



BHARATHIAR UNIVERSITY

**(A State University, Accredited with "A" Grade by NAAC,
Ranked 13th among Indian Universities by MHRD-NIRF,**

World Ranking: Times -801-1000, Shanghai -901-1000, URAP - 982)

AFFILIATED COLLEGES

M.Sc. CLINICAL PSYCHOLOGY

SYLLABUS

2025-2026 ONWARDS

M.Sc. Clinical Psychology

(For the Students admitted from the academic year 2025-26 & Onwards)

SCHEME OF EXAMINATIONS – CBCS Pattern

Sem	Title of the Course		Hours per week		Maximum Marks			Credits	
			Theory	Practical	CIA	ESE	Total		
I	1.1	Biological Bases of Behavior	5		25	75	100	4	
	1.2	Advance Psychopathology I	5		25	75	100	4	
	1.3	Personality Theories	5		25	75	100	4	
	1.4	Law & Ethics in Clinic Psychology	5		25	75	100	4	
	1.5	Cognitive Psychology	5		25	75	100	4	
	1.6	Experimental Psychology I		5	25	75	100	4	
II	2.1	Clinical Neuropsychology	5		25	75	100	4	
	2.2	Advance Psychopathology II	5		25	75	100	4	
	2.3	Childhood Pathology & Exceptional Children	5		25	75	100	4	
	2.4	Research Methods-I (Quantitative)	5		25	75	100	4	
	2.5	Counselling Psychology	5		25	75	100	4	
	2.6	Experimental Psychology II		5	25	75	100	4	
III	3.1	Geriatric Psychology	5		25	75	100	4	
	3.2	Community Psychology and Intervention	5		25	75	100	4	
	3.3	Behavioral Modification	5		25	75	100	4	
	3.4	Research Methods-II (Qualitative)	5		25	75	100	4	
	3.5	Clinical Report Writing	5		25	75	100	4	
	3.6	Field work			20	55	75	3	
	3.7	Health and Wellness	1		25		25	1	
IV	4.1	Psychotherapeutic Intervention in Clinical Setting	5		25	75	100	4	
	4.2	Psychological Assessment and Diagnostics	5		25	75	100	4	
	4.3	Rehabilitation Psychology	5		25	75	100	4	
	4.4	Clinical Practicum Report			50	100	150	6	
		TOTAL						2250	90

Program Specific Outcomes (PSOs)	
After the successful completion of M.Sc. Clinical Psychology program, the students are expected to	
PSO1	Understand the fields of Clinical Psychology and the research specific areas
PSO2	Understand the principles of Clinical psychology and its application in Clinical field
PSO3	Learn the concepts which form a catalyst to behavior
PSO4	Developing methods to write case analysis and assessment using psychological tests/instruments
PSO5	To develop graduates into self-reliant individuals, with social responsibility and civic virtues.

Program Outcomes (POs)	
On successful completion of the M. Sc. Clinical Psychology program	
PO1	Overall knowledge and capabilities of the discipline including knowledge of psychological principle, theories of individual and systemic functioning and change, maladaptive and dysfunctional behavior, psychopathy, cultural and ethnics bases of behavior.
PO2	The ethical, legal and professional aspects of psychological practice.
PO3	Design solution for human problems with appropriate consideration for the public health and safety, and the cultural, societal and the environmental considerations.
PO4	Activities that promote, restore, sustain and enhance cognitive functioning and a sense of well-being in individuals or groups of clients through preventive, developmental or remedial services and / or in the case of groups or organizations, restoring or enhancing group or organizational functioning.
PO5	Understand the impact of Psychology in societal and environmental contexts, and demonstrate the knowledge and need for sustainable development
PO6	Choose suitable job position and apply learnt theoretical knowledge into practice
PO7	Skills in self-assessment, reflective thinking and self-awareness; placing great importance on their personal and professional integrity, and on the willingness to explore, experiment and learn from mistakes.
PO8	Equipped to be active, well-informed citizens who make substantial contributions to society and have the potential to become leaders in their professions and communities.
PO9	Develop innovative ideas to solve problems and make right decision with respect to profession-based complexities.
PO10	Maintain and practice professionalism and decorum in engaging any profession

Program Educational Objectives (PEOs)	
The M. Sc. Clinical Psychology program describe accomplishments that graduates are expected to attain within five to seven years after graduation	
PEO1	To prepare students to excel in Post graduate Programs and to succeed in the field of Clinic.
PEO2	To provide students with a solid foundation in clinical psychology and help them in gaining skills in the clinical areas of psychology and also to pursue higher studies.
PEO3	To provide students with the foundation in clinical skill development required to develop intervention strategies for behavior change
PEO4	To enable graduates to be globally competent entrepreneurs and professionals, pursue higher studies or engage in research.
PEO5	To provide the student with an academic environment aware of excellence, outstanding leadership, written ethical codes and guidelines with moral values, and the life-long learning needed for a successful career.

Semester I

Course code	BIOLOGICAL BASES OF BEHAVIOR	L	T	P	C
Core I	Basic understanding of behavior	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To enable students to understand the basics of behavior.					
2. To help students analyze and identify the sensation, perception and memory.					
3. To enable students to understand the thinking & language, intelligence & creativity.					
4. To understand the concepts of motivation and emotion.					
5. To help students to analyzing the personality theories and assessment.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	To enable the understanding of biological basis of behavior.				K1
2	To understand the basic motives & emotions which influences the behavior				K2
3	To familiarize with learning principle, intelligence and creativity.				K3
4	To enhance the knowledge of theoretical perspective of behavior.				K4
5	To familiarize the perspectives which influence the behavior.				K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Definition and bases of human behavior			12 hours	
Definition of psychology. Types of Psychological Research. Contemporary approaches to Psychology. Scope of Psychology.					
Biological bases of Human Behavior: Nervous system. Neurons. Structures and Functions of the Brain. Endocrine system. Genetic and Evolutionary Blue print of Behavior.					
Unit II	Sensation & Perception, Learning & Memory			12 hours	
Sensation: Visual system: Vision & Color Vision. Auditory system and other Senses.					
Perception: Constancy Phenomena, Loss of organization, Types of Perception-Form, Depth, Movement. Illusions- Types of Illusion. Extrasensory Perception.					
Learning: Nature of learning-Classical Conditioning-Operant conditioning-Observational Learning-Cognitive factors and Learning.					
Memory: Nature of Memory-Memory Coding, Memory Storage-Memory Retrieve- Forgetting.					
Unit III	Thinking & Language, Intelligence & Creativity			12 hours	
Thinking: Concept Formation- Problem solving- Critical Thinking- Reasoning-Decision Making.					
Language: Language and Cognition- Language Acquisition- Language Development.					
Intelligence: Theories on Intelligence-Assessment-Extremes of Intelligence-Influences on Intelligence.					
Creativity: Nature of Creativity-Steps in creativity Process Characteristics of Creative thinkers					

Unit IV	Motivation & Emotion	12 hours
Motivation: Approaches to Motivation – Primary Motives and Learned Motives: Hunger, Sexuality, Social Motives, Need for Achievement. Emotion: Biology of Emotion- Non-Biological Factors in Emotion - Classification in Emotion.		
Unit V	Personality - Theories & Assessment	10 hours
Theories of Personality - Psychodynamic Perspective, Behavioral and Social Cognitive Perspectives Humanistic Perspective- Trait Perspective. Assessment of Personality: Self-Report test- Behavioral Assessment-Cognitive Assessment-Projective Test.		
Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	Coon, D. & Mitterer, J. O. (2007). Introduction to Psychology – Gateways to Mind and Behavior. (11thEdn). USA: Thomson Wadsworth.	
2	Passer, M.W. & Smith, R.E. (2007). <i>Psychology – The Science of Mind and Behavior</i> . (3rdEdn). New Delhi: Tata McGraw-Hill	
3	Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India.	
4	Michael S. Gazzaniga., Todd F. Heatherton., Diane F. Halpern & Steven J. Heine (2012). Psychological Science, 3rd Canadian Edition, W.W. Norton & Company, Inc., New York.	
5	Leukel, F. (2002). <i>Introduction to Physiological Psychology</i> . New Delhi: CBS Publishers and Distributors Private Limited	
	Course designed by: Ms. Vishnupriya.Perumal	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	M	S	M	S	S	S	S
CO2	M	S	S	M	S	S	S	S	S	S
CO3	S	S	M	S	M	S	S	M	S	M
CO4	S	S	M	S	S	M	S	M	S	M
CO5	M	M	S	S	S	S	M	S	M	S

*S-Strong; M-Medium; L- Low

Course code	ADVANCE PSYCHOPATHOLOGY - I	L	T	P	C
Core II	Basics in Psychopathology	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To teach the factors which triggers psychopathology					
2. To understand the role of stress in psychopathology					
3. To evaluate the level of psychological illness.					
4. To understand how preoccupied thoughts about body leads to psychopathology					
5. To describe how people’s psychological distress led to eating disorder					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand the biological, behavioral, cognitive and social determinants of psychopathology				K1
2	Demonstrate advanced Psychiatric assessment.				K2
3	Evaluate the level of stress which influences psychological well-being.				K3
4	Create a psychological wellbeing society.				K4
5	Apply various treatment to psychotic disorders.				K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Introduction to Psychiatry			12 hours	
Diagnosis and Classification in Psychiatry: Definition, Normal Mental Health, Classification in Psychiatry, Multi Axial Classification, Psychiatric History and Examination: Identification Data, Chief Complaints, History of Present Illness, Past Psychiatric and Medical History, Treatment History, Family History, Personal and Social History, Alcohol and Substance History, Physical Examination, Mental Status Examination.					
Unit II	Assessments in Psychiatry			12 hours	
Clinical Assessment: Basic Elements in Assessment, Assessment of the Physical Organism, Psychosocial Assessment, The Integration of Assessment Data, Classifying Abnormal Behavior, The Interview, Intelligence Tests, Neuropsychological Tests, Personality Assessment, Behavioral Assessment, Cognitive Assessment, Relational Assessment, Bodily Assessment. Case Studies of Assessments.					
Unit III	Stress			12 hours	
Definition - Criteria for DSM-V and ICD-10. Effects of Severe Stress. Stress and Coping Skills, Biological and Psychological Effects of Stress, Effects of Long-Term Stress. Post-Traumatic Stress Disorder: Reaction to Catastrophic Events. Prevalence of PTSD. Case Studies. Prevention and Treatment of Stress Disorders, Challenges in Treating Stress Disorders.					

