https://www.sas.com/en_in/insights/analytics/statistical-analysis.html

COURSE CURRICULUM

Name of the Program:		BSc CP		Semester : VI		Level: UG	
Course Name		Introduction to Psychodiagnostics		Course Code/ Course Type		UBSCP309	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	Total Credits	Hours	CIA (Continuou s Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
2	-	1	3	3	40	60	-
Pre-Requisite: SYBSc.							
Course Objectives (CO):				The objectives of Introduction to Psychodiagnostics are: 1. Define and describe the fundamental concepts of psychological tests, their applications in clinical assessment, and principles of validity and clinical judgment. 2. Explain the importance of assessment interviews, mental status examinations, and ethical considerations in AI-assisted assessments. 3. Apply knowledge of intelligence testing, including the administration and interpretation of Wechsler scales and considerations for special populations. 4. Analyze different personality inventories such as MMPI and Millon Clinical Multiaxial Inventory, their validity scales, and computerized interpretations. 5. Evaluate advanced assessment techniques and synthesize knowledge to develop comprehensive clinical assessment plans.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Recall and describe different psychological testing methods and their application in clinical assessment 2. Interpret interview data and differentiate between structured and unstructured interviews while evaluating ethical considerations in AI-assisted assessments			

	<ol style="list-style-type: none"> 3. Apply intelligence testing procedures, ensuring reliability and validity while assessing special populations. 4. Analyze personality assessment tools, interpret MMPI profiles, and assess the implications of computerized interpretations. 5. Evaluate the effectiveness of clinical assessment techniques and create integrated psychological assessment strategies.
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Course Contents/Syllabus:(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction : Understanding Psychological Tests, Patterns of Test Usage in Clinical Assessment, Evaluating Psychological Tests ,Validity in Clinical Practice ,Clinical Judgment ,Phases in Clinical Assessment, Computer-Assisted Assessment, ethics in AI assisted tests.	CLO 1	06
UNIT II		
Testing of Intelligence: History and Development, Reliability and Validity, Cautions and Guidelines in Administration, WAIS-III /WISC-III, Wechsler Subtests, Assessing Additional Special Populations	CLO 2	06
UNIT III		
Personality Inventory: MMPI, Computerized Interpretation, Validity Scales, Clinical Scales, Two-Point Codes MMPI-2 and MMPI-A Supplementary Scales, Millon Clinical Multiaxial Inventory, Modifying Indices (Validity Scales), Clinical Personality Patterns.	CLO 3	06
UNIT IV		
Screening and Assessing for Neuropsychological Impairment: Interviewing for Brain Impairment, Tests for Screening and Assessing for Neuropsychological and Neurodevelopmental Impairment, Mental Activities (Attention and Speed of Information Processing), Verbal Functions and Academic Skills, Tests of Motor Ability, Emotional Status and Level of Adjustment	CLO 4	06
UNIT V		

Assessment measures in DSM: Crosscutting symptom measures-level and level2, self-rated /parent or guardian rated measures, clinician rated dimensions of psychosis symptom severity, WHO disability assessment schedule.	CLO 5	06
Total Hours		30

Unit	Tutorial No.	Duration	Problem Statement / Activity
UNIT I: Introduction to Psychological Tests	1	1 hour	Identify different types of psychological tests used in clinical settings through real-world examples.
	2	1 hour	Compare and contrast clinical judgment vs. computer-assisted assessment using a simple case scenario.
	3	1 hour	Discuss ethical issues in using AI-assisted tests with examples from healthcare.
UNIT II: Testing of Intelligence	4	1 hour	Create a timeline showing key milestones in the history of intelligence testing.
	5	1 hour	Conduct a mock WAIS-III subtest (e.g., similarities or digit span) in pairs.
	6	1 hour	Identify how to adapt intelligence tests for children or special populations.
UNIT III: Personality Inventory	7	1 hour	Review a sample MMPI item set and identify which items relate to clinical scales.
	8	1 hour	Interpret a basic MMPI-2 profile using a mock score sheet.
	9	1 hour	Compare MMPI with MCMI using a table (differences in purpose, structure, and scoring).
UNIT IV: Neuropsychological Assessment	10	1 hour	Conduct a mock interview to screen for brain impairment using a checklist.
	11	1 hour	Perform simple neuro tests (e.g., Stroop Test, Hand Tapping) in class.
	12	1 hour	Case study: Match symptoms to suitable neuropsychological tests.

