



SWAMI VIVEKANANDA UNIVERSITY

Telinipara, Barasat-Barrackpore Road, Bara Kanthalia, WB - 700121

School of Allied Health Sciences

Masters in Applied Psychology

Programme Structure 2023

(As per UGC CBCS Template)



**Swami Vivekananda University**

Telinipara, Barasat - Barrackpore Road  
Bara Kanthalia, West Bengal 700121

**SWAMI VIVEKANANDA UNIVERSITY**

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**Syllabus**

**For**

**M.Sc. in Applied Psychology**  
**(2023-2025)**



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.....  
**Total Credit – 96**

**Total Marks - 2400**  
.....  
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**SEMESTER I**

COURSE	COURSE TITLE	L-T-P	COURSE TYPE	CREDIT	MARKS
MPSYC101	Applied Cognitive Psychology	4-0-0	Core Course	4	100
MPSYC102	Personality Theories and Their Application	4-0-0	Core Course	4	100
MPSYS101	Applied Social Psychology and Social Problems	4-0-0	Supportive Course	4	100
MPSYC191	Cognitive Functioning Lab.	0-0-8	Core Course	4	100
MPSYC192	Personality Testing And Applied Social Psychology lab.	0-0-8	Core Course	4	100
MPSYS181	Seminar I	0-0-4	Skill Dev	2	100
Total				22	600

**SEMESTER II**

COURSE	COURSE TITLE	L-T-P	COURSE TYPE	CREDIT	MARKS
MPSYC201	Research Methodology	4-0-0	Core Course	4	100
MPSYC202	Psychometrics And Statistics	4-0-0	Core Course	4	100
MPSYS201	Problems of Development and Pathologies Across Life Span	4-0-0	Supportive Course	4	100
MPSYC291	Research Methodology, Statistical Techniques & Computer Application Lab.	0-0-8	Core Course	4	100
MPSYC292	Assessment at Various Levels of Development Lab.	0-0-8	Core Course	4	100
MPSYS281	Seminar II	0-0-4	Skill Dev	2	100
Total				22	600



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### SEMESTER III

COURSE	COURSE TITLE	L-T-P	COURSE TYPE	CREDIT	MARKS
MPSYC301	Clinical Psychology	4-0-0	Core Course	4	100
MPSYC302	Mental Status Examination, Testing & Report Writing	4-0-0	Core Course	4	100
MPSYC391	Clinical Psychology and Testing Lab I	0-0-8	Core Course	4	100
MPSYC392	Clinical Psychology and Testing Lab II	0-0-8	Core Course	4	100
MPSYE301	A. Human Physiology B. Psychology of Gender	4-0-0	Elective Course	4	100
MPSYE302	A. Therapeutic Nutrition B. Neuropsychology	4-0-0	Elective Course	4	100
MPSYS381	Seminar III and Summer Project Proposal Submission	0-0-4	Skill Dev	2	100
Total				26	700

### SEMESTER IV

COURSE	COURSE TITLE	L-T-P	COURSE TYPE	CREDIT	MARKS
MPSYC401	Forensic and Correctional Psychology	4-0-0	Core Course	4	100
MPSYC491	Testing & Therapy in Clinical and Forensic Psychology Lab - I	0-0-8	Core Course	4	100
MPSYC402	Psychotherapy	4-0-0	Core Course	4	100
MPSYC492	Testing & Therapy in Clinical and Forensic Psychology Lab - II	0-0-8	Core Course	4	100
MPSYS481	Summer Project and Grand Viva	0-0-20	Skill Dev	10	100
Total				26	500



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## Semester – I

### Applied Cognitive Psychology

Course code - MPSYC101

<b>Course Objectives</b>	To understand how people acquire information and process that information mentally just like computer processor.
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#### Course Outcome –

- Understand the in-depth concepts of basic cognitive process.
- Able to relate different cognitive process.

#### 1. Introduction:

a) Historical linkage with schools of psychology. Interdisciplinary nature of cognitive psychology. Methods of studying cognitive psychology. Application of cognitive psychology in different fields.

b) Indian approach to cognition

c) Information Processing Approach, Parallel distributed processing, Top down and bottom-up processing.

#### 2. Consciousness, Attention and Perception:

a) Consciousness –

i) Consciousness as a scientific construct. Cognitive psychology and consciousness.

ii) Function and structure of Consciousness.

iii) Modern theories of Consciousness. Indian approaches to consciousness.

b) Attention --

i) Selective and divided attention

ii) Signal detection and vigilance

iii) Automatic processing



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c) Perception –

i) Pattern recognition

ii) Top down and bottom-up approaches in understanding perception, Theories of Gestalt School, Osgood, Gibson, Network-feedback model, Bayesian approach

d) Neuro-physiological correlates of consciousness, attention and visual perception

3. Learning, memory, and language:

a) Memory

i) Models of memory: Atkinson-Shiffrin and Baddeley-Hitch

ii) Executive processing. Frontal lobe connection. Frontal damage and frontal hypothesis

iii) Biochemical basis of learning and memory

iv) Application of memory in different fields.

b) Language

i) Speech perception

ii) Brain and language

4. Thinking and creativity:

a) Thinking

i) Concept formation

ii) Reasoning and decision making – its application

b) Creativity

i) Creative process -- Stages and Factors

ii) biological basis of creativity

iii) Investment theory of creativity

iv) Enhancement of creativity

5. Intelligence and emotion:

a) Intelligence



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- i) Cognitive Approaches to intelligence
- ii) Anatomical and neural substratum on intelligence
- b) Emotion
- i) Basic emotions
- ii) Cognitive approaches in emotion
- iii) Relation of emotion with attention, perception, memory, thinking
- c) Application of cognitive approaches to intelligence and emotion in different fields
- d) Emotional Intelligence

**Recommended Readings:**

- 1 Allport, F. H. (1955). *Theories of perception and the concept of structure*. Wiley.
- 2 Anderson, J.R. (2000). *Cognitive Psychology and its implication*. 5<sup>th</sup> edition. Worth Publishers.
- 3 Bjork, E. L. & Bjork, R. A. (Eds.) (1996). *Handbook of perception and cognition*. Academic Press.
- 4 Cohen, G., Kiss, G. and Le Voi, M (1993). *Memory. Current issues*. Open Univ.
- 5 Dember, W. N. & Warm, J. S (1975). *Psychology of Perception*. Holt.
- 6 Goleman, D. (1984). *Emotional Intelligence*. Bantam.
- 7 Helson, H. and Bevan, W. (1969). *Contemporary approaches to psychology*. D. Van Nostrand.
- 8 Kellogg, R. T. (2002). *Cognitive psychology*. Sage.
- 9 Kolb, B., and Whishaw, I.Q. (1995). *Fundamentals of human neuropsychology*. Freeman.
- 10 Maier, C. (1970) *Problem Solving and Creativity*. Brooks Cole.
- 11 Matlin, M.W. (1995). *Cognition*. Prism.
- 12 Minda, P.J. (1988). *The Psychology of Thinking: Reasoning, Decision-Making and Problem-Solving*. Sage.
- 13 Parkin, A. J. (2013). *Essential Cognitive Psychology*. T & F India.



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14 Resinck, L. B (1976). *The nature of Intelligence*. Wiley.

15 Robinson-Reigler, B. & Robinson-Reigler, G. (2011). *Cognitive Psychology: Applying the Science of the Mind*. 3<sup>rd</sup> Ed. Pearson.

16 Runco, M.A. and Printzker, S.R (Eds) (1999). *Encyclopedia of creativity*. Vol. 1 & 2. Academic Press.

17 Smith, E. E. & Kosslyn, S. M. (2007). *Cognitive psychology: Mind and Brain*. Pearson.

18 Solso, R. L. (1998). *Cognitive Psychology*. Allyn and Bacon.

19 Sternberg, R. J. (Ed.) (1994). *Thinking and Problem Solving*. Academic Press.

20 Sternberg, R. J. (1999). *Handbook of creativity*. Cambridge University Press.

21 Strongman, K. T. (1987). *The Psychology of Emotion*. Wiley.

22 Tulving, E. and Craik, F.I.M. (2000). *The Oxford Handbook of Memory*. Oxford Univ. Press.

23 Wrobel, S. (1994). *Concept Formation and Knowledge Revision*. SpringerScience & Business Media. B.V.

### **Personality Theories and Their Application**

Course code - MPSYC102

<b>Course Objectives</b>	To understand the different personality theories and apply the knowledge in different therapeutic approach.
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### **Course Outcome –**

- Understand the concepts of different personality theories.
- Understand the applications of different theories in practice.

