

PROFESSIONAL DIPLOMA IN CLINICAL PSYCHOLOGY
SYLLABUS

GENERAL INSTRUCTION FOR SUBJECT WISE DISTRIBUTION OF WORKS

1. The syllabus for each of the paper is as appended. It is desired that each unit in theory paper be covered with 15 hr. of input in the form of didactic lectures.
2. Total 15 units from three theory papers (5 units per paper) have been worked out (15 units x 16 hr. = 240 hr.).
3. Another 50 hour per paper (total 150 hr. from three theory papers) be dedicated to input in the form of seminar, clinical pedagogy, tutorials and discussion on topic related to each of the theory paper.
4. Each didactic lecture on any of the topic of the syllabus is considered as one hour of theory input. Similarly, each seminar, tutorial/topic discussion or review of research article is considered as two hours of input in the relevant area.
5. Attention shall be given, however, to see that each method of teaching shall not exceed 25% of the required teaching input.
6. The candidates should be provided with abundant opportunities to acquire the necessary skill and competency in each of the following psychological tests. Since psychological assessment forms major part of diploma level training, extensive exposure in working up of cases and carrying out the assessment shall be ensured.
7. The domains that should be emphasized include but not limited to: Case history method, mental status examinations, arriving at the clinical diagnosis, rationale of psychological testing, observations, response recording, analyze, interpret and communicate the findings to the team members.
8. Specific tests: Tests for attention, memory, intelligence, developmental skills, abstract ability, personality, diagnosis, rating scales, assessing disability, QOL and wellbeing, stress and adaptation (includes standardized vernacular version of tests/scales those used in adult and child conditions).

S. P. PUNE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PROFESSIONAL DIPLOMA IN CLINICAL PSYCHOLOGY
PDRP- I: PSYCHOSOCIAL PERSPECTIVES OF MENTAL DISORDERS

Objectives:**80 Hours**

1. To acquaint the students with the history of clinical psychology and its role in the professional practice as a clinical psychologist.
2. To help the students to understand epidemiology and models of mental disorders
3. To bring out the role of family and social factors in social pathology and other mental disorders in Indian context.
4. To help the students to understand the psychopathology of neurotic, psychotic and other mental disorders and the problems of disability and approaches to rehabilitation.

1. **Clinical Psychology & Mental Health:** [16]
 History of Clinical Psychology and its role in understanding and alleviation of mental illness, promotion of mental health and rehabilitation of the mentally ill, role and functions of Clinical Psychologists in DMHP, Professional code of conduct and ethical issues.
2. **Models of Mental Disorders and Epidemiology:** [16]
 Concept of normality and abnormality, causes of mental disorders – psychodynamic, behavioral, cognitive, humanistic and biological models. Epidemiological surveys in Indian context; socio-cultural correlates of mental illness; psychological well-being and quality of life – measures and factors influencing.
3. **Family and Social Influences of Pathology:** [16]
 Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; expressed emotions and relapse. Discrimination, gender and ethnicity, social class, poverty and unemployment, social tension & violence, crime and delinquency, suicide, addictive behavior, social aggression with special reference to Indian context.
4. **Psychopathology and Disability:** [16]
 Neurotic, Stress-related, Somatoform, Psychotic, Personality, Childhood and Adolescence Disorders. Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.

5. Rehabilitation:**[16]**

Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers' issues; rights of mentally ill; empowerment issues; support to recovery, policies and Acts.

Essential References

1. Achenback T.M. (1974). *India Developmental Psychopathology*, Ronald Press Co.: NY
2. Buss A.H. (1966). *Psychopathology*, John Wiley and sons: NY
3. Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Eds.
4. Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*, Raven Press: NY
5. Fish, F. and Hamilton, M. (1979). *Fish's Clinical Psychopathology*, John Wright & Sons: Bristol
6. Kapur, (1995). *Mental Health of Indian Children*, Sage publications: New Delhi.
7. Klein, D.M. & White, J.M. (1996). *Family Theories – an Introduction*, Sage Publications: New Delhi.
8. Krahe, B. (2004). *Personality & Social Psychology: towards a synthesis*. Sage Publications: New Delhi.
9. Kuppuswamy, B. (2004). *An Introduction to Social Psychology*, 2nd ed., Konark Publishers: New Delhi.
10. Madan G.R (2003). *Indian Social Problems*, Vol.1 & 2, Allied Publishers Pvt. Ltd.: New Delhi.
11. Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*, Wadsworth Publishing: U.S.A
12. Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*, Oxford
13. Radley, A. (1994). *Making sense of illness: the social psychology of health and disease*. Sage Publication. New Delhi.
14. Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology*, Vol. 19. Sage publications: New Delhi.
15. Saraswathi, T.S (1999). *Culture, Socialization and human development*, Sage publications: New University Press: NY
16. Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology*, 3rd ed.). John Wiley & Sons: Canada.