Unit	Tutorial No.	Duration	Problem Statement / Activity
UNIT V: DSM-Based Assessment Measures	13	1 hour	Fill out a DSM cross-cutting symptom measure using a hypothetical client profile.
	14	1 hour	Role-play: Parent vs. Clinician report differences for a child using DSM Level-2 tool.
	15	1 hour	Use WHO Disability Assessment Schedule (WHODAS 2.0) on a sample case.
Total Hours		15 hrs	

Learning resources

Textbooks:

- Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
- Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2020). *Psychological testing and assessment: An introduction to tests and measurement* (10th ed.). McGraw-Hill.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). John Wiley & Sons.

Reference Books:

- Wechsler, D. (2008). *WAIS-IV administration and scoring manual*. Pearson.
- Graham, J. R. (2011). *MMPI-2: Assessing personality and psychopathology* (5th ed.). Oxford University Press.
- Millon, T. (2004). *Millon clinical multiaxial inventory manual* (3rd ed.). Pearson.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Prentice Hall.

Online Resources/E-Learning Resources:

1. **System for Teaching Experimental Psychology (STEP)**. (n.d.). *Carnegie Mellon University*
2. **Walker, S. L. (2003)**. *Development and validation of an instrument for assessing distance education learning environments in higher education*

Name of the Program:		BSc Clinical Psychology		Semester : 6		Level: UG	
Course Name		Introduction to Psychotherapy		Course Code/ Course Type		UBSCP310	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	To tal Cr edi ts	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
3	-	1	4	4	40	60	-
Pre-Requisite: FYBSc.							
Course Objectives (CO):				The objectives of Introduction to Psychotherapy are : 1.To Introduce students to background-focused treatment systems by familiarizing them with key theorists and their contributions to psychodynamic therapy. 2.To help students comprehend treatment systems that emphasize emotions and sensations, including person-centered and experiential approaches. 3.To enable students to apply principles of thought-focused treatment systems, including cognitive and rational-emotive behavior therapy, in practical scenarios. 4.To develop students’ ability to analyze action-focused treatment approaches, such as behavior therapy and reality therapy, and differentiate their methodologies. 5.To equip students with the ability to critically evaluate and integrate diverse treatment approaches, including family systems, trauma-informed therapy, and integrative models, for developing effective intervention strategies.			
Course Learning Outcomes (CLO):				Students would be able to: 1.Recall and describe fundamental concepts of psychodynamic therapy, including major theorists and their approaches.			

	<p>2.Explain the principles and techniques of emotion-focused therapies and distinguish between different experiential approaches.</p> <p>3.Apply cognitive and rational-emotive behavior therapy techniques to case scenarios and mental health interventions.</p> <p>4.Compare and contrast various action-focused therapies, assessing their effectiveness in different psychological conditions.</p> <p>5. Evaluate integrative and alternative treatment approaches and design comprehensive treatment plans incorporating multiple therapy models.</p>
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Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Treatment Systems Emphasizing Background: Overview of Background-Focused Treatment , Sigmund Freud and Classic Psychoanalysis, Alfred Adler and Individual Psychology, Post- and Neo-Freudians: Analytical Psychology, Ego Psychology, Object Relations, and Self Psychology, Brief Psychodynamic Therapy	CLO1	9
UNIT II		
Treatment Systems Emphasizing Emotions and Sensations: Overview of Emotion-Focused Treatment Systems , Carl Rogers and Person-Centered Counseling , Existential Therapy, Gestalt Therapy , Emerging Approaches Emphasizing Emotions and Sensations	CLO2	9
UNIT III		
Treatment Systems Emphasizing Thoughts: Overview of Thought-Focused Treatment Systems , Albert Ellis and Rational Emotive Behavior Therapy , Aaron Beck and Cognitive Therapy	CLO3	9
UNIT IV		
Treatment Systems Emphasizing Actions: overview of Action-Focused Treatment Systems , Behavior Therapy and Cognitive Behavioral Therapy , Reality Therapy	CLO4	9
UNIT V		

Other Treatment Approaches: Family Systems Approaches, Integrative Therapies, Somatic Therapy, Acceptance and Commitment Therapy, Compassion Focused Therapy, Solution Focused Therapy, Dialectical Behaviour Therapy, EMDR, Trauma Informed Therapy	CLO5	9
Total Hours		45