1. Introduction to personality theories. Application of personality theories in different fields of Applied Psychology.

2. Psychoanalytic and Neo Freudian approaches and their application –

a) Freud

b) Adler



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c) Jung

d) Horney

3. Interpersonal, Developmental and Humanistic approaches to personality and their application

a) Erikson

b) Maslow

c) Rogers

4. Behavioral and Social learning approaches and their application –

a) Skinner

b) Bandura

5. Trait Theories and their application –

a) Allport

b) Cattell

c) Costa and Mc Crae

**Recommended Readings:**

1. Allport, G.W. (1962). *Personality: A Psychological Interpretation*. Constable & Co.

2. Allport, G.W. (1968). *The Person in Psychology: Selected Essays*. Beacon Press.

3. Carver, C. S., & Scheier, M. F. (2012). *Perspectives on Personality* (7<sup>th</sup> ed.). Pearson Academic.

4. Cattell, R.B. (Ed.) (1970). *Handbook of Modern Personality Theory*. Aldine.

5. Cervone, D., & Pervin, L. A. (2016). *Personality: Theory and Research* (13<sup>th</sup> ed.). John Wiley & Sons.

6. Eysenck, E. (1966). *Dimensions of Personality*. Routledge.

7. Feist, J., & Feist, G. J. (2012). *Theories of Personality* (8<sup>th</sup> ed.). New York: McGraw-Hill.

8. Freudman, H.S. and Schustack, M. W. (2004). *Personality*. New Delhi: Pearson.

9. Geiwitz, P.J. (1969). *Non-Freudian Personality Theories*. Hutchinson.





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10. Hall, C.S., Lindzey, G. & Campbell, J. B. (2007). *Theories of Personality* (4<sup>th</sup> edition). Wiley.

11. McCrae, R. R., & Costa, Jr., P. T. (2005). *Personality in Adulthood: A FiveFactor Theory Perspective* (2nd ed.). New York: Guilford Publications.

12. Pervin, L. A. & John, O. P. (1997). *Personality: Theory and Research*. John Wiley & sons: New York.

13. Ryckman, R.M. (1999). *Theories of Personality* (7th edition). Wadsworth

14. Schultz, D. P. & Schultz, S. E. (2013). *Theories of Personality*. Cengage.

15. Wiggins, J. S. (Ed.). (1996). *The Five-Factor Model of Personality: Theoretical Perspectives*. New York: Guilford Publications.

## **Applied Social Psychology and Social Problems**

Course code - MPSYS101

<b>Course Objectives</b>	To understand different social issues and resolutions of those issues in India.
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### **Course Outcome –**

- Understand the concepts of basic Social Psychological Process.
- Understand the applications of basic Social Psychological process in Social problems.

#### **1. Social Behavior and Social Relations:**

- a) Prosocial and Aggressive Behavior: Nature and Bio-psycho-social causes with theoretical explanations. Promoting prosocial behavior and controlling aggression
- b) Interpersonal Attraction: nature, determinants, and theoretical approaches

#### **2. Self and Communication**

- a) The self in a social world: self-concept, self-esteem, perceived self-control, self-serving bias, and self-presentation
- b) Communication: types of communication, barriers in communication

#### **3. Social Problems**



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- a) Gender Discrimination and violence against women
- b) Human rights of children, women and disabled
- c) Mass media - effect on social behavior
- d) Casteism, Communalism, Terrorism- causes and consequences
- 4. Problems of Population and Globalization
  - a) Causes and Consequences of population explosion in India, community awareness programmed for population control
  - b) Globalization and its psychosocial effects
  - c) Causes and consequences of unemployment
- 5. Environmental issues
  - a) Stress and health hazards in relation to crowding, density, territoriality, privacy, and personal space
  - b) Causes and psychosocial consequences of urbanization, problems of urban development and intervention strategies.
  - c) Environmental protection.

**Recommended Readings:**

1. Ahuja, R. (1992). *Social problems in India*. Nice.
2. Ahuja, R. (2014). *Social Problems in India*. 3<sup>rd</sup> Edition. Rawat Publication.
3. Baron, R. A., Byrne, D. and Branscombe, N.R. (2007). *Social Psychology*, 11th Edition. Pearson. Practice Hall.
4. Baumeister, R. F. and Bushman, B.J. (2017). *Social Psychology and Human Nature*. 3rd Edition. Cengage Learning India.
5. Bechtel, R. B. (1997). *Environment and Behaviour – An introduction*. Sage Publications.
6. Bell, P. K., Fisher, J. D., Baum, A. and Green, T. C., (1990). *Environmental Psychology*, 3<sup>rd</sup> Edition, Holt-Rinehart and Winston Inc.
7. Berko, R. M., Wolvin, A.D. and Wolvin, D. R. (2004). *Communicating – A career and Social Focus*. Houghton Mifflin Company, Boston, New York. (9th Edition).



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8. *Bhattacharya, S. (2008). Environmental Psychology. Global Vision Publishing.*
9. *Brickman, L & Rag, D.J. (1997). Handbook of social research, Sage.*
10. *Cassidy, T. (1997). Environmental Psychology – Behaviour and experience incontext. Psychology Press. UK.*
11. *Chadha, N. K. (2012). Social Psychology. Macmillan Publishes India Limited.Delhi.*
12. *Chakraborty, D. (1999). Atrocities on Indian women. APH Publication.*
13. *Crisp, R.J. and Turner, R.N. (2017). Essential Social Psychology. 3<sup>rd</sup> Edition.Sage Publications India Pvt. Ltd.*
14. *Dill, K.E. (Ed). (2013). The Oxford Handbook of Media Psychology. Oxford Library of Psychology.*
15. *Fawcett, B. et.al. (1996). Violence and Gender relations. Sage.*
16. *Feagin, J.R. and Feagin, C.B. (1997). Social problems: A Critical Power-Conflict Perspective. 5<sup>th</sup> Edition. Prentice Hall. New Jersey.*
17. *Giles, D. (2010). Psychology of the media. Palgrane, macmillan.*
18. *Gupta, K. R. (Ed) (2004). Global Terrorism. 1st Edition. Atlantic.*
19. *Madan, G.R. (1995). Indian Social Problems. V.I. Allied Publishers.*
20. *Misra, G. (2010) Psychology in India ( 4 volumes). ICSSR.*
21. *Misra, G. and Baron, R. A. (2014). Psychology; Indian Subcontinent, 5<sup>th</sup> Edition. Pearson.*
22. *Myers, D. G. (2005). Social Psychology, 8<sup>th</sup> edition. McGraw Hill.*
23. *Myers, D. G., Sahajpal, P.D. and Behera, P. (2012). Social Psychology. 10th edition (Special Indian Edition). McGraw Hill education (India) Private Limited.New Delhi.*
24. *Oskamp, S. & Schultz, P.W. (1998). Applied Social Psychology. Prentice.*
25. *Renzetti, C. M. (2011). Sourcebook on Violence against women. Sage Publication.*
26. *Strasburger, V. C. and Wilson, B.J. (2002). Children, Adolescents and the Media. Sage Publications. New Delhi.*
27. *Thiara, R.K. and Gill, A.K. (Eds). (2010). Violence against women in south Asian Communities: Issues for Policy and practice. Jessica Kingsley Publishers. London.*



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28. Withey, S. B. and Abeles, R.P. (2013). (Eds). *Television and Social Behaviour: Beyond Violence and Children. A Rapist of the Committee on Television and Social Behaviour. Social Science Research Council. Rontledge Library Editions: Television. Routledge.*

29. Wood, J. V., Tesser, A. D Holmes, J. G. (2008). (Eds). *The Self and Social Relationships. Psychology Press; Taylor and Francis Grony. New York and Hove.*

30. York, M. R. (2011). *Gender Attitudes and Violence against women. LFB Scholarly Publishing LLC.*

## **Cognitive Functioning Lab**

Course code - MPSYC191

<b>Course Objectives</b>	To understand how people acquire information and process that information mentally just like computer processor.
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### **Course Outcome –**

- Administer different psychological test on cognitive process.
- Importance of cognitive test in different age group.