S. P. PUNE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PROFESSIONAL DIPLOMA IN CLINICAL PSYCHOLOGY
PDRP- II: COUNSELING AND THERAPY

80 Hours

Objectives:

1. To understand the models of counseling and schools of psychotherapy and to acquire skills and techniques of clinical interviewing.
2. To help the students to understand the conceptual aspects of behavioral modification technique and cognitive therapy and to acquire the skills of these techniques.
3. To make the students learn the crisis intervention and different techniques involved in the same.
4. To acquaint the students with the techniques of group therapy, family counseling and therapy with children with special conditions.

1. Introduction to Psychotherapy and Counseling

[16]

Definitions, Objectives, Models of counseling, Schools of Psychotherapy, Planning and recording of counseling and therapy sessions.

2. Interview for Understanding Crisis

[16]

Objectives of interviews, interviewing techniques, types of interview, characteristics of structured and unstructured interview, interviewing skills. Definition of Crisis, phases of Crisis, Techniques, and Stages of crisis work, Applications, supportive psychotherapy – goals, indications and techniques

3. Behavioral and Cognitive Therapies:

[16]

Introduction, Behavioral assessment, analysis and formulations (for Neuroses, Psychoses and other conditions), Relaxation techniques, social skills training, operant procedures, self-control procedures and behavioral counseling. Introduction to Cognitive Model, basic principles and assumptions, techniques based on Cognitive restructuring and therapies.

4. Group and Family Counseling/Therapy:

[16]

Theoretical models, types of groups, stages of group therapy, process issues including role of the therapist, techniques, applications of group therapy. Models for the assessment of families, common family problems and their intervention, goals and methods of family intervention, ethical issues in family counseling and therapy.

5. Therapies with Children and Special Conditions:**[16]**

Interventions for internalizing and externalizing Disorders, disorder of scholastic skills, deliberate self-harm, trauma and abuse, bereavement, school counseling, Parent and Family Counseling, chronic mental disorders

Essential References

1. Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology*, Vol. (6) Elsevier Science Ltd: Great Britain.
2. Bellack, A.S., Hersen, M and Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. Plenum Press: NY
3. Bergin, A.G. & Garfield, S. L. (1978). *Handbook of Psychotherapy & Behavior change – An empirical analysis*. John Wiley & Sons: NY.
4. Bloch, S (2000). *An introduction to the psychotherapies*, 3rd ed., Oxford Medical Pub.: NY.
5. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions 4thEdn*. Pearson Education: India.
6. Corey, G. (2008). *Theory and practice of group counselling*. Thomson Brooks/Cole: Belmont CA
7. Dryden, W. (2002). *Handbook of Individual Therapy*, 4th ed., Sage Publications: New Delhi.
8. Eells, T.D (2007). *Handbook of psychotherapy case formulation*. 2nd ed. Guilford press: USA
9. Garfield, S. L. (1995). *Psychotherapy: an eclectic integrative approach*, (2nd Ed.). John Wiley and sons: USA.
10. Gibson, R.L. & Mitchell M.H. (2006). *Introduction to Counseling and Guidance*, 6th ed., Pearson, New Delhi
11. Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). *Cognitive Behavior Therapy for psychiatric problems: A practical guide*. Oxford University Press: NY
12. Hersen M & Sledge W. (2002). *Encyclopedia of Psychotherapy*, Vol 1 & 2, Academic Press: USA
13. Prochaska, J.O., & Norcross, J.C. (2007). *Systems of psychotherapy: a transtheoretical analysis*. 6th Edn. Thomson Brooks/Cole: Belmont, CA: USA.
14. Nelson R., Jones (2009) *Theory and Practice of Counselling and Therapy (4th Ed)* Sage Publication.
15. Rimm D.C. & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*, Academic Press: NY.
16. Sharf, R.S. (2000). *Theories of Psychotherapy & Counseling*, 2nd ed. Brooks/Cole: USA
17. Turner, S.M, Calhour, K.S. & Adams, H.E. (1992). *Handbook of clinical behavior therapy*. Wiley Inter science: NY.
18. Verma, L. (1990). *The management of children with emotional and behavioural difficulties*. London: Routledge.
19. Veereshwar, P. (2002). *Indian systems of psychotherapy*. Delhi: Kalpak publications
20. Wolberg, L.R. (2007). *The techniques of psychotherapy*, 4th ed., Parts 1 & 2, Grune & Stratton: NY