Unit IV	Disorders of Bodily Preoccupation	12 hours
Somatoform Disorders - Pain Disorder. Somatization Disorder. Conversion Disorder. Hypochondriasis. BodyDysmorphic Disorder. FactitiousDisorderandMalingering. Criteria for DSM-V and ICD-10. Prevalence. Risks and Causal Factors.Treatment and Outcomes.		
Unit V	Eating Disorders and Obesity	10 hours
Anorexia Nervosa and Bulimia Nervosa. Criteria for DSM-V and ICD10. Medical Complications. Other Forms. Prevalence. Risks and Causal Factors. Treatment and Outcomes.		
Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	Ahicia, N. (2002)."AShort Text Book ofPsychiatry(5 th Edition)", New Delhi, Jaypee Brothersth	
2	Sadock, B. .1 &Sadock, V. A. (1995). "Comprehensive Textbook ofPsychiatry, 6 Edition", Vol. 1 & 2, William & Wilkins: London.	
3	Butcher, J. N., Hooley, J. M., & Mineka, S. (2021). <i>Abnormal Psychology</i> (18 th ed.). Pearson.	
4	Kaplan, H. I., & Sadock, B. J. (2021). <i>Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry</i> (12 th ed.). Wolters Kluwer.	
5	Hoeksema, S. N. (2020). <i>Abnormal psychology</i> (8 th ed.). Mcgraw hill Education	
	Coursedesigned by: Mr.S.Meganathan	

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	M	M	S	S	M
CO3	S	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	S	S	S	S	M
CO4	S	S	S	S	M	S	S	S	M	S
CO5	M	S	S	S	M	M	S	S	M	M

*S-Strong; M-Medium; L-Low

Course code	PERSONALITY THEORIES	L	T	P	C
Core IV	Basics of personality theories	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To understand the personality concepts & assessment.					
2. To explain dispositional & biological domain.					
3. To identify the Intrapsychic domain in personality.					
4. To explain cognitive & experimental domain and sociocultural domain which shapes personality.					
5. To discuss the eastern approaches of personality.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand the concept of self and personality. Critically examine the psychoanalysis theories of personality	K1, K2, K3, K4,K5			
2	Summarize the life span and trait perspective of Personality.	K1, K2, K3, K5,K6			
3	Understand the concepts of self, using humanistic and cognitive approaches	K1, K2, K3, K5,K6			
4	Evaluate the various theories and techniques in behavioral theories.	K1, K2, K3, K5,K6			
5	Critically examine the major theories and findings of the field of personality psychology	K1, K2, K3, K5,K6			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Personality: Concept and Assessment	12 hours			
Three levels of Personality Analysis: Human Nature, Individual and Group Differences, Individual Uniqueness. A fissure in the field – Grand theories of Personality, Contemporary Research in Personality. Six Domains of Knowledge about Human Nature: Dispositional Domain, Biological Domain, Intrapsychic Domain, Cognitive-Experiential Domain, Social and Cultural Domain, Adjustment Domain. The role of personality theory. Standards for evaluating personality theory. Sources of Personality Data: Self-Report Data (S- Data), Observer-Report Data (O-Data), Test-Data (T-Data), Life-Outcome Data (L-Data). Issues in Personality Assessment. Evaluation of Personality Measures: Reliability, Validity, Generalizability. Research Design: Experimental Methods, Correlational Studies, Case Studies.					
Unit II	Dispositional Domain and Biological Domain	12 hours			
What is a Trait? Two Basic Formulations. Identification of the Most Important Traits: Lexical Approach, Statistical Approach, Theoretical Approach. Taxonomies of Personality - Eysenck's Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System, Five-Factor Model. Sheldon’s Physiological Approach to Personality. Physiological Measures Commonly Used in Personality Research: Electrodermal Activity (Skin Conductance), Cardiovascular Activity, Brain Activity, Other Measures. Physiologically Based Dimensions of Personality: Extraversion-Introversion, Sensitivity to Reward and Punishment, Sensation Seeking, Neurotransmitters and Personality, Morningness - Eveningness, Brain Asymmetry and Affective Style.					
Unit III	The Intrapsychic Domain	12 hours			
Psychoanalytic Approaches to Personality: Fundamental Assumptions of Psychoanalytic					

Theory. Sigmund Freud: Structure of Personality, Dynamics of Personality, Psychosexual Stages of Personality Development, Personality and Psychoanalysis. Carl Jung: Analytical Psychology. Alfred Adler: Individual Psychology. **Psychoanalytic Approach – Contemporary Issues:** The Neo-Analytic Movement, Ego Psychology, Object Relations Theory.

Motives and Personality: Basic Concepts – Need and Press. Apperception and the TAT. The Big Three Motives – Achievement, Power, Intimacy. Humanistic Tradition: Maslow and Roger's Contribution.

Unit IV	Cognitive/Experiential Domain and Social and Cultural Domain	12 hours
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Personality revealed through Perception- Field dependence. **Personality revealed through Interpretation** - Kelly's Personal Construct Theory, Locus of Control, Learned Helplessness. **Personality revealed through Goals** - Personal Projects Analysis - Life Tasks, Goals, and Strategies. **Approaches to the Self:** Descriptive Component of the Self-Self Concept. Evaluative Component of the Self- Self-Esteem. Social Component of the Self: Social Identity. **Social Domain** - Sex, Gender and Personality: Science and Politics of Studying Sex and Gender, Gender Differences in Personality, Masculinity, Femininity and Androgyny, and sex roles, Theories of Sex Differences. **Cultural Domain** – Cultural violation, Cultural Personality Psychology, Three Major Approaches to culture: Evoked Culture, Transmitted Culture, Cultural universal.

Unit V	Facets of Personality and Eastern Approaches to Personality	10 hours
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Skinner: Operant Conditioning. **Albert Bandura:** Observational Learning. **Martin E. P. Seligman:** Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style. **Yoga and the Hindu Tradition** –Major concepts, Dynamics and Structure. **Zen and the Buddhist Tradition** – Major Concepts, Dynamics and Structure. **Sufism and the Islamic Tradition** – Major Concepts, Dynamics and Structure. **Integral Psychology** – Basic Concepts and Model of Being. **Probabilistic Orientation** – Basic Postulate and Seven Factors.

Unit VI	Contemporary Issues	2 hours
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Expert lectures, online seminars – webinars

Total Lecture hours	60 hours
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Reference books

1	Randy.J.Larsen and David.M.Buss. (2005). Personality Psychology – Domains of Knowledge about Human Nature. Second Edition.
2	Robert Frager and James Fadiman. (2005). Personality and Personal Growth. Sixth Edition. New Delhi: Pearson
3	A.S.Dalal (Ed.). (2004). Living Within – The Yoga Approach to Psychological Health and Growth, Selections from the Works of Sri Aurobindo and the mother. Sri Aurobindo Ashram, Pondicherry
4	Narayanan, S. and Annalakshmi, N. (2001). The Probabilistic Orientation of Personality. In Cornelissen, Matthijs (Ed.) Consciousness and Its Transformation. Pondicherry: SAICE. Also available in http://www.ipi.org.in/texts/ip2/ip2-4.1-.php
5	Feist, G.J., Roberts, T-A., & Feist, J. (2021). <i>Theories of Personality</i> (10 th Eds.), Mc Graw Hill.

Course designed by: Ms.Vishnupriya.Perumal										
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	P08	P09	P10
CO1	S	M	M	S	M	M	S	S	M	M
CO3	M	S	S	M	S	M	S	M	S	M
CO3	S	M	M	S	M	S	S	M	M	S
CO4	M	M	M	M	S	M	M	S	S	M
CO5	M	S	S	S	M	M	M	M	S	M

*S-Strong; M-Medium; L-Low

Course code	LAW & ETHICS IN CLINIC PSYCHOLOGY	L	T	P	C
Core V	Basic laws and ethics	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To explain the ethical principal & standards.					
2. To understand the practical issues.					
3. To understand RCI regulations & act.					
4. To explain the mental health acts					
5. To discuss the issues in working with special population.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand and apply ethical principles as a Clinical Psychologist.				K6
2	Resolve common ethical and practical dilemmas in the mental health field.				K6
3	Gain knowledge about professional membership as a mental health practitioner				K5
4	Develop insight and can establish mental health establishments.				K6
5	Examine ethical issues to special populations				K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Ethical Principles & Standards				12 hours
Ethical Principles: Beneficence and Nonmaleficence - Fidelity and Responsibility – Integrity – Justice - Respect for People’s Rights and Dignity - Ethical standards: Resolving Ethical Issues – Competence - Human Relations - Privacy and Confidentiality - Advertising and Other Public Statements - Record Keeping and Fees- Education and Training - Research and Publication - Assessment – Therapy - Ethics in Indian context					
Unit II	Practice Issues				12 hours
Ethics and the personal context: Morals- Virtues- Emotions- Developing a personal model for ethical decision making- Multiple relationships and Boundary issues- Close Encounters- Attraction, & Sexual Misconduct- Psychotherapy contract: Informed consent- confidentiality and guidelines for contacting- Ethics and confidentiality in digital age- Ethics in online therapy					
Unit III	RCI regulations and Act				12 hours
The rehabilitation council of India- Objectives of the council- Categories of Rehabilitation Professionals- Functions of the council: Rights of the person possessing qualifications- Withdrawal of recognition- Appeal against order of removal of names from the register- Cognizance of offences- RCI ACT Amendment 2000.					
Unit IV	Mental Health Care Act				12 hours
Mental Illness and capacity to make Mental Healthcare and Treatment Decisions- Advanced Directive- Nominated Representative- Rights of Person with Mental Illness- Roles of Central and State Mental Health Authorities- Mental health Establishments- Mental Health Review Boards- Offences and Penalties.					
Unit V	Issues in working with special populations				10 hours
National Commission on Allied and Healthcare Professionals Act, Person with Disability Act, Right to Information.					

Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	American Psychological Association. (2010). Ethical Principles of Psychologists and Code of Conduct. http://www.apa.org/ethics/code/principles.pdf	
2	Bhola,P.& Raguram ,A.(Eds.) (2016). Ethical Issues in Counselling and Psychotherapy Practice Walking the line .New Delhi: Springer	
3	Rehabilitation Council of India (2000).RCI Amendment Act 2000. Retrieved from http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf	
4	The Mental Health Care Act (2017). Available from: http://www.prindia.org/uploads/media/Mental%20Health/Mental%20Healthcare%20Act%202017.pdf	
5	The National Commission for Allied and Healthcare Professionals Act, 2021.Availablefrom https://egazette.nic.in/WriteReadData/2021/226213.pdf	
6	The Rights of Persons with Disabilities Act, 2016. Available from http://www.upfcindia.com/documents/rpwd_101017.pdf	
7	The Right to Information (Amendment) Act, 2019, Available from https://egazette.nic.in/writereaddata/2019/209696.pdf	
Related Online Contents		
1	http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf	
2	http://www.prindia.org/uploads/media/Mental%20Health/Mental%20Healthcare%20Act%202017.pdf .	
3	https://egazette.nic.in/WriteReadData/2021/226213.pdf	
4	https://egazette.nic.in/writereaddata/2019/209696.pdf	
	Coursedesigned by: Ms.S.Meganathan	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	M	M	S	S	M
CO3	M	M	S	M	S	M	S	M	S	M
CO3	M	M	S	S	M	S	M	S	M	S
CO4	S	S	M	S	M	S	S	S	M	S
CO5	S	M	S	M	S	S	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	COGNITIVE PSYCHOLOGY	L	T	P	C
Core XV	Basics of cognition	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. Understand the mental processes and their relationship to Brain, Mind and behavior.					
2. Recognize the higher mental processes and their relevance in daily living.					
3. Relate the concepts of language and problem solving and creativity in everyday life					
4. Understand memory structure and process and its relation to neurocognition					
5. Understand the Neurophysiological sensing techniques and their applications					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Remember the theoretical approaches of cognitive neurosciences	K1			
2	Apply the various concepts of attention and memory	K3			
3	Describe the process, acquisition of language and development	K1			
4	Analyze the aspects of problem-solving and decision-making	K5			
5	Assess the structures, approaches of intelligence and strategies to improve intelligence	K6			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	INTRODUCTION TO COGNITIVE PSYCHOLOGY				12 hours
Cognitive Psychology: Meaning - Definition – History – Theories: Piaget’s Theory - Vygotsky Theory-Information Processing Theory - Learning Theory-Nativist Perspective - Cognitive neuroscience perspective. Core Concepts: Mental Imagery- stages of processing - Serial vs. Parallel processing - Consciousness and Awareness. The Brain & Cognition: Basic Neuroanatomical principles. Brain Imaging Techniques: Brain lesions – PET scan – fMRI – ERP.					
Unit II	PERCEPTUAL PROCESSES				12 hours
Modularity of perception: Visual –Auditory-Space-Multimodal Perception- Theories: Gestalt Approach-Top-Down vs. Bottom- up processing-Information processing- Disruptions of perception- Illusions and Agnosia. Attention & Consciousness: Attention: Definition – Types – Theories: Broadbent’s Early Filter - Treisman’s Attenuation Theory-Deutsch’s Later filter- Neisser’s Synthesized model. Consciousness: Definition – Nature – Types.					
Unit III	MEMORY AND LANGUAGE				12 hours
Memory: Definition –Types of Memory: Declarative- Procedural- Flash Bulb- Working Memory, Theories: Information Processing Model- Level of Processing– Architecture of Memory. Forgetting: Theories – Reproduction and Reconstruction in Memory- Models of Knowledge Recognition - Models of Memory for New Information- Metacognition. Language: Definition - Theories: Modularity Hypothesis- Whorfian Hypothesis. Lateralization: Language Production- Language Comprehension.					
Unit IV	Intelligence & Creativity				12 hours
Intelligence: Definition-History- Theories: Two Factor- Theory of Primary Mental Abilities- Structure of Intellect- Cattell Horn Theory- Three Stratum Model- Pass Model of Intelligence- Triarchic Theory- Cattell Horn Carroll -Theory of Multiple Intelligence. Concept of IQ- The Role of Heredity and Environment Creativity: Nature – Characteristics – Stages, Theories of Creativity: Investment’ Theory of Creativity- Four-C Model of Creativity- Creativity and Problem Solving- Creativity and Intelligence					
Unit V	PROBLEM SOLVING, DECISION MAKING AND REASONING				10 hours

Problem-Solving: Problem – Meaning – Types- Problem Representation –Problem-Solving Strategies- Problem Solving Approaches: Gestalt-New Well and Simons Theory- Factors That Influence Problem-Solving, Mental Set – Functional Fixedness. Decision-Making: Meaning, Models in Decision Making: Utility Models- Cognitive Illusions in Decision Making- Emotions and Decision-Making Reasoning; Meaning– Types – Approaches -Belief-Bias Effect – Conformation Bias Effect– Wascon’s Card		
Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	Matlin M W (2013) Cognitive Psychology. 8th Edition. John Wiley & Sons	
2	Galotti, K.M. (2017). Cognitive Psychology in and Out of the Laboratory. 6th Edition. SAGE Publications, Inc.	
3	Eysenck M.W. and Keane M.T. (2015) Cognitive Psychology: A Student's Handbook. 7th Edition. Psychology Press.	
4	Smith, E. E. & Kosslyn, S (2013). Cognitive Psychology: Pearson New International Edition: Mind and Brain, Pearson.	
5	Reed, S.K. (2007). Cognitive theories and applications. International Edition. 8th edition. Wadsworth.	
6	Solso, R, L. (2014) Cognitive Psychology. 8th Edition. Pearson Education.	
	Course designed by : Ms.Hema.D.Rajendran	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	S	S	S	S	S
CO3	M	M	S	M	M	M	M	M	M	M
CO3	S	S	S	M	M	S	M	S	S	S
CO4	M	S	S	S	S	M	S	M	M	M
CO5	M	M	S	M	M	S	M	S	S	S

*S-Strong; M-Medium; L-Low

Course code	EXPERIMENTAL PSYCHOLOGY-I	L	T	P	C
Core VI	Basic psychological assessments	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To realize the importance and utility of the methodology and statistics in psychology.					
2. To learn the strategy to interpret the results of the factors/variables					
3. To draw a meaningful conclusion based on the assessment results and data					
4. To write clear, cogent summaries and interpretations.					
5. To enhance skills to conduct psychological test					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand and learn the administration, scoring and report writing for the psychological tests.				K4, K5, K6
2	Assess the level of severity through using rating scales related to psychological processes.				K4, K5
3	Effectively Interpret the results and generate report.				K5, K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
					60 hours
1. Standard Progressive Matrices					
2. Bhatia’s Battery of Performance Intelligence					
3. Binet Kamat Tests of General Mental abilities					
4. Wechsler Memory Scale					
5. Vineland Social Maturity Scale					
6. 16 Personality Factor					
7. Draw a Person Test					
8. Brief Psychiatric Rating Scale					
9. International Personality Disorder Examination					
10. Millon Clinical Multiaxial Inventory					
11. Minnesota Multiphasic Personality Inventory					
12. ADHD (Parent OR Teacher Rating Scale)					
Course designed by: Ms.Hema.D.Rajendran					

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	S	S	S	S	M
CO3	S	S	S	S	M	S	S	M	M	S
CO4	S	S	S	S	M	S	S	M	M	M
CO5	M	S	S	S	M	S	M	M	S	M

*S-Strong; M-Medium; L-Low

Semester II

Course code	CLINICAL NEUROPSYCHOLOGY	L	T	P	C
Core VIII	Basics of neuropsychology	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To understand the history of neuropsychology.					
2. To explain the structural element of neuropsychology.					
3. To understand the neuropsychological disorders.					
4. To explain cerebrovascular disorder.					
5. To identity the intervention & management of impairment.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand the meaning, history of neuropsychology, basic parts of the brain and their function and the various neurological disorders				K1, K2
2	Explain the anatomical parts of the frontal lobe and temporal lobe and their dysfunction like cognitive changes, personality change aphasias and amnesias				K1,K2, K3, K4
3	Discuss the anatomical parts ofthe parietal lobe and the dysfunctions like somatic sensorydisorders, apraxia and spatial neglect				K1, K2, K3, K4
4	Analyze the anatomical parts of the occipital lobe and the dysfunctions like cerebral blindness and visual agnosia and neurological basis of learning disability, cerebral palsy, autism and other disorders				K1,K2, K3, K4
5	Understand the method uses of neurophysiological assessments like CT scan, MRI and EEG and the method and uses of neuropsychological assessment like BGT, LNNB, HRB and other tests				K1,K2, K3, K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	History of Neuropsychology				12 hours
History, Origin - Development of Neuropsychological Assessment - Qualitative and Quantitative Perspectives of neuropsychological assessment - Basic Anatomy, Elements of Neurology, Methods of study -of Research in Neuropsychology -Anatomical Methods, Degeneration Techniques, Lesion Techniques, Chemical Methods, Stereotaxic Surgery, Micro-Electrode Studies, Oscilloscope, Polygraph, Scanning Methods and Ethical Issues in Research Recent Trends in Neuropsychological Assessment.					
Unit II	Structural Elements of Neuropsychology				12 hours
Major Structures and Functions, Spinal Cord, Brain: Forebrain, Midbrain, Hindbrain, Cerebral Cortex, Temporal, Parietal and Occipital- Lobes; Prefrontal Cortex - Central Nervous System Peripheral Nervous System - Neural Transmission and its Perspectives Lobe Syndromes.					
Unit III	Neuropsychological Disorders				12 hours
Neuro Developmental Disorders- Autism, ADHD, Intellectual Disability, Down's Syndrome, Rhett's Syndrome, Fragile X, Cerebral Palsy, Meningitis and Related Disorders. Adult Neuropsychological Disorders - Schizophrenia, Substance Abuse Disorders, Major Affective Disorders and Anxiety disorders, PTSD.					
Unit IV	Cerebrovascular Disorders				12 hours
Traumatic Brain Injury, Infections, Epileptic Seizure Disorder, Dementia, Delirium,					

Alzheimer's Disease, Parkinson's Disorder, Metabolic Disorders, Autoimmune Disorders, Pain Disorders, Amnesia and its types, Multiple Sclerosis, Neurological Impairment		
Unit V	Intervention and Management	10 hours
Medical Interventions , Therapeutic Interventions, Life Style Modifications, Coping with the Disorder, Management of Impairment, Overall Health Models, Rehabilitation of Neuropsychological Disorders.		
Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	Morgan, J. E. & Ricker, J. H. (2018). Textbook of Clinical Neuropsychology, Routledge, New York.	
2	Parsons, M. W., & Hammeke, T. A. (2014). Clinical Neuropsychology: A Handbook for Assessments, American Psychological Association.	
3	Walsh K. (2008). Neuropsychology, New Delhi: B.I. Churchill Livingstone Pvt. Ltd.	
4	Heilman, K. M., & Valensation, E, (1985). Clinical Neuropsychology, New York: Oxford University Press.	
5	Kolb, B., & Whishaw, I. Q. (1996). Fundamentals of Human Neuro-Psychology. New York: W.H. Freeman and Co.	
	Coursedesigned by: Mr.S.Meganathan	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	M	S	S	S
CO2	M	S	S	M	S	M	S	M	S	M
CO3	S	S	M	S	M	S	M	S	S	M
CO4	S	S	M	S	S	S	S	S	S	S
CO5	M	M	S	S	S	S	S	S	M	M