1. Administration, Scoring and Interpretation of following Intelligence Tests:

a) Raven's Progressive Matrices

b) Wechsler Adult Intelligence Scale

c) Wechsler Intelligence Scale for Children / Malin's Intelligence Scale for Indian Children

2. Experiments on the following domains of Cognitive Functioning:

a) Selectivity of attention

b) Learning / Memory

c) Creative thinking

d) Pattern recognition

e) Emotions

f) Signal detection



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## **Personality Testing and Applied Social Psychology lab.**

Course code - MPSYC192

<b>Course Objectives</b>	To understand the different personality theories and apply the knowledge in different therapeutic approach.
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### **Course Outcome**

- Administer different psychological test on personality and social problem.
- Understand the application of the personality theories.

1. Personality and Aptitude Testing- Administration, Scoring and Interpretation of

a) Neo 5 factor Inventory

b) MMPI

c) Aptitude Test

2. Experiments OR testing in the following domains of Applied Social Psychology:

a) Gender Stereotype / Gender discrimination

b) Personal space

c) Privacy functions

d) Mass media

e) Aggression

f) Communication

### **Seminar I**

Course code - MPSYS181

1. Project work / Assignment on topic of discussed in the seminar.

### **Semester – II**

### **Research Methodology**

Course code - MPSYC201



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<b>Course Objectives</b>	To understand the methodology of research in the field of social sciences.
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**Course Outcome –**

- Understand the purpose of research in Applied Psychology.
- Understand concepts of basic research process.

1. a) Characteristics and purposes of research in Applied Psychology. Importance of ethical issues in applied psychological research.

b) Types of research: Non-experimental research, Laboratory experiments, Field experiments and field studies, Survey studies and Epidemiological studies.

2. Problem and hypothesis:

a) Research problem, variables, and sampling:

i) Fundamental concepts of underlying research problem, selection and formulation of the problem,

ii) Variables: concepts, construct types and operational definition of variables

b) Hypothesis:

i) Nature and criteria of hypothesis

ii) Hypothesis in relation to fact, theory and law

iii) Problem of confirming hypothesis.

c) Sampling techniques: Types, purposes, and techniques of sampling

3. (a) Experimental Control: Objectives of experimental control, types of controlling techniques

(b) Research Designs:

i) Basic principles of experimental and quasi-experimental research.

ii) Matched group design, randomized group design, factorial design, ex-post facto design, single subject design.

4. Qualitative research:

a) Concept of qualitative research. Difference between qualitative and quantitative research



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- b) Methods of qualitative research.
- c) Sampling for qualitative research.
- d) Reliability and validity issues of qualitative research.
- 5. Steps for writing research proposal. Reporting research for journal articles and dissertation.

### **Recommended Readings:**

1. Broota, K.D. (2006). *Experimental Design*. New Age Publishers.
2. Clark, V. L. P. & Ivankova, N. V. (2016). *Mixed methods research. A guide to the field*. Sage.
3. Creswell, J.W (1998). *Qualitative enquiry and research design*. N.D. Sage.
4. Dilkinson, T.S. & Bhandekar, P.L. (1984). *Methodology and techniques of social research*. Himalaya Publishers, Mumbai.
5. Foreman, N. & Gillen, R. (1997). *Handbook of special research paradigms and methodologies, Vol – I*. Psychology Press.
6. Gavin, H. (2008). *Understanding research methods and statistics in psychology*. Sage.
7. Guilford, J.P. (1975). *Psychometric methods*. Tata McGraw Hill.
8. Kerlinger, F.N. (1973). *Foundation of behavioral research*. Holt.
9. Kothari, C.R. (1995). *Research methodology: Methods and Techniques*. Wishwa Prakasan, New Delhi.
10. Lichtman, M. (2014). *Qualitative research for the social sciences*. Sage.
11. McBride, D. M. (2016). *The process of research in psychology*. Sage.
12. Martens, D.M. (1998). *Research Methods in education and psychology*. Sage.
13. Mason, J. (2000). *Qualitative researching*. Sage.
14. McGuigan, F.J. (1978). *Experimental psychology: Methods of Research*. 7<sup>th</sup> ed. Pearson.
15. Mukherjee, P.N. (ed.) (2000). *Methodology in social research. Dilemmas and perspectives*. Sage.
16. Richards, L. & Morse, J. M. (2013). *Qualitative methods*. Sage.



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17. Singh, A.K. (1997). *Tests, measurements and research methods in behavioural science*. N. D. Bharati Bhawan.

18. Wolcott, H.F. (1994). *Transforming qualitative data*. Sage.

## **Psychometrics and Statistics**

Course Code - MPSYC202

<b>Course Objectives</b>	To understand and learn the numerical importance and measurements in psychology.
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### **Course Outcome –**

- Understand the fundamental concepts of measurements.
- Acquire knowledge of data analysis.

#### 1. Fundamental concepts of measurement:

a) Need for measurement in Applied Psychology

b) Quantification of sensory experiences – classical and modern psychophysical scaling techniques.

#### 2. Steps in test development.

a) Theories of test scores: Relation of score reliability and validity to item statistics.

b) Homogeneity and heterogeneity of tests.

c) Discrimination theories.

#### 3. Assessment techniques:

a) Tests

b) Inventories and Questionnaires

c) Rating scale

d) Interview schedule

#### 4. Data analysis (concepts and uses):

a) Descriptive Statistics,





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- b) Partial and multiple correlation
  - c) Multivariate regression equation
  - d) Analysis of variances and co-variances
  - e) Cluster and Discriminant analysis
  - f) Multidimensional scaling
5. non-parametric statistics. Types and use in experimental and non-experimental research.

### **Recommended Readings:**

1. Anastasi, A. (1976). *Psychological testing*. Macmillan.
2. Fischer, G.H. & Molenaar, I.W. (eds) (1995). *Rosch Models Foundation. Recent development and application*. Springer Verlag. NY.
3. Fruchter, B. (1954). *Introduction to Factor analysis*, Van Nostrand. (Indian edition 1967).
4. Gregory, R.J. (2017). *Psychological Testing: History, Principles and Applications*. 7<sup>th</sup> Edition. Noida. Pearson.
5. Grimm, L. G. & Yarnold, P. R. (1995). *Reading and understanding multivariate statistics*. APA.
6. Guilford, J.P. (1975). *Psychometric methods*. Tata McGraw Hill.
7. Gullickson, H. & Menick, S. (1960). *Psychological scaling , theory & applications* , Wiley.
8. Harman, H. H. (1962). *Modern Factor analysis*, Chicago University Press.
9. Haslam, S. A. & McGarty, C. (2003). *Research methods and statistics in psychology*. Sage.
10. Klecka, W.R. (1990). *Discriminant Analysis*. Sage.
11. Liebrand, W.B.G. (1998). *Computer modeling in social process*. Sage.
12. Nunnally, J.C. (1978). *Psychometric theory*. McGraw Hill.

### **Problems of Development and Pathologies Across Life Span**

Course Code - MPSYS201



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<b>Course Objectives</b>	To understand the developmental problem and pathologies of human being.
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**Course Outcome –**

- To introduce with the different pathologies and intervention processes across the life span
- To understand importance of positive psychology.

1 Introduction to developmental problems and pathologies:

a) Approaches to study of development: Psychoanalytical, Behavioural and Cognitive

b) Factors in genesis of problems and pathologies: Heredity and neuropsychological factors, Role of family, teachers and peers, Role of demographic factors.

c) Application of knowledge of developmental problems in various fields

2 Infancy, childhood, and adolescence:

a. Attachment styles. Impact on the infant

b. Identification of developmental delays and mental retardation. Autism Spectrum disorders, Attention Deficit Hyperactivity disorders, Specific learning disorders: Intervention and training

c. Adolescence: Identity crisis and its resolution. Concern with career and job choice. Issues of Gender identity and sexual orientation. Conduct problems. Identification of early signs of Personality disorders. Intervention strategies.

d. Socially disadvantaged children, psychological characteristics, and rehabilitation programs.