S. P. PUNE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PROFESSIONAL DIPLOMA IN CLINICAL PSYCHOLOGY
PDCP-III: PSYCHIATRY

80 Hours

Objectives:

1. To acquaint the students with the classification systems of mental disorders.
 2. To make the students understand the neurotic, psychotic and other associated disorders and the etiology and management of the same.
 3. To acquaint the students with organic mental disorders and behavioral, emotional and developmental disorders in children and adolescents.
 4. To help the students understand the classification and rehabilitation of mental retardation and mental health policies and legislation.
-

1. **Classification of disorders and Mental Health Act and Policy:** [16]
 Definition and criteria of mental health. Classificatory systems (DSM) of mental disorders, currently in use and their limitations.
 Mental Health Act of 1987, National Mental Health Program 1982, the persons with disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1993, National Trust for Mental Retardation, CP and Autistic Children 1999, Forensic issues related to mental disorders.
2. **Childhood and Adolescence, and Old Age-Related Disorders:** [16]
 Intellectual Disability: Classification, types, causes, and treatment. Disruptive, Impulse-control, and conduct disorder. Autism, Attention-deficit and Hyperactivity, Learning and motor disorders, types, causes and treatment.
 Delirium and Dementia-Alzheimer Disease, Lewi-Body Disease, Vascular Disease, Parkinson's Disease and Huntington's Disease, types, etiology, and treatment.
3. **Neurotic Disorders:** [16]
 Anxiety, Phobias, Obsessive-Compulsive disorder, Dissociative and Somatic disorders. Trauma and stress related disorders: Reactive Attachment Disorder, Post-traumatic Stress Disorders, Classification, etiology and management/treatments.
4. **Psychoses Disorders:** [16]
 Schizophrenia: Definition, phases, symptoms, etiology and treatment. Schizophrenia Spectrum Disorders, clinical features, etiology and management. Depression, types of depression, etiology, and treatment.

5. Personality Disorder and Sexual Disorders.**[16]**

Types Personality disorders, etiology and treatments. Alcohol and substance abuse etiology and treatment. Sexual cycle and sexual dysfunctions, Gender Dysphoria, Paraphilic Disorders, types, causes and treatment.

Essential References

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders," DSM-5 (5th Edn.).
2. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
3. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
4. Gelder, Gath & Mayon. (1989). Textbook of psychiatry, 2nd Ed., Oxford University Press: NY
5. Kaplan & Sadock, (1995). Comprehensive Textbook of Psychiatry, 6th ed., Vol. 1 & 2, William & Wilkins: London Oxford.
6. Rutter, M. & Herson, L (1994). Child and Adolescent Psychiatry: Modern approaches, 3rd ed., Blackwell Scientific Publications: London
7. Sarason, I.G, & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10th ed.). Delhi: Pearson Education. 4. Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology (4th ed.). Pacific Grove: Books/Cole.
8. Sims A, Bailliere T, (1988). Symptoms in mind: Introduction to descriptive psychopathology.
9. Vyas, J.N. & Ahuja, N. (1999). Textbook of postgraduate psychiatry, 2nd Ed. Vol 1 & 2, Jaypee brothers: New Delhi.

S. P. PUNE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PROFESSIONAL DIPLOMA IN CLINICAL PSYCHOLOGY
PDCP-IV: PRACTICAL: PSYCHOLOGICAL ASSESSMENT AND INTERVENTIONS

OBJECTIVES:**MARKS; 100**

1. To provide opportunities to acquire the necessary skill and competency in psychological assessment.
 2. The administration of psychological tests, interpretation, scoring and report writing.
 3. To develop the skill of understanding scores, analyze, interpret and communicate the findings through case study report format.
-

1. GENERAL ABILITY TESTS

- a. Binet-Kamat test
- b. Raven's tests of intelligence (all forms)
- c. Bhatia's battery of intelligence tests
- d. Malin's intelligence scale for children
- e. Wechsler adult performance intelligence scale

2. MEMORY TESTS

- a. Wechsler memory scale
- b. PGI memory scale

3. PERSONALITY TESTS

- a. NEO-Five Factors
- b. Eysenck's personality inventory/questionnaire
- c. Projective Tests
- d. Children apperception test

4. CLINICAL TESTS

- a. Psychophysiological Tests
- b. Neuropsychological Test
- c. Stress/Frustration Tests

Important notes:**A. General Instructions:**

1. Each batch of practical will consist of maximum 5 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Students will have to conduct six tests from 'Core Tests' in laboratory setting and submit report in journal for this course and obtain the completion certificate from the teacher in-charge and certified by Head of Dept.
4. Without this certification the students will not be allowed to appear for the Internal and External examination.