S.No.	Unit & Topic Area	Tutorial Activity Title	Activity Description	CLO
1	UNIT I – Freud & Psychoanalysis	Case Reflection: Dream Analysis	Students analyze fictional dream reports using Freudian techniques and share interpretations.	CLO1
2	UNIT I – Adler & Individual Psychology	"Lifestyle Investigation" Activity	Small groups role-play an Adlerian lifestyle assessment with volunteers acting as clients.	CLO1
3	UNIT I – Object Relations & Self Psychology	Visual Mapping: Early Attachments	Students create mind maps linking early childhood experiences to adult relational patterns.	CLO1
4	UNIT II – Person-Centered Therapy	Empathy Circle	Students practice reflective listening and unconditional positive regard in triads.	CLO2
5	UNIT II – Gestalt Therapy	Empty Chair Technique	Participants role-play a Gestalt session using the "empty chair" to process unresolved feelings.	CLO2
6	UNIT II – Existential Therapy	Death & Meaning: Group Reflection	Students reflect on existential themes (death, freedom, isolation) and their therapeutic relevance.	CLO2
7	UNIT III – Rational Emotive Behavior Therapy (REBT)	ABCDE Disputation Roleplay	Pairs work through a simulated irrational belief using Ellis' ABCDE model.	CLO3
8	UNIT III – Cognitive Therapy (Beck)	Thought Record Exercise	Students fill out cognitive distortion logs based on hypothetical or real-life examples.	CLO3
9	UNIT III – Comparative Cognitive Models	Debate: Ellis vs. Beck	Two teams present arguments comparing the strengths/weaknesses of REBT and CT.	CLO3
10	UNIT IV – Behavior Therapy & CBT	Behavior Chain Analysis	Analyze a behavioral pattern (e.g., avoidance) using functional assessment principles.	CLO4

S.No.	Unit & Topic Area	Tutorial Activity Title	Activity Description	CLO
11	UNIT IV – Reality Therapy	“WDEP” Roleplay	Practice Reality Therapy using the WDEP system (Wants, Doing, Evaluation, Planning).	CLO4
12	UNIT IV – Action-Focused Therapies	Skills Lab: Behavioral Activation	Students identify and schedule activities that support client behavioral change.	CLO4
13	UNIT V – Integrative & Somatic Therapy	Somatic Awareness Practice	Guided practice focusing on body-based awareness and grounding exercises.	CLO5
14	UNIT V – ACT & CFT	Values Clarification & Self-Compassion Journal	Reflective journaling based on personal values and compassion-based strategies.	CLO5
15	UNIT V – DBT, EMDR, Trauma Informed Approaches	Jigsaw Learning: Trauma Therapy Techniques	Groups study one modality (DBT, EMDR, etc.) and teach it to peers using mini-presentations.	CLO5
Total Hours : 15				

Learning resources

Text Book:

Seligman, L., Reichenberg, L. W., & Kress, V. E. (2019). *Theories of counseling and psychotherapy : systems, strategies, and skills* (5th edition). Pearson.

Reference Books:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (Tenth edition). Cengage Learning.

Online Resources/E-Learning Resources

1. <https://youtu.be/YNWy1ksxIDo?si=0KVN83wjMPOfMuyt>
2. https://youtu.be/8iAUMT_nwFU?si=CJ8qCu8fYYfK7aw0
3. <https://youtu.be/o0neRQzudzw?si=bCN2Blcxgh4E7EQh>
4. <https://youtu.be/4wTVbzvBH0k?si=DgGvOxw1U9h1aKIc>
5. <https://youtu.be/Cay743y-Sak?si=odnBtfE2-Kfv3Z5L>
6. <https://youtu.be/2WLtLY6t-zw?si=FYoaboowIQyvO0mY>
7. https://youtu.be/QAwYVlkagMk?si=m4FaRfKvTwNO_62t
8. <https://youtu.be/5XmaYUrIcI?si=Xp3x6a1aKy6LXw61>
9. <https://youtu.be/UU7eSxcBhpM?si=SbzAW2gTv5lNF-gv>
10. <https://youtu.be/hKrfH43srg8?si=eLkVsCMLnVEd2yau>