3 Problems related to anger and violence:

a) Problems of anger management in childhood and adolescence

b) Violence:

i) Types and causes of violence against children and adolescents.

ii) Impact of violence on children.



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iii) Child protection and rehabilitation.

4. Problems of adulthood:

a) Work stress

b) Interpersonal Communication-Marital discord

c) Parenting of special children, single parent

d) Single parenting

5. Problems associated with aging:

a) Changes and problems associated with aging

b) Identification and management of Dementia

c) Death and dying. Problems of attaining meaning of life. Euthanasia.

d) Role of spirituality and holistic approach to wellness.

**Recommended Readings:**

1. Agochiya, D. (2010). *Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents*. Sage. New Delhi.

2. Ahuja, R. (1992). *Social problems in India*. Nice.

3. Ahuja, R. (2014). *Social Problems in India*. 3<sup>rd</sup> Edition. Rawat Publication.

4. Brown, R.T. & Reynolds, C.R. (1986). *Psychological Perspectives on Childhood Exceptionality: A Handbook*. Wiley Interscience Publication: New York.

5. Cassidy, J. and Philip, R.S. (Eds.) (2008). *Handbook of Attachment, 2nd Edition: Theory, Research and Clinical Applications*. Guilford Press. New York.

6. Cornish, J. (2017). *The Dementia Handbook: How to Provide Dementia Care at Home*. Create Space Independent Publishing Platform.

7. Das. S.B. (2017). *Death, Time and Other: Ethics at the Limit of Metaphysics*. Aakar Books. Delhi.

8. Kulkarni, S.K. (2016). *The Art of Ageing: Planning for a Comfortable Old Age*. Indus Source Books. Delhi.



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9. Levine, L.E. and Mansch, J. (2014). *Child Development: An Active Learning Approach*. 2<sup>nd</sup> Edition. Sage. New Delhi.
10. Messer, D. & Millar, S. (1999). *Exploring Developmental Psychology*. Hodder
11. Mills, R. & Duck, S. (1999). *The Developmental Psychology of Personal Relationships*. Wiley.
12. Moshman, D., Glover, J.A. & Bruning, R.H. (1987). *Developmental Psychology*. Little, Brown & Co.
13. Muir, D. & Slater, A. (2000). *Infant Development: The Essential Readings*. Blackwell.
14. Richard, M.D. and Furman, F. (2018). *Defeating Dementia: What You Can Do to Prevent Alzheimer's and Other Forms of Dementia*. Revell.
15. Rudolph, H. & Schoffer, . (2006). *Key Concepts in Developmental Psychology*. Sage Publication: London.
16. Smith, P.K., Cowie, H. and Blades, M. (2011). *Understanding Children's Development*. 5<sup>th</sup> Edition. Wiley.
17. Thakur, M.E., Blazer, D.G. and Steffens, D.C. (Eds) (2014). *Clinical Manual of Geriatric Psychiatry*. American Psychiatric Publishing. Inc.
18. Valsiner, J. (2000). *Culture and Human Development*. Sage.
19. Van Hasselt, V.B., Strain, P.S. & Hersen, M. (1988). *Handbook of Developmental and Physical Disabilities*. Pergamon General Psychology Press: Oxford.

## **Research Methodology, Statistical Techniques & Computer Application Lab.**

Course Code - MPSYC291

<b>Course Objectives</b>	To understand and learn the numerical importance and measurements, Using of statistical tools in psychology.
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### **Course Outcome –**

- Understand the fundamental concepts of measurements.
- Acquire knowledge of data analysis.



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1. Hypothesis testing problems on statistical techniques:

(a) Non-parametric test

(i) Significance of difference between two related and independent samples

(ii) Significance of difference between more than two related and independent samples

(b) Parametric test- Multivariate analysis, multiple correlation, multiple regression, analysis of variances and covariances

2. Factor analysis

3. Construction / Adaptation of a psychological test.

4. Use of computer – Familiarity with any statistical package used in the field of psychological research

5. Application of qualitative analysis.

### **Assessment at Various Levels of Development Lab.**

Course Code - MPSYC292

<b>Course Objectives</b>	To Assess the developmental problem and pathologies of human being.
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### **Course Outcome –**

1. To introduce with the different pathologies and intervention processes across the life span
2. To understand importance of developmental psychology and its associated factors.

1. Administration, scoring and interpretation of



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- a) Thematic Apperception Test (TAT) and Children Apperception Test (CAT)
- b) Rorschach Test
- c) Bender Gestalt Test (BGT) (Both child and adult)
- d) Developmental Screening Test (DST)
- e) State Trait Anger Expression Inventory (STAXI).

## **Seminar II**

Course code - MPSYS281

1. Project work / Assignment on topic of discussed in the seminar.

## **Semester – III**

### **Clinical Psychology**

Course code - MPSYC301

<b>Course Objectives</b>	To learn assessment techniques and mental disorder understanding and apply psychology in legal contexts while adhering to ethical standards.
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#### **Course Outcome –**

- Students will proficiently evaluate mental health issues.
- Utilize psychological knowledge in legal settings ethically.

#### **1. Introduction to Clinical Psychology:**

- i. Nature and Scope
- ii. Factors Associated with Psychiatric Disorders & Cure (Predisposing, Precipitating, Perpetuating, Prognostic Factors)
- iii. Classification of Disorders and need for classification
- iv. Major etiological factors



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## **2. Neuro-developmental Disorders, Neuro-Cognitive Disorders, Substance Related and**

**Addictive Disorders:** Symptomatology, Epidemiology, Etiology and Psychopathology,

Diagnosis and Differential Diagnosis, Treatment options and Prognosis

### ***I. Neuro-developmental Disorders***

- a) Intellectual Disabilities
- b) Autism Spectrum Disorders
- c) Attention Deficit/ Hyperactivity Disorder
- d) Specific Learning Disorder

### ***II. Neuro-Cognitive Disorders***

- a) Delirium
- b) Major Neuro-Cognitive Disorders
- c) Mild Neuro-Cognitive Disorders

### ***III. Substance Related and Addictive Disorders***

- a) Alcohol Related Disorders
- b) Cannabis Related Disorders
- c) Tobacco Related Disorders
- d) Gambling Disorder

## **3. Schizophrenia Spectrum and other Psychotic Disorders, Bipolar and Related Disorders and Depressive Disorders:** Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis

### ***IV. Schizophrenia Spectrum and other Psychotic Disorders***

- a) Delusional Disorder
- b) Schizophrenia
- c) Schizoaffective Disorder
- d) Catatonia

### ***V. Bipolar and Related Disorders***

- a) Bipolar I Disorder
- b) Bipolar II Disorder
- c) Cyclothymic Disorder

### ***VI. Depressive Disorders***

- a) Major Depressive Disorder
- b) Persistent Depressive Disorder (Dysthymia)

## **4. Anxiety Disorders, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Dissociative Disorder, Somatic Symptom and Related Disorders:** Symptomatology,



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Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis

***VII. Anxiety Disorders and Obsessive Compulsive Disorder***

- a) Specific Phobia
- b) Social Anxiety Disorder (Social Phobia)
- c) Panic Disorder
- d) Agoraphobia
- e) Generalized Anxiety Disorder
- f) Obsessive Compulsive Disorder

***VIII. Post-Traumatic Stress Disorder***

***IX. Dissociative Disorder, Somatic Symptom and Related Disorders***

- a) Dissociative Identity Disorder
- b) Somatic Symptom Disorder
- c) Conversion Disorder

**5. Sexual Dysfunctions and Gender Dysphoria, Disruptive, Impulse-control and Conduct Disorders, Personality Disorders:** Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis

***X. Sexual Dysfunctions and Gender Dysphoria***

***XI. Disorders of Childhood***

- a) Concept of Internalising and Externalising Disorder
- b) Intermittent Explosive Disorder
- c) Conduct Disorder