Conduct of Practical Examination

Evaluation of Practical

1. There will be 30 marks for continuous (internal) assessment and 70 marks for external (Final) examination.
 - a. Continuous (Internal) Assessment of Practical – 30 Marks.**
Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination with following manner.
 - i. Each batch of practical and practicum examination will consist of maximum 5 students.
 - ii. Course teacher and expert appointed by H.O.D. will jointly set question papers (two subsets i. e. A & B).
 - iii. Duration of internal examination will be three hours per batch.
 - iv. Marks are given by both examiners; average of the same will calculated and considered as final marks of the students under given heading.
 - v. Final marks list will be submitted to the H.O.D.
 - b. Psychological Assessment and Intervention (Practical)**
Students need to selected at least 5 types of maladapted cases in consultation with the teacher and prepare psychological diagnostic report of 3 cases.
Collect 10 clinical cases of different disorders with clinical history by following stages.
 1. Rational for psychological assessments
 2. Areas to be investigated
 3. Test administration and findings with appropriate conclusion.
 - c. Assessment criteria**
 1. Assessment will be done one the basis of competency in selection, administration, scoring and interpretation of psychological tests conducted on patients with different disorders.
 2. In intervention, competency in conceptualization of psychosocial problems with theories including behavioral, cognitive, and interpersonal perspectives with treatment/intervention goals.
 - d. Distribution of Marks (30 Marks)**
 - a. Submission of final case study (3 Cases) and diagnostic report (10 Cases) (10 Marks)
 - b. Presentation of one case (out of three cases collected for assessment) and viva. (5 Marks)
 - c. Hypothetical case analysis on the basis of rational, problem, mental status examination, diagnosis and treatment/interventions suggested. (10 Marks).
 - d. Overall performance (e.g. regularity, sincerity, quality of works with variety of disorders) (5 Marks).
- 3. Final Assessment (External) of Practical – 70 Marks.**
 1. Two months prior to final examination the candidates are required to submit the final record of 3 case studies with 10 Psychodiagnostics record under following headings:
 - a. Reasons for intervention/s
 - b. Areas to be focused for short-and-long-term objectives.
 - c. Rationales of interventions technique with proper process.
 - d. Alternatives of therapies if needed with reasons.
 - e. Outcome and integration strategies employed for future plans.

2. For final examination certificate of Head of the Department is necessary that stated as the candidate has attained the require competence in all core-tests, and completed minimum clinical work and submission of the same.
3. A certificate by the Head of the Department that the candidate has attained the required competence in all of the above Core Tests shall be necessary for appearing in the final examination.
4. Final practical and practicum examination marks will be distributed according to following.
 - a. A logbook of the clinical work carried out under the supervision with sufficient details viz. particulars of the client, diagnosis, duration and nature of intervention/s, number of sessions held etc. should be maintained by all trainees and must be produced the same to the examiners at the time practical examinations. **(20 Marks)**.
 - b. Minimum prescribed clinical work during one year of training should be completed as follows.
 - a. Detail clinical workup 50 cases
 - b. Psycho-diagnostics 30 cases
 - c. Therapy/Counseling 20 cases (Amounting to 200 hr. of therapy work. Out of 20 cases at least 5 should be children.)
 - c. After completion of above stated clinical work **(20 Marks)**
 - d. Psychological testing practical will be conducted in the laboratory setting for 30 Marks. The distributions of marks as per following.

Items	Marks
Instructions & conduction test	10
Report writing of the given test	10
Viva on testing interpretation	05
Report on Six Core Tests	05
Total	30

Reference books:

1. Bellack, A.S. & Hersen, M (1998). Comprehensive Clinical Psychology: Assessment, Vol. (4) Elsevier Science Ltd.: Great Britain.
2. Choudhary, U. (2005). An Indian modification of the Thematic Apperception Test. Shree Saraswathi Press: Calcutta
3. Hersen, M., Segal, D. L., & Hilsenroth, M. J. (2004). Comprehensive handbook of psychological assessment, Vol. (1 & 2), John Wiley & Sons: USA
4. Murray H.A. (1971). The Thematic Apperception Test Manual. University Press: Harvard
The Rorschach – A Comprehensive System, Vol 1, 4th ed., Exner, J.E. John Wiley and sons: NY.