Name of the Program:		-		Semester: VI/VIII		Level: UG	
Course Name		PSY Minor5: Mindfulness and Mental Health		Course Code/ Course Type		USCPSY105/ MIN	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	Total Credits	Hours	CIA (Continuou s Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
2			2	2	20	30	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of Mindfulness & Mental Health are: 1.To understand the concept of mindfulness and its historical and cultural origins. 2. To explore the relationship between mindfulness and mental health. 3. To apply the evidence-based mindfulness practices for stress reduction and emotional regulation. 4.To understand the role of mindfulness in improving interpersonal relationships and overall well-being. 5. To implement personal mindfulness skills for daily use.			
Course Learning Outcomes (CLO):				Students would be able to: 1. Define the concept of mindfulness and describe its historical and cultural origins. 2. Analyze the relationship between mindfulness and mental health. 3. Apply evidence-based mindfulness practices to reduce stress and regulate emotions. 4. Examine how mindfulness improves interpersonal relationships and evaluate its impact on overall well-being. 5. Develop and implement personal mindfulness strategies for daily life.			

Descriptors/Topics	CLO	Hours
UNIT I		
Foundations of Mindfulness: Definition and principles of mindfulness, Historical and cultural roots of mindfulness (Eastern and Western perspectives), Introduction to meditation and mindfulness practices, Key concepts: Presence, awareness, and non-judgment, Benefits of mindfulness for mental health and well-being	CLO1	6
UNIT II		
The Science of Mindfulness: Neuroscience of mindfulness: How mindfulness affects the brain, Mindfulness and stress reduction: Understanding the stress response system, Evidence-based benefits for mental health: Anxiety, depression, and resilience, Role of mindfulness in promoting emotional regulation	CLO2	6
UNIT III		
Practicing Mindfulness in Daily Life: Techniques for integrating mindfulness into everyday routines, Mindful breathing, mindful eating, and mindful walking, Overcoming barriers to mindfulness practice, Time management and prioritization through mindful awareness	CLO3	6
UNIT IV		
Mindfulness in Relationships and Communication: Building empathy and compassion through mindfulness, Active listening and mindful communication, Managing conflicts and improving interpersonal relationships, Cultivating gratitude and kindness	CLO4	6
UNIT V		
Mindfulness for Holistic Wellbeing: Mindfulness and physical health: Sleep, diet, and exercise, Mindfulness and self-care strategies, Understanding the connection between mindfulness, meaning, and purpose, Designing a personal mindfulness plan for long-term well-being	CLO5	6
Total Hours		30

Learning resources

Textbooks:

1. Brown, K. W., Creswell, J. D., & Ryan, R. M. (Eds.). (2015). Handbook of mindfulness: Theory, research, and practice. The Guilford Press.
2. Salgado, B. (2016). Real World Mindfulness for Beginners: Navigate Daily Life One Practice at a Time. Callisto Media, Inc.

Reference Books:

1. Collard, P. (2024). The Little Book of Mindfulness: 10 minutes a day to less stress, more peace. Octopus.

Online Resources/E-Learning Resources:

1. Historical Overview of Professional Counselling by Dr. Aaron Norton
https://youtu.be/8EWR_TYTm2Y?si=r_jpFXWtWmkLIYx9
2. 5 Ways to Listen Better – Julian Treasure
https://youtu.be/cSohjIYQI2A?si=B1_qW-ptdk9eZsxc
3. The Art of Active Listening | The Harvard Business Review Guide
<https://youtu.be/aDMtx5ivKK0?si=Id-qnepOgtRLoW5c>
4. Brene Brown on Empathy
https://youtu.be/1Evwgu369Jw?si=SvUR8PJoEu8_o398
5. Andy Puddicombe, “Ten Mindful Minutes” TED Talk
6. How mindfulness changes the emotional life of our brains by Richard J. Davidson
<https://youtu.be/7CBfCW67xT8?si=f6k5DVqXaWxftNy>
7. The Science of Mindfulness: A Research-Based Path to Well-Being
https://youtu.be/wxBdyBWx-EM?si=FNwTvPtqlaamR_Pk
8. The Power of Mindfulness: What You Practice Grows Stronger by Shauna Shapiro
<https://youtu.be/IeblJdB2-Vo?si=x4L1MgAuyu10vKrr>
9. Mindful Eating:
<https://youtu.be/aa3N3jh3C0A?si=9bOXHHxPM1BX-WOO>
10. Mindful Eating: https://youtu.be/CtOU4f3smt4?si=EtQ9fBCMyn_4JG8L