***XII. Personality Disorders***

- a) Concept of Clusters
- b) Schizoid Personality Disorder
- c) Borderline Personality Disorder
- d) Antisocial Personality Disorder
- e) Obsessive-Compulsive Personality Disorder

***Recommended Readings:***

1. Andrade, C. (2000). *Advances in Psychiatry*. Oxford Univ Press.
2. Barnhill, J.W. (2013). *DSM-5 (@) Clinical Cases, 1st Edition*, American Psychiatric Association Publishing.
3. Berman, P. S. (1997). *Case conceptualization and treatment planning*. Sage.
4. Black, D. W. and Andreasen, N.C. (2017). *Introductory Textbook of Psychiatry, DSM-5 Edition*, CBS Publishers & Distributors.
5. Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2014). *Abnormal*





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*Psychology, 16th Edition, Pearson.*

6. Cohen, D. J. & Volkman, F. R. (1997). *Handbook of autism and Pervasive developmental disorder*. Wiley.

7. Comer, R. J. (1998). *Abnormal Psychology*. WH Freeman and Company.

8. *Dagnostic and Statistical Manual (Fifth Edition), DSM-5tm, (2013). American Psychiatric Association.*

9. Gelder, M., Gath, D., Mayou, R. & Cowen, P (1996). *Oxford Textbook of Psychiatry*. Oxford Univ Press.

10. Goldberger, L., & Brezenitz, S. (1982). *Handbook of Stress. Theoretical and Clinical Aspect*. The Free Press. New York.

11. Hamilton, M. (1976). *Fish's Clinical Psychopathology*. Year Book Medical Publishers, Incorporated.

12. *International Statistical Classification of Diseases and Related Health Problems 10th Revision, ICD-10. (1992). World Health Organization.*

13. Kaplan, H. & Sadock, B. (1997). *Comprehensive Textbook of Psychiatry*. Williams & Wilkins.

14. Kendall, P.C., & Butcher, J. N. (Eds). (1982). *Handbook of research methods in clinical psychology*. Wiley. New York.

15. Lazarus, R. S. & Folkman, S. (1984). *Stress, Appraisal and Coping*. Springer.

16. Makenna, P. J. (1997). *Schizophrenia & related syndromes*. Psychology Press.

17. Matson, J. L. & Mulick, J. A. (eds). (1991). *Handbook of Mental Retardation*. Pergamon Press.

18. Mondal, J. (2009). *Mental Health, Mental Disorders and Psychotherapy*. Sova Book agency.

19. Newton, T., Finman, S. & Handy, J. (1995). *Managing Stress*. Sage.

20. Pestonjee, D. M. (1992). *Stress and Coping. An Indian Experience*. Sage.

21. Pomerantz, A.M. (2017). *Clinical Psychology: Science, Practice and Culture: DSM-5 Update, 4th Edition*, Sage Publications.

22. Quinn, P. O. (1997). *Attention of Deficit Disorder*. Brunner/ Mazel.

23. Sidis, B. (2017). *The Foundation of Normal and Abnormal Psychology*, Forgotten Books Publishing.

24. Watson, R.I. (1983). *The clinical methods in Psychology*. John Wiley & Sons, New York.

25. Wolman, B.B. (1965). *Handbook of Clinical Psychology*. McGraw Hill.



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**Mental Status Examination, Testing & Report Writing; 4 Credit Points; (50 Lecture Hours)**

Course code - MPSYC302

<b>Course Objectives</b>	To comprehend and apply the components and purpose of mental status examinations and Develop proficiency in psychological testing methods and articulate findings in comprehensive reports.
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**Course Outcome –**

- Demonstrate competency in conducting and interpreting mental status examinations.
- Write detailed and clear reports based on psychological testing, conveying accurate findings and interpretations.

1. Introduction to clinical examination and psychological testing. Utility in clinical and forensic psychology
2. History taking and mental status examination: Observation and Interview techniques, Diagnosis and differential diagnosis, case formulation and clinical report writing
3. Assessment of cognitive and neuropsychological functions:
  - a) Developmental Screening Test (DST), Vineland Social Maturity Scale (VSMS)
  - b) Raven's Progressive Matrices (RPM) (Standard Progressive Matrices (SPM) and Advanced Progressive Matrices (APM))
  - c) Binet Kamat Test of Intelligence (BKT), Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children (WISC)
  - d) Bender Gestalt Test (BGT), PGI- Battery of Brain Dysfunction (PGI-BBD)
4. Assessment of personality and diagnostic indicators of different psychiatric disorders:
  - a) Childhood Autism Rating Scale (CARS), Indian Scale for Assessment of Autism (ISAA), Development Psychopathology Checklist (DPCL)
  - b) Eysenck Personality Questionnaire (EPQ), Neo-Five Factor Inventory (NFFI), Minnesota Multiphasic Personality Inventory (MMPI), Millon's Clinical Multi-Axial Inventory (MCMI), Draw a Person Test (DAP)
  - c) Rorschach Test, Thematic Apperception Test (TAT), Children Apperception Test (CAT)
  - d) Assessment of Depression, Anxiety and Aggression
5. Psychophysiological Measures: Galvanic Skin Response, Electroencephalograph, Electromyograph, Electrocardiograph, Polygraph



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***Recommended Readings:***

1. Anastasi, A. (1988). *Psychological Testing*. 6th ed. NY. Macmillan.
2. Atkinson, R. (1998). *The Life Story Interview*. Sage.
3. Bellak, L. (1986). *The TAT, CAT and SAT in Clinical Use*. 4th Edition. NY. Grune & Stratton.
4. Cassy, P. and Kelly, B. (2015). *Fish's Clinical Psychopathology*, 3rd Edition. RCPsych Publications.
5. Exner, J.E. (1982). *The Rorschach: A Comprehensive System*. Wiley.
6. Exner, J.E. (1983). *Rorschach Assessment*. Wiley & Sons.
7. Eysenck, H.J. (ed.). (1960). *Experiments in Personality, Psychodiagnostics and Psychodynamics*. Kegan Paul.
8. Goodenough, F. (1926). *Measurement of Intelligence by Drawings*. NY. World Book.
9. Grath- Marnat, G. (1990). *Handbook of Psychological Assessment*. 2nd ed. NY. Wiley.
10. Hamilton, M. (1976). *Fish's Clinical Psychopathology*. Year Book Medical Publishers, Incorporated.
11. Hersen, M. & Thomas, J.C. (ed.) (2007). *Handbook of Clinical Interviewing with Children*. Sage.
12. Holt, R.R. (1978). *Methods in Clinical Psychology*. Plenum Press.
13. Kevin, W. (1994). *Neuropsychology: A Clinical Approach*. Churchill Livingstone.
14. Lezak, M.D. (1983). *Neuropsychological Assessment*. NY. Oxford Univ. Press.
15. Mishra, R. et al. (1996). *Rorschach Test*. Sage.
16. Murray, H.A. (1971). *The Thematic Apperception Test Manual*. NY. Harvard Univ. Press.
17. Rapaport, D., Gill, M. & Schaffer, (1970). *Diagnostic Psychological Testing*. London Univ. of London Press.
18. Sadock, B.J. & Sadock, V.A. (2000), *Kaplan and Sadock's Comprehensive Textbook of Psychiatry*. Williams & Wilkins.
19. Strub, R.L. and Black, L.W. (2003). *The Mental Status Examination in Neurology*, 4th edition. F.A. Davis Company.

**Clinical Psychology and Testing Lab I; 4 Credit Points**

Course code - MPSYC391



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<b>Course Objectives</b>	Aim to educate students about theories, methodologies, and practical skills involved in psychological assessment, diagnosis, and treatment of mental health issues.
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#### Course Outcome –

- Students demonstrating proficiency in conducting clinical assessments, implementing therapeutic interventions, and understanding ethical considerations in psychological practice, often through practical laboratory experiences and supervised clinical placements.