*S-Strong; M-Medium; L-Low

Course code	ADVANCE PSYCHOPATHOLOGY – II	L	T	P	C
Core VII	Basics of psychopathology	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To understand the contribution of psychological, biological, and sociocultural factors.					
2. To integrate theoretical and empirical research findings in understating mental disorders.					
3. To describe the etiology and treatment of psychological disorders.					
4. Understand the use of diagnostic tools, including the DSM and ICD.					
5. Learn multiple perspectives in evaluating and interpreting mental disorders.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand the major psychological disorders and be able to identify them as per the diagnostic manual.	K2,			
2	To analysis the role of neurobiology, psychological, and social context in the evaluation of mental disorders.	K4			
3	Apply the contemporary theories and research related to the causes and treatments of psychological disorders.	K3			
4	Apply the principles of diagnosis and treatment to a case study.	K3			
5	Remember the ethical and legal issues relevant to the provision of mental health services.	K1			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Sexual Variant Disorders	12 hours			
Views of Sexual Behavior. Sexual Dysfunction. Criteria of DSM - IV and V. Dysfunctions of Sexual Desire, Sexual Arousal, Orgasmic Disorders, Dysfunctions involving Sexual Pain. Sexual and Gender Variants. Paraphilias. Sexual Victimization. Sexual Abuse. Child Sexual Abuse. Pedophilia. Incest. Rape.					
Unit II	Substance Related Disorders	12 hours			
Alcohol Abuse and Dependence - Criteria of DSM - IV and V. Prevalence. Comorbidity and Demographics. Acute Intoxication. Withdrawal State. Drug Abuse and Dependence. Other Drugs.					
Unit III	Schizophrenia and Other Psychotic Disorders	12 hours			
Schizophrenia - Criteria of DSM - IV and V. Etiology. Schizophrenic Spectrum Disorders Paranoid Disorganized, Catatonic, Undifferentiated, Residual Type, Other Psychotic Disorders. Clinical Picture in Schizophrenia: Delusion, Hallucination, Disorganized Speech, Disorganized and Catatonic Behavior, Negative Symptoms.					
Unit IV	Cognitive Disorders	12 hours			
The Brain: An Interactional Perspective, Vulnerability to Brain Disorders, Assessing Brain Damage: Delirium, Dementia, Alzheimer's Disease, Pick's Disease, Huntington's Disease, Parkinson Disease. Brain Trauma: Injuries, Tumors and Infections. Amnesic Disorders. Criteria of DSM-IV and V. Cognitive Impairment Disorders: Cerebrovascular Disorder, Vascular Dementia, Korsakoffis Syndrome, Epilepsy.					
Unit V	Personality, Anxiety and Mood Disorders	10 hours			
Criteria of DSM-IV and V. Clinical Features of Personality, Difficulties doing Research on					

Personality Disorder, Categories of Personality Disorders, Treatments and Outcomes. Panic Anxiety and' Other Disorders, Prevalence, Gender and Age of Onset and Comorbidity. Generalized Anxiety Disorder, Prevalence, Gender and Age of Onset and Comorbidity. Obsessive Compulsive Disorder, Prevalence, Gender and Age of Onset and Comorbidity. Mood Disorders, Treatments and Outcomes.		
Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	Ahuja, N. (2002). "A Short TeM Book of Psychiatry (5 th Edition)", New Delhi, Jaypee Brothers	
2	Sadock, B. J. & Sadock, V. E. (2003). "Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry (9 th Edition)", Philadelphia: Lippincott Williams & Wilkins.	
3	Sadock, B. J. & Sadock, V. E. (1995). "Comprehensive TeMbook of Psychiatry,6 Edition", Vol. 1 & 2, William & Wilkins: Londo	
4	Kaplan, H. I., & Sadock, B. J. (2021). <i>Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry</i> (12 th ed.). Wolters Kluwer.	
5	Oltmanns, T. F. (2019). <i>Case studies in abnormal psychology (11th ed.)</i> . John Wiley & Sons.	
	Coursedesigned by: Ms.Vishnupriya.Perumal	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	S	M	M	M	M
CO2	S	S	M	S	S	M	S	S	S	S
CO3	M	S	S	M	M	S	S	M	M	M
CO4	M	M	S	S	S	M	M	S	S	S
CO5	M	M	S	S	S	S	S	M	M	M

*S-Strong; M-Medium; L-Low

Course code	CHILDHOOD PATHOLOGY AND EXCEPTIONAL CHILDREN	L	T	P	C
Core X	Basics of childhood disorders	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To understand developmental disorders.					
2. To explain mood disorders of childhood.					
3. To understand special education.					
4. To discuss about national institutions in the field of disability.					
5. To understand the legislative frameworks.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	To evaluate the developmental disorders	K5			
2	Demonstrate knowledge of the different steps in quantitative research.	K1, K2, K3,			
3	To analyze the mood disorders in childhood	K4			
4	To remember the legislative frameworks	K1			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Developmental disorders	12 hours			
Developmental Disorders- autism spectrum disorders, attention deficit hyperactivity disorder, conduct disorder, Mental Retardation, Learning Disabilities, Hearing Impairment, Disability of Locomotion.					
Unit II	Mood disorders of childhood	12 hours			
Bipolar disorder in children, emotional disorders, eating disorders, enuresis Psychological Assessment of Childhood disorders.					
Unit III	Special Education	12 hours			
Special Education: Special Schools and Rehabilitation centers Mainstreaming: assistive devices, adaptation, barrier free environment Mainstreaming: Attitudinal change- teachers, non- disabled students, Parents and Community					
Unit IV	National Institutes in the field of disability	12 hours			
National Institutes in the field of disability: NIMH, NIVH, NIOH, AYJNIHH, NIEPMD, SVNIRTAR, Alimbco. NGOs, Parent Organizations, Advocacy organization					
Unit V	Legislative framework	10 hours			
Legislative framework: Mental Health Act, RCI Act, Persons with Disability Act, National Trust Act, UNCRPD					
Unit VI	Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars					
Total Lecture hours					60 hours
Reference books					
1	Hallahan D.P. and Kauffman J.M. (1980) Exceptional Children, Prentice Hall				
2	Cratty B.J. and Goldman R.L. (1995) Learning Disabilities: Contemporary Viewpoints, Harwood Academic Publishers				
3	Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth, Englewood Cliffs N.J.:Prentice Hall				

4	Rao, T.A.S. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secundrabad, National Trust, Govt. of India, Handbook for Teachers
5	NIMH (1989) Mental Retardation: A Manual for Psychologist, Secundrabad
6	Peshawaria R. and Venkatesan (1992) Behavioral Approach in Teaching Mentally Retarded Children, NIMH, Secundrabad
	Coursedesigned by: Ms.Vishnupriya.Perumal

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	M	M	S	S
CO2	M	M	S	S	M	M	S	M	M	S
CO3	M	S	S	M	S	S	M	S	S	M
CO4	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	S	M	S	S	S	M	M

*S-Strong; M-Medium; L-Low

Course code	RESEARCH METHODS – I (QUANTITATIVE)	L	T	P	C
Core IX	Basic statistics	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To explain the Foundation of quantitative research methods in psychology.					
2. To understand the process of quantitative research.					
3. To discuss the sampling techniques & data collection methods.					
4. To draw the experimental design in psychology.					
5. To develop tests and standardizing them.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand philosophical foundations and scientific basis of quantitative research.	K1, K2			
2	Demonstrate knowledge of the different steps in quantitative research.	K1, K2, K3,			
3	Analyze and apply various sampling techniques and methods of data collection	K1, K2, K3, K4			
4	Understand and evaluate the different experimental designs.	K1, K2, K3, K4, k5			
5	Develop tools and construct scales	K1, K2, K3, K4 k5, k6			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Foundations of Quantitative Research Methods in Psychology	12 hours			
Definition- History of scientific research in psychology- Purpose and need of psychological research- Method of Acquiring Knowledge: Tenacity- Intuition- Authority- Rationalism- Empiricism- Types of Quantitative research: Descriptive- Correlational- Exploratory- Experimental- Ethical issues in Psychological Research. Research lab (5 Hours)					
1) Literature Search- Exposure to various e-resources					
2) Review of research article					
3) Data Collection Procedure- Google forms and other methods.					
Unit II	Process of Quantitative Research	12 hours			
The steps of scientific method- The steps of Research Process- From finding a research idea to report writing- Conceptualization- Operationalization and Measurement- Causality and Experimentation; Variable: Definition- Nature- Types- Hypotheses; Types- Criteria for Good Hypotheses- Formulation of Hypotheses- Experimental manipulation and control of variable. Research lab (5 Hours)					
1) Formulation of research problem and hypothesis					
2) Introduction to SPSS- Install- Open file					
3) Data view and Variable view: Data coding					
Unit III	Sampling Techniques and Data Collection	12 hours			

Population: Meaning - Types – Samples – Kinds of Samples – Determination of Sample Size- Sampling Distribution- Sampling Techniques: Probability and Non- Probability sampling- Methods of data collection: Observational methods, Survey, Questionnaires, Interviewing method, Case study methods and Psychometric tests. Research lab (5 Hours) 1) SPSS- Diagrammatic representation: Bar chart and Pie chart 2) SPSS- Demographic data analysis 3) SPSS- Tests of Normality: Kolmogorov-Smirnov & Shapiro-Wilk		
Unit IV	Experimental Designs in Psychology	12 hours
Adequate vs Inadequate (faulty) research design- Types of Experimental design based on subjects and factors- Within-subjects- between subjects- single-subject- single- factor and factorial design- Sources of error variance and its management in the various types of experimental designs; Mixed design. Non-Experimental Designs: Relational – Comparative – Cross Sectional/ Cultural – Longitudinal. Research lab (5 Hours) 1) SPSS- t-test: Independent sample & Paired sample 2) SPSS- ANOVA & Post-hoc Test 3) SPSS- Pearson & Spearman Correlation.		
Unit V	Test development and standardization	10 hours
Scaling Techniques: Meaning – Classification of tests – Steps in test construction – Item evaluation procedure – Reliability: Meaning – Methods – Validity: Meaning – Types – Norms: Meaning – Development of Norms; Steps – Types; Age Equivalent Norm – Grade Equivalent Norm – Percentile Norm – Standard Score Norm – Stanine – Sten. Research lab (5 Hours) 1) SPSS- Factor analysis.		
Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	Coolican, H. (2018). Research methods and Statistics in Psychology (7th ed.). London: Hoddes Arnold.	
2	Goodwin, C.J. (2017). Research in psychology: Methods and design (8th ed.). New Jersey: John Wiley & Sons, Inc.	
3	Gravetter,F.J., & Forzana, L.A. (2017). Research methods for behavioral sciences (6th ed.). Stamford, CT:Wordsworth cengage learning.	
4	Kerlinger, N. (1996). Foundations of behavioral research. India: Prentice Hall Suggestive	
5	Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6 ed.). New York: McGraw-Hill.	
6	Heiman, G.W. (2001). Understanding research methods and statistics: An integrated introduction for psychology (2 ed.). Boston: Houghton Mifflin Company	
7	Rosnow, R.L., & Rosenthal, R. (2002). Beginning behavioral research: A conceptual primer (4 ed.). New Jersey: Prentice Hall.	
8	Singh, A.K. (1997). Test, measurements and research methods in behavioral sciences. Patna: Bharathi Bhavan Publishers and Distributors.	
	Coursedesigned by: Ms.Hema.D.Rajendran	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	M	M	S	S
CO2	S	S	S	S	M	M	S	M	M	S
CO3	S	S	S	S	M	S	M	S	S	M
CO4	S	S	S	S	M	S	S	S	S	M
CO5	M	S	S	S	M	S	S	S	M	M