Name of the Program:		BSc Clinical Psychology		Semester : 6		Level: UG	
Course Name		Psychometric Analysis lab		Course Code/ Course Type		UBSCP307	
Course Pattern		2024		Version		1.0	
Teaching Scheme				Assessment Scheme			
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
	2		2	4			-
Pre-Requisite: FYBSc.							
Course Objectives (CO):				The objectives of Psycholometric Analysis lab are: <div>1. Understand the basic principles, purposes, and types of psychological tests related to creativity, intelligence, personality, aptitude, and adjustment.</div> <div>2. Demonstrate the ability to administer various standardized psychological tests in a controlled setting.</div> <div>3. Apply scoring techniques accurately for different psychological assessments.</div> <div>4. Interpret the results of psychological tests to draw meaningful conclusions about individuals’ traits and capacities.</div> <div>5. Develop skills in ethical test administration and communicating psychological findings responsibly.</div>			
Course Learning Outcomes (CLO):				On successful completion of the Course, students will be able to: <div>1. Describe the key features and applications of creativity, intelligence, personality, aptitude, and adjustment tests.</div> <div>2. Successfully administer Passi’s Creativity Test, TAT, 16PF, VIR, and other standardized tools.</div> <div>3. Accurately score and tabulate results using appropriate test manuals and guidelines.</div> <div>4. Interpret test scores to assess individual differences in cognitive and personality functioning.</div> <div>5. Demonstrate awareness of ethical practices in the use of psychological assessments.</div>			

COURSE CURRICULUM

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Practical Plan

Assign- ment/ Practi- cal/Ac- tivity Num- ber	Assignmen- t/Practical/ Activity Title	Details	Hour s
1	Creativity Assessment	1.1 Introduction to Creativity and Divergent Thinking tests	2
		1.2 Performing Passi's test of creativity	2
		1.3 Scoring and interpretation of Passi's test of Creativity	2
2.	Intelligence Assessment	2.1 Introduction to Intelligence tests	2
		2.2 Demonstration and Practice of Performance based test	2
		2.3 Scoring and Interpretation	2
3.	Projective Testing	3.1 Introduction to Projective Techniques	2
		3.2 Performing Projective Personality Tests- TAT/ Sentence Completion Tests, Differential Scale	2
		3.3 Scoring and Interpretation of Personality Tests	2
4.	Personality assessment (Self report measures)	4.1 Introduction to Self Report Tests	2
		4.2 Performing self report Tests (16 PF / NEO PI)	2
		4.3 Scoring and Interpretation	2
5.	Aptitude Testing	5.1 Introduction to Aptitude testing	2
		5.2 Performing Aptitude	2
		5.3 Scoring and interpretation of Aptitude	2
6.	Interest Assessment	6.1 Introduction to Vocational Interest Test	2
		6.2 Performing Vocational Interest	2
		6.3 Scoring and Interpretation of Results	2
7.	Adjustment Inventory	7.1 Introduction to Adjustment inventory	2
		7.2 Performing Adjustment Tests- Adjustment inventory for college students.	2
		7.3 Scoring and Interpretation of Adjustment inventory	2
8.	Frustration Tolerance Test	8.1 Introduction to Frustration Tolerance Scale	2
		8.2 Performing FTS	2
		8.3 Scoring and Interpretation	2
9.	Family Environment Scale	9.1 Introduction to FES	2
		9.2 Performing FES	2
		9.3 Scoring and Interpretation	2
10	Practice Hours	Revision, Ethics in Testing, Career Counselling	6
		Total	60 hours

Learning resources

1. Cohen, R. J., & Swerdlik, M. E. (2020). *Psychological Testing and Assessment* (10th ed.). McGraw-Hill. (Chapters 1–3)
2. APA Ethical Principles of Psychologists and Code of Conduct – Sections related to psychological assessment
3. **Singh, A. K.**
Tests, Measurements and Research Methods in Behavioural Sciences
Indian context, includes practical steps for test construction and validation.
4. **Anastasi, A., & Urbina, S.**
Psychological Testing (7th Edition)
A classic text covering test construction, validity, reliability, and applications.
5. **Gregory, R. J.**
Psychological Testing: History, Principles, and Applications (8th Edition)
Comprehensive with a good blend of theory and practice.

E-learning Resources:

1. Overview of Intelligence Testing: https://www.youtube.com/watch?v=d_DkPc-TdB0
2. Open Access Psychological Testing Site: <https://openpsychometrics.org>
3. APA PsycNet: <https://psycnet.apa.org>
4. Google Scholar for research articles