1. To conduct Initial interview, Mental status Examination, Recording of case history and Case formulation on

- 2 cases of major Psychiatric Disorder/Personality Disorder
- 2 cases of Mental Retardation/Developmental Disability
- 1 case of Neurological Disorder/substance dependence/convict

**Recommended Readings:** Books to be selected from the References as mentioned in MPSYC 301, MPSYC 302.

#### Clinical Psychology and Testing Lab II; 4 Credit Points

Course code - MPSYC392

1. Assessment of cognitive and neuropsychological functions - Administration, Scoring & Interpretation of psychological assessments

a) Developmental Screening Test (DST), Vineland Social Maturity Scale (VSMS)

b) Binet Kamat Test of Intelligence (BKT), Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children (WISC)

c) Bender Gestalt Test (BGT)

2. Assessment of personality and diagnostic indicators of different psychiatric disorders:

a) Neo-Five Factor Inventory (NFFI), Millon's Clinical Multi-Axial Inventory (MCMI)

b) Rorschach Test, Thematic Apperception Test (TAT), Children Apperception Test (CAT)

c) Assessment of Depression, Anxiety and Aggression

2. To select and apply Projective, Self-report, Psychophysiological and Neuro psychological tests as required for assessment of



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- 2 cases of major Psychiatric Disorder/Personality Disorder
- 2 cases of Mental Retardation/Developmental Disability
- 1 case of Neurological Disorder /substance dependence/convict

**Recommended Readings:** Books to be selected from the References as mentioned in MPSYC 301, MPSYC 302.

### **Recording Case history & Hospital Visit**

Course code - MPSYC392

<b>Course Objectives</b>	To get hands on experience of psychological assessment, diagnosis, and treatment of mental health issues
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#### **Course Outcome –**

- To get an idea of seeing clients.
- To administer different assessment psychological tools, formulation of cases and presentations of the same.

1. Recording of Case history, MSE & Case formulation

2. Hospital Visit

3. Case presentation

### **Seminar III and Summer Project Proposal Submission**

Course code - MPSYS381

<b>Course Objectives</b>	To understand the writing of the research proposal and steps of project writing.
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#### **Course Outcome –**

- To get a beneficial idea of writing a research paper.
- To administer different assessment on people.



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1. Summer project Part I (Concept, Review and Plan of Study)
2. Assignment on topic discussed in the seminar

## **Semester – IV**

### **Elective A: Clinical & Forensic Psychology**

#### **Forensic and Correctional Psychology; 4 Credit Points; (50 Lecture Hours)**

##### **MPSYC401:**

<b>Course Objectives</b>	To learn assessment techniques, understand mental disorders and apply the knowledge of clinical and forensic psychology in legal contexts while adhering to ethical standards.
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#### **Course Outcome –**

Students will:

- ° Proficiently evaluate mental health issues.
- ° Utilize psychological knowledge in legal settings ethically.

#### **1. Introduction to Forensic Psychology**

- a) The Forensic Psychology: an overview and ethical issues
- b) Correctional Psychology
- c) Role of Forensic and Correctional Psychologists

#### **2. Crime and Criminal Victimization**

- a) Concept and definition of crime
- b) Factors associated with crime and patterns of crime
- c) Major theories of crime and criminality
- d) Psychological effects of criminal victimizations



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e) Bio-psycho-social perspectives of criminal behaviour

### **3. Psychology and Law**

a) Relevant Policies and Acts

b) Legal issues in evidence- Consent, expert opinion, eye witness recall

c) Legal rights of offenders and victims

### **4. Forensic Mental Health and Assessment**

a) Assessing CR and Plea of Insanity

b) Forensic Mental Status Examination and assessment

c) Lie Detection and Imaging techniques

Treatment and Rehabilitation in correctional facilities.

a) Models of offender rehabilitation

b) Therapy in correctional settings - Crisis Intervention, Individual and Family counselling

### ***Recommended Readings:***

1. Arrigo B. A. (2000). *Introduction to Forensic Psychology- Issues and Controversies in Crime and Justice*. Academic Press, San Diego.
2. Bartol, C.R. & Bartol, A.M. (2015) (Eds). *Introduction to Forensic Psychology: Research and Applications*. 4<sup>th</sup> ed. Sage Publications, Washington DC.
3. Bartol, C.R. & Bartol, A.M. (2012). *Current Perspectives in Forensic Psychology and Criminal Behaviour*. 3<sup>rd</sup> ed. Sage Publications, Washington DC.
4. Bose, S. (2000). *Victimology*. *Indian Journal of Criminology and Criminalistics*. Jan-March, 1-21.
5. Daniel, G. (1992). *Handbook of Criminology*. Rand Mc. Nally College Publishing Co. Chicago.
6. Davis, R.C. et al. (1997). *Victims of Crime*. Sage Publication.
7. Gudjonsson, G. H. & Haward, L.R.C. (1998). *Forensic Psychology: A guide to practice*. Routledge, London.
8. Heilbrun, K., Marczyk, G.R. and Dematteo, D. (2002). *Forensic Mental Health Assessment: A casebook*, Oxford University Press.
9. Mc. Guire, M., Margar, R. & Reiwer, R (Eds.) (2012). *The Oxford Handbook of Criminology*. Oxford University Press.





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10. Russell, E.W. (2012). *The Scientific Foundation of Neuropsychological Assessment*. Elsevier. London.

11. Saferstein, R. (1998). *Criminalistics: An Introduction to Forensic Science*. 6<sup>th</sup>

Edition, Prentice Hall

12. Soothill, K., Rogers, P. & Dolan, M (Eds.) (2008). *Handbook of Forensic Mental Health*. William Publishing, USA.

## **Psychotherapy; 4 Credit Points; (50 Lecture Hours)**

### **MPSYC402:**

<b>Course Objectives</b>	Aim to familiarize students with various therapeutic approaches, psychological theories, and ethical considerations, fostering critical thinking in applying these techniques.
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### **Course outcomes:**

Ability to assess and apply diverse therapeutic interventions, demonstrate empathy, and understand the ethical responsibilities involved in treating clients.

### **1. Introduction to Psychotherapy:**

- a) Objectives and Principles of Psychotherapy
- b) Types of Psychotherapies
- c) Ethical and cultural issues in Psychotherapy; record keeping
- d) Stress, Burnout and personal growth of the therapist

### **2. Psychodynamic Psychotherapies:** Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications

- a) Psychoanalysis
- b) Short Term Psychodynamic Psychotherapies

### **3. Behaviour and Cognitive Behaviour Therapies:** Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications





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a) Behaviour Therapy

b) Cognitive Behaviour Therapy

c) Third Wave Behaviour Therapies: Acceptance and Commitment Therapy,

Diectical Behaviour Therapy, Mindfulness Based Cognitive Therapy

d) Rational Emotive Behaviour Therapy

**4. Client Centred, Existential and Gestalt Therapy: Techniques, Stages,**

Effectiveness, Limitations, Indications and Contraindications

**5. Play Therapy, Art and Music Therapy, Indigenous therapies**

**6. Group Therapy, Psychodrama and Role Playing, Family Therapy and Couples Therapy**

***Recommended Readings:***

1. Alonso, A., Swiller, H.I. (Eds.) (1993). *Group Therapy in clinical practice*. Washington DC. APA Press.

2. Archer, J & McCarthy, C.J. (2007). *Theories of Counseling and Psychotherapy*.

3. Beck, A.T., Rush, A.J., Shaw, B.F., Emery, G. (1979). *Cognitive therapy of depression*. NY. Guilford Press.

4. Berg, K.I. & Jaya, A. (1993). *Different and Sane: Family therapy with Asian American Families*. *J. of Marital Family therapy*, 1, 31-38.

5. Beutlier, L.E., & Angel, D (1991). *Predictors of differential response to cognitive experimental and self-directed psychotherapeutic procedures*. *J. Consult. Clinic. Psychol.*, 59, 333-340.

6. Brown, D. & Pedder, J. (1991). *Introduction to Psychotherapy: An outline of Psychodynamic principles and practice*. London, Routledge.