*S-Strong; M-Medium; L-Low

Course code	COUNSELLING PSYCHOLOGY	L	T	P	C
Core XXI	Basics of counselling	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. Formulate a comprehensive view of the profession of counselling.					
2. Prepare the students for professional counselling.					
3. Apply skills and knowledge of counselling in various settings.					
4. Understand the theories of counselling					
5. Familiarize the evaluation of counselling					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	On the successful completion of the course, students will be able to: Identify the attitudes and roles of a professional counsellor, and understand the stages of counselling				K1
2	Develop family and school counselling and formulate vocational Counselling				K5
3	Understand the structure of Counselling				K2
4	Analyze the methods in individual and group counselling				K5
5	Understand the need for counselling to improve the quality of life				K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Introduction				12 hours
Meaning, Definition & Goals, Historical Background: Origin of Counselling within Philosophy and Medicine, Influence from Psychology, Mental health development, the guidance movement and other influences Difference between Counselling and other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.)					
Unit II	Counselling Process				12 hours
Settings for counselling Steps in counselling -Therapeutic relationship: The importance of relationship, components of relationship, Facilitative conditions for the counselling relationship					
Unit III	Counselling Approach				12 hours
Insight oriented Psychodynamic Approach: Psychoanalytic, Adlerian Humanistic Approach, Existential, Client-centered, Gestalt					
Unit IV	Counselling Approach				12 hours
Action oriented & other approaches - Behavioral Approach: Operant-Conditioning, Classical-Conditioning. Cognitive Approach: Cognitive Therapy, Rational emotive therapy. Other Approaches -Narrative Therapy, Expressive Therapy, and Biofeedback.					
Unit V	Current Issues in Counselling				10 hours
Ethical Issues: Professional Codes, our divided loyalties, Areas of ethnical difficulty, recent trends Legal Issues, Advice for the passionately committed counselling student Mental Health Counselling - Counselling diverse population: Gender bias, Counselling the aged, the ethnic minorities, and the physically challenged					
Unit VI	Contemporary Issues				2 hours
Expert lectures, online seminars – webinars					
Total Lecture hours					60 hours
Reference books					
1	Williams, E.N., Hayes, J.A., & Fauth, J. (2008). Therapist self-awareness:				

	Interdisciplinary connections and future directions. In S. Brown & R. Lent (Eds.), <i>Handbook of Counseling Psychology</i> (4th ed) (pp. 267–283). NY: Wiley.
2	Levy, K. N., &Scala, J. (2012). Transference, transference interpretations, and transference- focused psychotherapies. <i>Psychotherapy</i> , 49(3), 391-403. doi:10.1037/a0029371
3	Ladany, N. & Inman, A. (2008) <i>Handbook of Counseling Psychology</i> , (4th ed.). John Wiley & Sons: New York.
4	Society of Counseling Psychologists. (n.d.). About counseling psychologists. Found online at http://www.apa.org/ed/accreditation/doctoral.html
5	Brems, C. & Johnson, M. E. (1997). Comparison of recent graduates of clinical versus counseling psychology programs. <i>Journal of Psychology</i> , 131, 91-99.
6	Disner SG, Beevers CG, Haigh EA, Beck AT. (2011) "Neural mechanisms of the cognitive model of depression". <i>Nat Rev Neurosci</i> . 2011 Jul 6;12 (8):467-77.
7	Gibson, R.L., & Mitchell, M.H. (2015). <i>Introduction to Counseling and Guidance</i> . Prentice-Hall.
8	Whyte, C (1978) "Effective Counseling Methods for High-Risk College Freshmen". <i>Measurement and Evaluation in Guidance</i> . January. 6. (4).198-2000
	Course designed by : Ms.Hema.D.Rajendran

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	M	S	M	M	S	M	M	S	M
CO3	M	S	M	M	S	S	M	S	S	M
CO3	S	M	S	M	S	M	S	S	S	M
CO4	S	S	M	S	M	M	M	S	M	M
CO5	S	M	S	M	S	M	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	EXPERIMENTAL PSYCHOLOGY-II	L	T	P	C
Core XII	Basics of psychological assessments	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To provide students with practical exposure to assessment & interpret intelligence, memory, personality & projective behavior of the subjects					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand and learn the administration, scoring and report writing for the psychological tests.			K1, to K5	
2	Assess the level of severity through using rating scales related to psychological processes			K4, K5	
3	Effectively Interpret the results and generate report.			K5, K6	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
	LIST OF EXPERIMENTS			60 hours	
1.	Wechsler Adult Performance Intelligence				
2.	Malin’s Intelligence Scale for Indian Children				
3.	PGI Memory Scale				
4.	Vineland Adaptive Behavior Scales-Third Edition				
5.	NEO FFI				
6.	Eysenck Personality Questionnaire				
7.	Minnesota Multiphasic Personality Inventory-3				
8.	Temperament and Character Inventory				
9.	Sentence Completion Test				
10.	Rosenzweig picture frustration test				
11.	Thematic Apperception Test / Children Apperception Test				
12.	Object Sorting Test				
13.	Rorschach Inkblot Test				
14.	Neuropsychological Assessment				
Coursedesigned by: Mr.S.Meganathan					

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	S	S	S	S	M
CO3	S	S	S	S	M	S	S	M	M	S
CO4	S	S	S	S	M	S	S	M	M	M
CO5	M	S	S	S	M	S	M	M	S	M

*Strong; M-Medium; L-Low

Semester III

Course code	GERIATRIC PSYCHOLOGY	L	T	P	C
Core XIII	Basics of geriatric psychology	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To understand the stages of normal aging					
2. To know the psychological disorders in elderly					
3. To be aware of the ethical issues in Geriatrics					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Develop the improved medical care for elderly people	K5			
2	Analyze the ethical issues in geriatric psychology elders	K5			
3	Understand the elder’s cognitive disorders	K2			
4	Understand the elder’s mental disorder	K2			
5	Develop geriatric counselling and other geriatric conditions	K5			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Introduction	12 hours			
Scope and development of Geriatric Psychology in the twentieth century, improved medical care and increase of Geriatric population, The raise of old age homes and the geriatric caregiver					
Unit II	The Elderly Patient and Ethical Issues in Geriatric Psychology	12 hours			
Erikson’s stages of psychosocial development, Pre-retirement counselling and social support, Interviewing the elderly, Euthanasia, Elder abuse, Homeless elder					
Unit III	Cognitive Disorders in the Elderly	12 hours			
Memory disorders, Alzheimer’s disease, Vascular Dementia, Delirium in the elderly					
Unit IV	Mental Disorders in the Elderly	12 hours			
Major depression, Suicide in older adult, Psychotic disorders in late life					
Unit V	Geriatric Counselling and Other Geriatric Conditions	10 hours			
Adjustment disorders in late life, sleep disorders in the elderly, Sexuality and sexual disorders in the late life, Stages of Grief, Religion and spirituality in the elderly.					
Unit VI	Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars					
Total Lecture hours					60 hours
Reference books					
1	Agronin. E & Maletta. Principles and Practice of Geriatric Psychiatry, (2nd Edition), Wolters Kluwer				
2	Developmental psychology- a life-span Approach – Elizabeth Hurlock				
3	Primary on Geriatric Care- Editor D E Rosenblatt, V S Nadarajan				
4	Bellak Leopold: Karasu Toksoz B., Geriatric Psychiatry: A Handbook for Psychiatrists and Primary Care Physicians, Grune & Stratton, New York, 1976.				
5	Chowdhry Paul D., Aging and the Aged: A Source Book, Inter India Pub., New Delhi, 1992				
6	Dandekar Kumudini – Elderly in India, Sage Publishing, New Delhi, 1996.				
7	Desai K.G. Aging in India, Tata Institute of Social Sciences, Bombay, 1982				

	Course designed by : Ms.Vishnupriya.Perumal
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COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	M	M	S	M	S	S	M	M	S	S
CO3	M	M	M	S	M	M	S	S	M	M
CO3	S	M	S	S	S	M	S	M	S	S
CO4	S	S	M	M	M	S	M	S	S	M
CO5	S	S	S	S	M	M	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	COMMUNITY PSYCHOLOGY AND INTERVENTION	L	T	P	C
Core XI	Basics of community psychology	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To help students to understand the structure of society.					
2. To develop healthy social behaviors.					
3. To enhance student’s skills to deal with community issues.					
4. To familiarize the psychotherapeutic context of India					
5. To discuss the mental health policies of government.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	To build awareness about the requirements of the society	K1, K2,K3			
2	Identify the needs of underprivileged population.	K1, K2,K3, K4			
3	Address the mental health issues among various communities	K1, K2, K3, K4,K5			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Rehabilitation	12 hours			
Case history - mental status examination; rationale of psychological test; behavioral observation, response recording and syntheses of information from different sources; formats of report writing, context of clinical assessment, types of referrals, ethical practice of assessment, selecting psychological tests					
Unit II	Health Behavior	12 hours			
Theories of Health Behavior Change, Interventions Strategies for Individuals and Families of Disabled, Models Of Therapeutic Education For Successful Rehabilitation					
Unit III	Community issues	12 hours			
Evaluation of community needs, rehabilitation in community, social counseling, training in daily living skills, community awareness raising and increasing community involvement, facilitating access to loans, vocational training, information for local self-help groups, contacts with different authorities, school enrolment					
Unit IV	Psychotherapy in the Indian Context	12 hours			
Historical perspective in psychological healing practices from the Vedic period and the systems of Ayurveda and Yoga, contemporary perspectives; socio-cultural issues in the Indian context in practice of psychotherapy; ongoing research related to process and outcome.					
Unit V	Mental Health Policies of Government	10 hours			
Mental Health Policies of Government (National Mental Health Program, Mental Health Act)					
Unit VI	Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars					
Total Lecture hours					60 hours
Reference books					
1	Mann, A.P.; Community and Applications				
2	Rappaport, J.; Community Psychology: Values, Research and Action				
3	Book, P. E.; Community Psychology Mental Health				