7. Dryden, W. (2007). *Handbook of Individual psychotherapy*. Sage.

8. Franks, C.M. (Ed). (1969). *Behaviour Therapy*. Mc Graw Hill.

9. Goldstein, W.N. (1998). *A prisoner for beginning*. Brunner/ Mazel.

10. Harris R., (2007) *The Happiness Trap: Stop Struggling, Start Living*, Exisle Publishing, 1<sup>st</sup> edition.

11. Hayes S. C., Strosahl K.D. and Wilson K. G., (2003). *Acceptance and Commitment Therapy: An Experiential Approach to Behaviour Change*, The Guilford Press.

12. Lambert, M.J. (1971). *Bergin & Garfield's Handbook of psychotherapy and behaviour change*. Wiley

13. Meninger, K. (1958). *Theory of psychoanalytic technique*. NY. Harper & Row.

14. Palmer S., (2015). *The Beginners Guide to Counselling and Psychotherapy*, Sage Publications, 2<sup>nd</sup> edition.



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15. Patterson, C.H. & Wabkins, C. E. (1996). *Theories of psychotherapy*. Harper & Collins

16. Pederson L. and Pederson C., (2017). *The Expanded Dialectical Behaviour Therapy Skills Training Manual, 2nd Edition: DBT for Self-Help and Individual & Group Treatment Settings*, PESI Publishing & Media; 2 Spi edition.

17. Rimm, D.C. and Masters, J.C. (1974). *Behaviour Therapy: Techniques and Empirical Findings*. Geniza.

18. Sharf, R. S. (1999). *Theories of psychotherapy*. Brooks/Cole.

19. Simon, R. et al. (1999). *The art of psychotherapy*. Wiley.

20. Suinn, R.N. (1990). *Anxiety Management Training: A behaviour therapy*. NY. Plenum.

21. Veeraraghavan, V. (1985). *A textbook of psychotherapy*. Sterling Press.

22. Wells, A. (2012). *Cognitive therapy of Anxiety Disorders: A practical guide*. Wiley.

23. Wolman, B.B. (1976). *The Therapist's Handbook*. Van Nostrand.

24. Wolman, B.B. (Ed). (1978). *Handbook of treatment of mental disorders in childhood and adolescence*. Prentice Hall.

## Testing & Therapy in Clinical and Forensic Psychology Lab - I; 4 Credit Points

Course code: MPSYC491

<b>Course Objectives</b>	It helps to focus on teaching the students the practical application of psychological testing methods, therapy techniques, and forensic assessments within a controlled laboratory setting.
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### Course outcomes:

It may include the development of skills in administering, interpreting, and ethically utilizing various psychological tests, as well as practicing therapeutic interventions tailored to clinical and forensic contexts.

1. To conduct case recording, psychological assessment and report actual therapeutic intervention for the following types of cases:

- 2 cases of major Psychiatric Disorder/Personality Disorder
- 2 cases of Mental Retardation/Developmental Disability
- 1 case of Neuropsychological Disorder

2. To prepare a plan for intervention with a delinquent/ juvenile delinquent case and suggest intervention procedure



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**Recommended Readings:** Books to be selected from the References as mentioned in MPSY 401 and MPSY 402

## **Testing & Therapy in Clinical and Forensic Psychology Lab - II; 4 Credit Points**

**Course code: MPSYC492**

### **Course objectives:**

It helps to focus on teaching the students the practical application of psychological testing methods, therapy techniques, and forensic assessments within a controlled laboratory setting.

### **Course outcomes:**

It may include the development of skills in administering, interpreting, and ethically utilizing various psychological tests, as well as practicing therapeutic interventions tailored to clinical and forensic contexts.

1. To formulate psychopathology, provisional and differential diagnosis and develop tentative intervention programme for
  - 3 cases of major Psychiatric Disorder/Personality Disorder
  - 2 cases of Mental Retardation/Developmental Disability
  - 1 case of Neurological Disorder/substance dependence/convict
2. To formulate psychopathology and prepare a plan for intervention with a delinquent case and suggest intervention procedure.

**Recommended Readings:** Books to be selected from the References as mentioned in MPSY 401 and MPSY 402

## **Summer Project and Grand Viva**

Course Code - MPSYS481

<b>Course Objectives</b>	To understand the writing of the research proposal and final steps of project writing.
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**Course Outcome –**

- To get a beneficial idea of writing a research paper.
  - To administer different assessment on people.
- 1) Childhood Autism Rating Scale (CARS), Indian Scale for Assessment of Autism (ISAA), Development Psychopathology Checklist (DPCL)
  - 2) Eysenck Personality Questionnaire (EPQ)/ Neo-Five Factor Inventory (NFFI)/ Minnesota Multiphasic Personality Inventory (MMPI)/ Millon's Clinical Multi Axial Inventory (MCMI), Draw a Person Test (DAP)
  - 3) Summer project Part II (Research Findings and Report Presentation)

.....  
**Total Credit – 96**

**Total Marks - 2400**  
.....  
.....

**SEMESTER I**

COURSE	COURSE TITLE	L-T-P	COURSE TYPE	CREDIT	MARKS
MPSYC101	Applied Cognitive Psychology	4-0-0	Core Course	4	100
MPSYC102	Personality Theories and Their Application	4-0-0	Core Course	4	100
MPSYS101	Applied Social Psychology and Social Problems	4-0-0	Supportive Course	4	100
MPSYC191	Cognitive Functioning Lab.	0-0-8	Core Course	4	100
MPSYC192	Personality Testing And Applied Social Psychology lab.	0-0-8	Core Course	4	100
MPSYS181	Seminar I	0-0-4	Skill Dev	2	100
Total				22	600

**SEMESTER II**



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COURSE	COURSE TITLE	L-T-P	COURSE TYPE	CREDIT	MARKS
MPSYC201	Research Methodology	4-0-0	Core Course	4	100
MPSYC202	Psychometrics And Statistics	4-0-0	Core Course	4	100
MPSYS201	Problems of Development and Pathologies Across Life Span	4-0-0	Supportive Course	4	100
MPSYC291	Research Methodology, Statistical Techniques & Computer Application Lab.	0-0-8	Core Course	4	100
MPSYC292	Assessment at Various Levels of Development Lab.	0-0-8	Core Course	4	100
MPSYS281	Seminar II	0-0-4	Skill Dev	2	100
Total				22	600

**SEMESTER III**

COURSE	COURSE TITLE	L-T-P	COURSE TYPE	CREDIT	MARKS
MPSYC301	Clinical Psychology	4-0-0	Core Course	4	100
MPSYC302	Mental Status Examination, Testing & Report Writing	4-0-0	Core Course	4	100
MPSYC391	Clinical Psychology and Testing Lab I	0-0-8	Core Course	4	100
MPSYC392	Clinical Psychology and Testing Lab II	0-0-8	Core Course	4	100
MPSYE301	C. Human Physiology D. Psychology of Gender	4-0-0	Elective Course	4	100
MPSYE302	C. Therapeutic Nutrition D. Neuropsychology	4-0-0	Elective Course	4	100
MPSYS381	Seminar III and Summer Project Proposal Submission	0-0-4	Skill Dev	2	100
Total				26	700



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### SEMESTER IV

COURSE	COURSE TITLE	L-T-P	COURSE TYPE	CREDIT	MARKS
MPSYC401	Forensic and Correctional Psychology	4-0-0	Core Course	4	100
MPSYC491	Testing & Therapy in Clinical and Forensic Psychology Lab - I	0-0-8	Core Course	4	100
MPSYC402	Psychotherapy	4-0-0	Core Course	4	100
MPSYC492	Testing & Therapy in Clinical and Forensic Psychology Lab - II	0-0-8	Core Course	4	100
MPSYS481	Summer Project and Grand Viva	0-0-20	Skill Dev	10	100
Total				26	500

### Semester – I

### Applied Cognitive Psychology

Course code - MPSYC101

<b>Course Objectives</b>	To understand how people acquire information and process that information mentally just like computer processor.
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### Course Outcome –

- Understand the in-depth concepts of basic cognitive process.
- Able to relate different cognitive process.

#### 1. Introduction:

a) Historical linkage with schools of psychology. Interdisciplinary nature of cognitive psychology. Methods of studying cognitive psychology. Application of cognitive psychology in different fields.

b) Indian approach to cognition

c) Information Processing Approach, Parallel distributed processing, Top down and bottom-up processing.