4	Kuppuswami, B.; An Introduction to Social Psychology
5	Bates, A. P. & Julian, J.; Sociology— Understanding Social Behavior
6	Broom, Leonard and Selzmick, Philip – A text with Adapted Readings
7	Browning & Charles J.; Differential Impact of Family Disorganization on Male Adolescents in social problems.
8	Burgers, E.W., and Lock, H.J.; ‘The Family’
9	Nimkoff, M.E. ; ‘The Family’
10	Albert C. K.; Deviance and Control
11	Gobbons, Don, C.; Deviant Behavior (2nd ed.)
12	Jenkins, Richard L., —Motivation and Frustration in Delinquency ; American Journal of Orthopsychiatry
	Coursedesigned by: Ms Hema.D.Rajendran

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	S	S	M	M	M	M	M	M	M
CO2	S	M	S	S	S	S	M	S	M	S
CO3	S	M	M	S	M	M	M	S	M	S
CO4	M	S	S	M	S	S	M	S	S	M
CO5	M	S	S	S	S	M	S	M	S	M

*Strong; M-Medium; L-Low

Course code	BEHAVIORAL MODIFICATION	L	T	P	C
Core XIX	Basics of behavioral modification	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To enable students to understand the basics of behavior modification.					
2. To help students analyse the basic principles of behavior modification.					
3. To enable students to explain the procedures to establish a new behavior.					
4. To understand the procedures to increase desirable behaviors and decrease undesirable behaviors.					
5. To help students develop skills required to analyse behavior change procedures.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	To enable the understanding of behavior modification and observing & recording behavior			K2	
2	To understand and apply the concepts of reinforcement, extinction and punishment			K3	
3	To analyse the concepts of shaping, prompting, chaining and behavioral skill training procedures			K4	
4	To evaluate the knowledge on understanding problem behaviors through functional assessment and differential reinforcement.			K5	
5	To familiarize the students with the concepts of self-management, token economy, behavioral contracts and cognitive behavior modification.			K5	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Introduction			12 hours	
Introduction to Behavior Modification: Learning Theory Foundation of Behavior Modification, Merits and Limitations of Behavioral Approach; Cognitive-Behavioral Perspective of Behavior Modification.					
Unit II	Relaxation Techniques			12 hours	
Relaxation Techniques: Jacobson’s Progressive Muscular Relaxation; Meditation; Yoga. Systematic Desensitization: Basic Principles, Construction of Hierarchy, Scene Presentation. Assertive Training: Method of Assertive Training, Theory of Assertive Training.					
Unit III	Modelling Techniques			12 hours	
Modeling Procedures: Acquisition & Facilitation of New behavior Pattern by Modeling, Graduated Modeling, Participant Modeling and Contact Desensitization; Contingency Management Procedures;					
Unit IV	Reinforcement Techniques			12 hours	
The Role of Reinforcement in the Learning of Social Behaviors, Shaping, Time Out Procedures, Token Economy; Cognitive behavior Modification Techniques: Meichenbaum Self-Training, Beck’s Model, Rational Emotive Therapy of Ellis					
Unit V	Applications of behavioral modification techniques			10 hours	
Clinical Applications of behavior Therapy in Anxiety Disorders. Psychoactive Substance Use Disorders. Sexual Disorders. Childhood Disorders.					
Unit VI	Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars					
Total Lecture hours				60 hours	
Reference books					

1	Miltenberger, R. G. (2001). Behavior Modification: principles and Procedures. (2, ed.). Belmont USA:Thomson Wadsworth.
2	Pascale, G. L., & Suttell, B. J. (1957). The Bender-Gestalt Test: Quantification and Validity for Adults. New York: Grune & Stratton
3	Rimm, D. C. & Masters, J. C. (1974). Behavior Therapy: Techniques and Empirical Findings. New York: John Wiley & Sons.
4	Swaminathan, V. D., & Kaliappan, K. V. (1997). Psychology for Effective Living Behavior Modification, Guidance, Counselling and Yoga. Chennai: Madras Psychology Society.
5	Gambrill, E. (1975) Behavior Modification Handbook of assessment, intervention and evaluation. San Francisco: Jossey Ban publishing
	Course designed by : Ms.Vishnupriya.Perumal

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	M	S	M	M	S	M	M	S	M
CO3	M	S	M	M	S	S	M	S	S	M
CO3	S	M	S	M	S	M	S	S	S	M
CO4	S	S	M	S	M	M	M	S	M	M
CO5	S	M	S	M	S	M	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	RESEARCH METHODS-II (QUALITATIVE)	L	T	P	C
Core XVII	Basic statistics	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To understand the qualitative research foundations.					
2. To recognize the qualitative research process.					
3. To explain the methods of collecting qualitative data.					
4. To understand the qualitative analysis of data.					
5. To explain the mixed research designs.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand the philosophical foundation and basic concepts of qualitative research	K1, K2			
2	Gain familiarity with different qualitative research designs	K1, K2, K3			
3	Demonstrate skills on various data collection methods.	K1, K2, K3, K4, K5			
4	Evaluate and apply different traditions of qualitative data analysis.	K1, K2, K3, K4, K5 K1, K2, K3, K4, K5			
5	Executing mixed research design.	K1, K2, K3, K4, K5,K6			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Foundations of Qualitative Research			12 hours	
Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research; Different traditions of qualitative research; Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis. Research Lab (5 hours)					
1) Review of different article related to the different traditions of qualitative research					
2) Skill training seminars					
Unit II	The Qualitative Research Process			12 hours	
Conceptualization of problem in qualitative research, the logic of qualitative research process, Conceptual Mapping, Sampling in qualitative research, designing samples, Theoretical sampling, Contrasting qualitative with quantitative approach in research process Issues of Credibility and trustworthiness Research Lab (5 hours)					
1) Qualitative research proposal lab 2) Simulated techniques on designing qualitative research					
Unit III	Methods of Collecting Qualitative Data			12 hours	
What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, text and case studies. (8 hours) Research Lab (3 hours)					
1) Qualitative data analysis software NVivo 2) Reporting qualitative research data					
Unit IV	Analysing Qualitative Data			12 hours	
Transcription and data management process, Data analysis in different tradition; Qualitative					

Content Analysis-Thematic analysis: Analytical induction model, thematic network model- Phenomenological analysis: Traditions in interpretative phenomenological analysis-Narrative analysis; thematic, structural and performative narrative analysis. Discourse and conversational analysis Research Lab (5 hours) 1) Qualitative data analysis software NVivo 2) Reporting qualitative research data		
Unit V	Mixed Research Designs	10 hours
Mixed methods approach to research: principles and decisions. Classification of mixed designs for social and behavioral research: multi strand designs, concurrent mixed designs, sequential mixed designs, multi strand conversion mixed designs, fully integrated mixed design model. Research Lab (5 hours) 1) Qualitative data analysis software NVivo 2) Reporting qualitative research data		
Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	Creswell, J.W., & Poth, C.N. (2017). Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA: Sage.	
2	Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). Qualitative research Practice A guide for social sciences students and researchers (2nd ed.). New Delhi: Sage Publication Limited.	
3	Creswell, J.W & Clark, V.L.P (2011). Designing and Conducting Mixed Methods Research, 2nd Edition, Sage: New Delhi	
4	Bryman, A (Ed. 2007) Sage Benchmarks in social science research methods Vol. I, Vol. II, Vol. III and Vol. IV. New Delhi: Sage Publications	
5	Kvale, S. (Ed.) (1997). Psychology & Post-modernism. New Delhi: Sage Publications	
6	McGhee, P. (2001). Thinking critically about qualitative research in psychology. In P. McGhee, Thinking psychologically (pp.98-111). New York: Palgrave.	
7	Smith, J.A. (ed.) (2003). Qualitative psychology: A practical guide to research methods. New Delhi: Sage.	
8	Smith, J.A., Harre, R., & Langenhove, L.V. (eds.). (1995). Rethinking methods in psychology. New Delhi: Sage.	
9	Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Buckingham: Open University Press.	
Related Online Contents		
1	https://www.youtube.com/channel/UCHac4-z13FBSD-ue8Jt40Eg	
2	https://www.scribbr.com/methodology/qualitative-research/	
	Course designed by: Ms.S.Megathan	

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	M	S	S	S	M	M	M	M	S	M
CO3	S	S	S	S	M	S	M	S	S	M
CO3	S	S	S	S	M	M	M	S	S	S
CO4	S	S	S	S	M	M	M	S	S	S
CO5	M	S	S	S	M	M	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	CLINICAL REPORT WRITING	L	T	P	C
Core III	Basics In clinical report writing	5	-	-	4
Pre-requisite	SyllabusVersion	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To understand how academic writing should be.					
2. To explain APA guidelines.					
3. To identify the Forms of academic writing.					
4. To explain the steps in academic writing.					
5. To explain publication process.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand the domains of academic writing and its intricacies.	K1			
2	Remember and apply the APA Guidelines	K2			
3	Gain familiarity with various forms of academic writing	K3			
4	Understand and apply the steps in academic writing	K4			
5	Draft an effective research manuscript, synopsis and thesis.	K4			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Introduction to Academic Writing	12 hours			
Meaning-Current status of academic writing-Importance-Different approaches and processes- Key Issues-Plagiarism checking & removal					
Unit II	APA Guidelines	12 hours			
Guidelines: rules in Academic Writing- Style & formatting (APA 7th edition)- Reference Manager- Mendeley-Different reference styles. Specific Guidelines pertaining to in-text citations & references					
Unit III	Forms of Academic Writing	12 hours			
Abstract Writing-Summarization-Review of literature-Scientific Poster Presentation- Reflective-Analytic & Descriptive report, Book review, Film Review- Tables & Info graphics in academic courses.					
Unit IV	Steps in Academic Writing	12 hours			
Identifying a problem, Literary search, Review of Literature, Selection of the research problem, Research proposal (Quantitative/Qualitative), Methodology, Statistical/Qualitative Analysis, Results, Discussion & Conclusion, Implications & limitations. Tools- Paraphrasing tool, Basics of Excel & word, Introduction to statistical analysis using SPSS & Qualitative analysis using NVivo-Plagiarism Tool-Turnitin-Urkund: Biases & Frequent errors.					
Unit V	Publications	10 hours			
Fundamentals of effective research manuscript drafting, Research manuscript Drafting & Publication, mechanics of synopsis & thesis drafting. Research Ethics, Free journal selection & Publication process.					
Unit VI	Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars					
Total Lecture hours					60 hours

Reference books	
1	Bailey, S. 2011. Academic Writing: A Handbook for International Students. Third Edition. London: Routledge
2	Publication Manual of the American Psychological Association: 7th Edition, Official, 2020
3	Miles, M.B, Huberman, A.M. Saldana, J (2013) Qualitative data analysis: A Methods Sourcebook, 3rd Edition, Sage, New Delhi
4	Field A,2(2013). Discovering Statistics Using IBM SPSS Statistics
5	Hartley, J (2008) Academic Writing and Publishing a Practical Handbook, Routledge
6	Leki, L (2010). Academic writing 2/E South Asian edition, Cambridge University Press.
Related Online Contents	
1	https://www.youtube.com/channel/UCHac4-z13FBSD-ue8Jt40Eg
2	https://www.scribbr.com/methodology/qualitative-research/
	Coursedesigned by:Ms.HemaD.Rajendran

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	P08	P09	P10
CO1	S	M	S	S	M	M	M	S	S	M
CO3	M	M	M	S	S	M	S	M	S	M
CO3	M	M	S	M	S	S	S	S	S	S
CO4	M	M	S	S	M	M	S	M	S	M
CO5	S	M	S	M	S	M	M	M	M	M

*S-Strong; M-Medium; L-Low

Course code	FIELD WORK	L	T	P	C
Core XVIII	Basic psychological rotation	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. Remember the basic therapeutic skills engage in brief sessional work with client.					
2. Understand the interviewing, assessments & diagnostic skills in the clinical field.					
3. Create a future clinician.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Demonstrate skill in arriving at provisional and differential diagnose	K1 K2			
2	Apply the theoretical knowledge and practical skills	K3 K4			
3	Become more self-aware in terms of their therapeutic skills or blindspots.	K3 K4			
4	Provide a detailed Psychotherapeutic formulation	K5 K6			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Field work	60 hours			
PART – A:					
The students shall learn and demonstrate the following (Professional skills)					
1. Basic therapeutic skills to engage in brief sessional work with clients.					
2. Interviewing skills.					
3. Basic assessment skills					
4. Basic diagnostic skills.					
5. Personal development as (future) clinicians					
PART – B:					
The students are expected to submit a brief internship report, a reflective essay, and an authorized internship-completion statement from their internship site which will be evaluated					
1. Clinical assessment					
2. Conceptualization					
3. Intervention in a mental health institute.					
Course designed by : Ms.Hema.D.Rajendran					

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	M	M	S	M	M	M	M	S	M	M
CO2	M	M	M	S	M	S	M	S	M	S
CO3	S	S	S	S	M	M	M	S	S	S
CO4	S	S	S	S	M	M	M	S	S	S
CO5	M	S	S	S	M	M	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	33F		L	T	P	C
Core		HEALTH AND WELLNESS	1	-	-	1
Pre-requisite		-	Syllabus Version		2025-2026	
Course Objectives:						
The main objective of this course is to <ul style="list-style-type: none">• Teaching the elements of physical, mental, emotional, social, intellectual, environmental well-being which are essential for overall development of an individual.• Addresses the dangers of substance abuse and online risks to promote emotional and mental health.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To demonstrate proficiency in sports training and physical fitness practices.					K2
2	To improve their mental and emotional well-being, fostering a positive outlook on health and life.					K3
3	To develop competence and commitment as professionals in the field of health and wellness.					K4
4	To create awareness on drug addiction and its ill effects.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		INTRODUCTION TO HOLISTIC WELL-BEING			3 hours	
Introduction to Holistic Well-being- Wellness Wheel Exercise - Breaking Bad Habits						
Unit:2		PHYSICAL WELL-BEING			3 hours	
Physical Well-being- Fitness - Nutrition - Yoga - Meditation - Brain health - Healthy lungs - Hygiene and Grooming						
Unit:3		EMOTIONAL WELL-BEING			2 hours	
Emotional Well-being – Stress Management-Importance of saying ‘No’ for their Physical and Mental well-being- Body Positivity and self-acceptance - Practicing Gratitude - Cultivating Kindness and Compassion- Practicing Forgiveness- Celebrating Differences - Digital Detox.						
Unit:4		INTELLECTUAL WELL-BEING			3 hours	
Intellectual Well-being – Being a lifelong learner- Digital literacy - Transfer of Learning – Environmental well-being- Mental well-being – Importance of self-reflection (Discussion) - Meditation Practices.						
Unit:5		DEVELOPING LIFE SKILLS			3 hours	
Situational Awareness (Developing Life Skills) -Being Street Smart - General first aid procedure CPR procedure, Handling emergency situations like fire, flood etc.- Digital Awareness - Understanding Addiction- Impact of substance abuse-Adverse health conditions, Social isolation ruined future, hidden financial loss and damaging the family reputation.						
Unit:6		CONTEMPORARY ISSUES			1 hours	
Expert lectures, online seminars – webinars						
		Total Lecture hours			15 hours	

Text Book(s)	
1	Park's Text books of preventive and social medicine
2	Food and Nutrition by L. Swaminathan
Reference Books	
1	Dietics by Srilakshmi
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.youtube.com/watch?v=_5F9yTs7Al0
2	https://www.youtube.com/playlist?list=PLwdnzlV3ogoVhUuHDwFHZCj325BtEGZei
3	https://www.edx.org/learn/healthcare
4	https://open.umn.edu/opentextbooks/textbooks/662
Course Designed By: Dr. Gandhimathi R and Dr. Selvajeyanthi S	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	M	M	M	L
CO2	S	S	S	S	M	M	M	L	L	L
CO3	S	M	S	S	S	L	M	M	M	L
CO4	S	S	S	S	S	S	L	S	M	L

*S-Strong; M-Medium; L-Low

Semester IV

Course code	PSYCHOTHERAPEUTIC INTERVENTION IN CLINICAL SETTING	L	T	P	C
Core XIV	Basics of psychotherapy	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. Demonstrate knowledge in designing psychological interventions.					
2. Understand the applications of psychotherapy					
3. Remember the context of effective treatment					
4. Understand the types of therapies					
5. Prepare the students to qualify for professional psychotherapeutic counselling					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Evaluate counselling and its implication	K6			
2	Illustrate the psychodynamic theories involved in counselling	K4			
3	Analyse the significance of Existential and Humanistic approaches in counselling	K5			
4	Appraise the various techniques in behavioral therapies	K6			
5	Understand the contemporary approaches to psychotherapy	K3			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Introduction	12 hours			
Psychotherapy Overview of historical developments and current trends in psychotherapy, issues related to consent (assent in case of minors), planning and recording of counseling session; and setting goals; pre and post assessment, interviewing: objectives of interview, structured and unstructured interview, open and close ended questions, clarification, reflection, facilitation and confrontation, silences in interviews.					
Unit II	Behavior Therapy	12 hours			
Origin, Foundations, Principles and Methodologies, behavioral assessment, formulation and behavioral goals Systematic desensitization (in vivo and in vitro); Extinction: Flooding and Response Prevention, Implosion, Covert Sensitization, Negative Practice and stimulus satiation. Skill training: Assertiveness Training; Modeling; Behavioral Rehearsal. Operant procedures: Token economy, Contingency management. JPMR and Biofeedback					
Unit III	Cognitive Therapy	12 hours			
Cognitive behavior therapy: Cognitive model; automatic negative thoughts, schemas principles and assumptions, technique: Ellis ‘s Rational Emotive Behavior Therapy (REBT) and Beck ‘s cognitive therapy, dialectical behavior therapy					
Unit IV	Therapy in Special Condition	12 hours			
Chronic mental illness, Substance Abuse, Learning Disabilities and Mental retardation and such other conditions, where integrative/eclectic approach is the basis of clinical intervention					
Unit V	Biomedical Therapy	10 hours			
Electro-convulsive therapy, Drug Therapy-Antipsychotic drugs, Anti-depressant drugs and Anti-anxiety drugs.					
Unit VI	Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars					
Total Lecture hours					60 hours
Reference books					
1	An introduction to the Psychotherapies, 3rd edition, bLoch, S (2000) Oxford				

	Medical Publications.
2	Encyclopedia of Psychotherapy, vol. 1 and 2, Hersen M & Sledge W. (2002). USA
3	Techniques of Psychotherapy, 4th edition, Parts 1 & 2, Wolberg, L.R. Grune and Stratton: NY.
4	Theories of Psychotherapy and Counselling, 2nd edition, Sharf, R.S. (2000). Brooks/Cole; USA.
5	Bellack, A.S. & Hersen, M., (1998). Comprehensive Clinical Psychology, Vol., Elsevier Science Ltd.: Great Britain.
6	Cognitive Behavior Therapy for Psychiatric Disorders. A Practical Guide, Hawton, K. Salkovskis, P.M., Kirk, J and Clark, D.M. (1989) Oxford University Press
7	Seligman, L., & Reichenberg., L. W. (2015). <i>Theories of Counselling and Psychotherapy</i> . Prentice Hall of India.
	Course designed by : Mr.S.Meganathan

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	S	S	M	M	M	M	M	S	S
CO2	S	S	M	S	S	S	M	M	M	M
CO3	M	S	S	M	M	M	M	S	M	M
CO4	M	M	S	S	S	M	S	M	S	S
CO5	M	M	S	S	S	M	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	PSYCHOLOGICAL ASSESSMENT AND DIAGNOSTICS	L	T	P	C
Core XVI	Basics of psychological diagnosis	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. Understand the classification & rating scales.					
2. Understand the clinical examination of the patient.					
3. Remember the signs & symptoms during assessments.					
4. Discuss about assessment, psychological testing & personality assessments.					
5. Understand intelligence & neuropsychological assessments & ethics in clinical setting.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Understand the foundation and basic principles of psychological assessment and statistics				K2
2	Evaluate the methods of analysis				K5
3	Analyse development and administration of the tests.				K4
4	Critically evaluate the various assessments				K5
5	Examine the current issues and future direction of psychological assessments				K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Classification and Rating Scales			12 hours	
Classification: History - Current Classification Systems. Reliability of Present Psychiatric Classification. Advantages - Disadvantages. ICD-10 - History of Development. Features of ICD-10. Classification of Mental and Behavioral Disorders. DSM-5 - History - Features - Diagnostic Categories. Brief Instruments for Treatment Planning, Monitoring and Outcome Assessment: Symptom Checklist-90-R, Brief Symptom Inventory (BSI), The Beck Depression Inventory, State Trait Anxiety Inventory. Psychiatric Rating Scales: Characteristics -Some Rating Scales- Brief Psychiatric Rating Scale, Hamilton Anxiety Rating Scale, Hamilton Rating Scale for Depression, Yale-Brown Obsessive-Compulsive Scale, Scale for Assessment of Negative Symptoms, Scale for Assessment of Positive Symptoms, Social and Occupational Functioning Assessment Scale, Global Assessment of Relational Functioning.					
Unit II	Clinical Examination of the Patient			12 hours	
Basics of Interviewing. Rapport, Transference and Counter Transference. Specific Interview Techniques - Types of Questions, Reflection, Facilitation, Silence, Confrontation, Clarification, Interpretation, Summation, Explanation, Transition, Self-Revelation, Positive Reinforcement Reassurance, Advice. Interviewing Psychotic Patients. Factors of Compliance. Burnout. Specific Issues: Fees, Confidentiality, Supervision, Missed Appointment and Length of Sessions, Arrangement of Seating and Office, Notes Taking, Follow-up Interviews. Interviewing Variations - Depressed Patients, Aggressive Patients, Interview of Relatives. The Case History: Objective of Case History. Identifying Data, Chief Complaints, History of Present Illness, Past Illness, Personal History (Anamnesis) - Prenatal and Perinatal, Early Childhood, Middle Childhood, Late Childhood, Adulthood, Sexual History, Family History, Fantasy and Dreams. Mental Status Examination: General Description, Mood and Affectivity, Speech Characteristics, Perception, Thought Content and Mental Trends, Mini Mental Status Examination (MMSE), Sensorium and Cognition, Impulsivity, Judgment and Insight, Reliability.					
Unit III	Signs and Symptoms			12 hours	

Definition of Signs and Symptoms - Consciousness – Disturbances in Consciousness, Disturbance in Attention, Disturbance in Suggestibility. Emotions – Mood, Affect, Other Emotions, Physiological Disturbances associated with Mood. Disturbances in Motor Behavior (conation). Thinking – General Disturbance in Form or Process of Thinking, Specific Disturbances in Form of Thought, Specific Disturbance in Content of Thought. Speech – Disturbance in Speech, Aphasic Disturbance. Perception – Disturbances of Perception, Disturbances associated with Cognitive Disorder and Medical Conditions, Disturbances associated with Conversion and Dissociative Phenomena. Memory – Disturbance of Memory, Levels of Memory. Intelligence – Information and Vocabulary, Abstraction. Insight – Complete Denial (Grade 1) to True Emotional Insight (Grade 6). Judgment - Critical Judgment, Automatic Judgment, Impaired Judgment		
Unit IV	Assessment, Examination, Psychological Testing in Child Cases and Personality Assessment	12 hours
Assessment, Examination and Psychological Testing in Child Psychiatry: Clinical Interviews. Structured and Semi Structured Interviews. Rating Scales. Child Psychiatric Evaluation. Mental Status Examination for Children. Neuropsychiatric Assessment. Behavioral Indexes of Brain Damage in Children. Developmental, Psychological and Educational Testing. Self-Report Personality Inventories: MMPI – MCMI - CPI. Projective Techniques: Nature of Projective Techniques. Classification of Projective Tests. Thematic Apperception Test – Administration, Scoring and Interpretation. Rorschach – Administration, Scoring, Structural Summary and Interpretation. Evaluation of Projective Techniques.		
Unit V	Intelligence and Neuropsychological Assessment, Case Report, Ethics in Clinical Psychology	10 hours
Intelligence Testing: Stanford-Binet Intelligence Scale – Wechsler Intelligence Scales. Neuropsychological Testing: Assessment of Reasoning, Concept Formation and Problem Solving, Memory, Orientation, Perceptual and Psychomotor Performance, Language, Attention and Concentration. Neuropsychological Test Batteries: Luria-Nebraska Neuropsychological Test Battery – Halstead Reitan Battery of Neuropsychological Testing. Cognitive Screening Tools and Neuropsychological Tests in India. Case Report: Case History - Report on MSE - Further Diagnostic Studies – Summary of Findings – Diagnosis – Prognosis – Psychodynamic Formulation and Defense Mechanisms – Treatment Plan. Ethics in Clinical Psychology: Utilitarian Theory. Autonomy Theory. Ethical Principles: Justice and Respect, Patient Therapist Sexual Relations, Informed Consent, Surrogate Decision Making, Involuntary Treatment, Confidentiality.		
Unit VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		60 hours
Reference books		
1	Kaplan, H. I. & Sadock, B. J. (1994). Synopsis of Psychiatry – Behavioral Sciences/Clinical Psychiatry. (8 th Edn). NY: Williams & Wilkins.	
2	Groth-Marnat, G. (2003). Handbook of Psychological Assessment. 4 th Edition, John Wiley and Sons.	
3	Anastasi, A. & Urbina, S. (2007). Psychological Testing. (10 th Edition). New Delhi: Prentice-Hall of India.	
4	American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders – DSM-5. Fifth Edition.	
5	ICD-10 (2007). The ICD-10 Classification of Mental and Behavioral Disorders: Clinical Descriptions and Diagnostic Guidelines. Geneva: WHO.	

6	Becker, K. A. (2003). History of the Stanford-Binet Intelligence Scales: Content and Psychometrics. (Stanford-Binet Intelligence Scales, Fifth Edition Assessment service Bulletin No.1). Itasca, IL: USA: Riverside Publishing.
7	Issac, R. (2009). Ethics in the Practice of Clinical Psychology. Indian Journal of Medical Ethics, VI(2), 69-74. Retrieved from http://ijme.in/wp-content/uploads/2016/11/1434-5.pdf
8	Aparna Dutta (2012). Cognitive Screening Tools and Neuropsychological Tests in India. Retrieved from http://www.wfnteachcogn.in/downloads/Cognitive%20Tests%20and%20Screening%20Tools_India.pdf
	Course designed by : Ms.Vishnupriya.Perumal

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	M	S	M	M	S	M
CO3	M	S	M	M	S	S	M	S	S	M
CO3	S	M	S	M	S	M	S	S	S	M
CO4	S	S	M	S	M	M	M	S	M	M
CO5	S	M	S	M	S	M	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	REHABILITATION PSYCHOLOGY	L	T	P	C
Core XX	Basics of rehabilitation psychology	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Course Objectives:					
The main objectives of this course are to:					
1. To understand the nature of various disability and its influence in everyday life.					
2. Describe the significance of rehabilitation measures in various aspects.					
3. Explain the relationship and difference between rehabilitation, reformation and realization.					
4. Describe the various rehabilitation programs implemented for the welfare of the needy.					
5. Understand the ethical issues and application of appropriate rehabilitation measures.					
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	Deal effectively to rehabilitate people with specific or special need	K1			
2	Will be able to measure the nature and level of disability	K4			
3	Work effectively in collaboration with rehabilitation team	K3			
4	Can educate the community on rehabilitation schemes and programs offered.	K2			
5	Will be able to play a significant role in assessing and enhancing the client motivation to act independently	K3			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit I	Introduction	12 hours			
Overview of the profession of Rehabilitation Psychology and practice, history, growth and scope, Role of Psychologist in Rehabilitation					
Unit II	Psychological assessment	12 hours			
Psychological Assessment- Assessment of Cognition, aptitudes, psychopathology, work/vocational and daily functioning					
Unit III	Theories	12 hours			
Health behavior: Theories of health behavior change, interventions strategies for individuals and families of disabled Behavior Modification and Cognitive Therapies in Rehabilitation					
Unit IV	Dealing with family	12 hours			
Dealing with Families- Family ‘s reactions to disabilities, coping styles, family counseling, Coordination with Multidisciplinary team					
Unit V	Community	10 hours			
Community Based Rehabilitation – Goals of CBR, components of CBR, Role of Professionals, role of Community, Ethical Issues					
Unit VI	Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars					
Total Lecture hours					60 hours
Reference books					
1	NIMH (1989) Mental Retardation: A Manual for Psychologist, Secundrabad				
2	Mohapatra C.S. (2004) Disability Management, NIMH, Secundrabad				
3	Robert G. Frank Timothy R.Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.				

4	Michael Brnes Anthony Ward (2009) Oxford Handbook of Rehabilitation Medicine
5	Peshawaria R. and Venkatesan (1992) Behavioral Approach in Teaching Mentally Retarded Children, NIMH, Secundrabad
6	WHO (2004) Community Based Rehabilitation
7	Tally A.B, Sivaraman K.P and Murali T(1998) Neurorehabilitaion Principles &practice, NIMHANS Bangalore Indiatation psychology
	Course designed by : Mr.S.Meganthan

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	M	S	M	M	S	M	M	S	M
CO3	M	S	M	M	S	S	M	S	S	M
CO3	S	M	S	M	S	M	S	S	S	M
CO4	S	S	M	S	M	M	M	S	M	M
CO5	S	M	S	M	S	M	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	CLINICAL PRACTICUM REPORT	L	T	P	C
Core XXII	Clinical Training	5	-	-	4
Pre-requisite	Syllabus Version	2025-2026			
Expected Course Outcomes:					
On the successful completion of the course, students will be able to:					
1	To improve the students’ skills in Psychology and Psycho-diagnostics under the supervision of a psychologist in clinical setting			K1	
2	To improve the expertise in the application of theoretical knowledge and practicing skills in Psycho-diagnostics including administration and interpretation of Psychometric tests			K5	
3	Become more self-aware in terms oftheir therapeutic skills or blindspots.			K3 K4	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					

1. The objective of the Clinical Practicum is to further their knowledge in Psychology and Psycho- diagnostics under the direct supervision of a Psychologist in Clinical setting.
2. A Candidate undertaking Clinical Practicum should be equipped with the theoretical knowledge in the discipline and practical skills in Psycho- diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective material.
3. During the Clinical Practicum the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference wherein the cases are diagnosed and treatment/management plan mooted and progress in treatment/training discussed.
4. The candidates are required to maintain a work diary for Clinical Practicum. The candidates should submit fortnightly report along with copy of log book endorsed by field supervisor by email. The candidates should mandatorily visit the Department on two pre-decided dates to present their progress to their assigned supervisor.
5. After the completion of the Clinical Practicum, the report should be submitted on or before 30th April of the year in which the candidates did the Clinical Practicum.

Course designed by : Mr.S.Meganathan

NORMS FOR EVALUATION FOR CLINICAL PRACTICUM REPORT

1.	Introduction, Objectives, Work carried Out by the candidate	=	20 marks
2.	Case Studies	=	55 marks
3.	Summary and Conclusion	=	15 marks
4.	Attendance	=	10 marks
			100 marks

Practicum report	=	100 marks
Viva voce	=	50 marks
Total	=	150 marks