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2. Consciousness, Attention and Perception:

a) Consciousness –

i) Consciousness as a scientific construct. Cognitive psychology and consciousness.

ii) Function and structure of Consciousness.

iii) Modern theories of Consciousness. Indian approaches to consciousness.

b) Attention --

i) Selective and divided attention

ii) Signal detection and vigilance

iii) Automatic processing

c) Perception –

i) Pattern recognition

ii) Top down and bottom-up approaches in understanding perception, Theories of Gestalt School, Osgood, Gibson, Network-feedback model, Bayesian approach

d) Neuro-physiological correlates of consciousness, attention and visual perception

3. Learning, memory, and language:

a) Memory

i) Models of memory: Atkinson-Shiffrin and Baddeley-Hitch

ii) Executive processing. Frontal lobe connection. Frontal damage and frontal hypothesis

iii) Biochemical basis of learning and memory

iv) Application of memory in different fields.

b) Language

i) Speech perception

ii) Brain and language

4. Thinking and creativity:

a) Thinking



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- i) Concept formation
- ii) Reasoning and decision making – its application
- b) Creativity
  - i) Creative process -- Stages and Factors
  - ii) biological basis of creativity
  - iii) Investment theory of creativity
  - iv) Enhancement of creativity
- 5. Intelligence and emotion:
  - a) Intelligence
    - i) Cognitive Approaches to intelligence
    - ii) Anatomical and neural substratum on intelligence
  - b) Emotion
    - i) Basic emotions
    - ii) Cognitive approaches in emotion
    - iii) Relation of emotion with attention, perception, memory, thinking
  - c) Application of cognitive approaches to intelligence and emotion in different fields
  - d) Emotional Intelligence

**Recommended Readings:**

- 1 Allport, F. H. (1955). *Theories of perception and the concept of structure*. Wiley.
- 2 Anderson, J.R. (2000). *Cognitive Psychology and its implication*. 5<sup>th</sup> edition. Worth Publishers.
- 3 Bjork, E. L. & Bjork, R. A. (Eds.) (1996). *Handbook of perception and cognition*. Academic Press.
- 4 Cohen, G., Kiss, G. and Le Voi, M (1993). *Memory. Current issues*. Open Univ.
- 5 Dember, W. N. & Warm, J. S (1975). *Psychology of Perception*. Holt.
- 6 Goleman, D. (1984). *Emotional Intelligence*. Bantam.





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7 Helson, H. and Bevan, W. (1969). *Contemporary approaches to psychology*. D. Van Nostrand.

8 Kellogg, R. T. (2002). *Cognitive psychology*. Sage.

9 Kolb. B., and Whishaw, I.Q. (1995). *Fundamentals of human neuropsychology*. Freeman.

10 Maier, C. (1970) *Problem Solving and Creativity*. Brooks Cole.

11 Matlin, M.W. (1995). *Cognition*. Prism.

12 Minda, P.J. (1988). *The Psychology of Thinking: Reasoning, Decision-Making and Problem-Solving*. Sage.

13 Parkin, A. J. (2013). *Essential Cognitive Psychology*. T & F India.

14 Resnick, L. B (1976). *The nature of Intelligence*. Wiley.

15 Robinson-Reigler, B. & Robinson-Reigler, G. (2011). *Cognitive Psychology: Applying the Science of the Mind*. 3<sup>rd</sup> Ed. Pearson.

16 Runco, M.A. and Printzker, S.R (Eds) (1999). *Encyclopedia of creativity*. Vol. 1 & 2. Academic Press.

17 Smith, E. E. & Kosslyn, S. M. (2007). *Cognitive psychology: Mind and Brain*. Pearson.

18 Solso, R. L. (1998). *Cognitive Psychology*. Allyn and Bacon.

19 Sternberg, R. J. (Ed.) (1994). *Thinking and Problem Solving*. Academic Press.

20 Sternberg, R. J. (1999). *Handbook of creativity*. Cambridge University Press.

21 Strongman, K. T. (1987). *The Psychology of Emotion*. Wiley.

22 Tulving, E. and Craik, F.I.M. (2000). *The Oxford Handbook of Memory*. Oxford Univ. Press.

23 Wrobel, S. (1994). *Concept Formation and Knowledge Revision*. Springer Science & Business Media. B.V.

### **Personality Theories and Their Application**

Course code - MPSYC102

<b>Course Objectives</b>	To understand the different personality theories and apply the knowledge in different therapeutic approach.
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**Course Outcome –**

- Understand the concepts of different personality theories.
- Understand the applications of different theories in practice.

1. Introduction to personality theories. Application of personality theories in different fields of Applied Psychology.

2. Psychoanalytic and Neo Freudian approaches and their application –

- a) Freud
- b) Adler
- c) Jung
- d) Horney

3. Interpersonal, Developmental and Humanistic approaches to personality and their application

- a) Erikson
- b) Maslow
- c) Rogers

4. Behavioral and Social learning approaches and their application –

- a) Skinner
- b) Bandura

5. Trait Theories and their application –

- a) Allport
- b) Cattell
- c) Costa and Mc Crae

**Recommended Readings:**

1. *Allport, G.W. (1962). Personality: A Psychological Interpretation. Constable &Co.*
2. *Allport, G.W. (1968). The Person in Psychology: Selected Essays. BeaconPress.*



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3. Carver, C. S., & Scheier, M. F. (2012). *Perspectives on Personality* (7<sup>th</sup> ed.). Pearson Academic.
4. Cattell, R.B. (Ed.) (1970). *Handbook of Modern Personality Theory*. Aldine.
5. Cervone, D., & Pervin, L. A. (2016). *Personality: Theory and Research* (13<sup>th</sup> ed.). John Wiley & Sons.
6. Eysenck, E. (1966). *Dimensions of Personality*. Routledge.
7. Feist, J., & Feist, G. J. (2012). *Theories of Personality* (8<sup>th</sup> ed.). New York: McGraw-Hill.
8. Friedman, H.S. and Schustack, M. W. (2004). *Personality*. New Delhi: Pearson.
9. Geiwitz, P.J. (1969). *Non-Freudian Personality Theories*. Hutchinson.
10. Hall, C.S., Lindzey, G. & Campbell, J. B. (2007). *Theories of Personality* (4<sup>th</sup> edition). Wiley.
11. McCrae, R. R., & Costa, Jr., P. T. (2005). *Personality in Adulthood: A FiveFactor Theory Perspective* (2<sup>nd</sup> ed.). New York: Guilford Publications.
12. Pervin, L. A. & John, O. P. (1997). *Personality: Theory and Research*. John Wiley & sons: New York.
13. Ryckman, R.M. (1999). *Theories of Personality* (7<sup>th</sup> edition). Wadsworth
14. Schultz, D. P. & Schultz, S. E. (2013). *Theories of Personality*. Cengage.
15. Wiggins, J. S. (Ed.). (1996). *The Five-Factor Model of Personality: Theoretical Perspectives*. New York: Guilford Publications.

## **Applied Social Psychology and Social Problems**

Course code - MPSYS101

<b>Course Objectives</b>	To understand different social issues and resolutions of those issues in India.
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### **Course Outcome –**

- Understand the concepts of basic Social Psychological Process.
- Understand the applications of basic Social Psychological process in Social problems.



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1. Social Behavior and Social Relations:

a) Prosocial and Aggressive Behavior: Nature and Bio-psycho-social causes with theoretical explanations. Promoting prosocial behavior and controlling aggression

b) Interpersonal Attraction: nature, determinants, and theoretical approaches

2. Self and Communication

a) The self in a social world: self-concept, self-esteem, perceived self-control, self-serving bias, and self-presentation

b) Communication: types of communication, barriers in communication

3. Social Problems

a) Gender Discrimination and violence against women

b) Human rights of children, women and disabled

c) Mass media - effect on social behavior

d) Casteism, Communalism, Terrorism- causes and consequences

4. Problems of Population and Globalization

a) Causes and Consequences of population explosion in India, community awareness programmed for population control

b) Globalization and its psychosocial effects

c) Causes and consequences of unemployment

5. Environmental issues

a) Stress and health hazards in relation to crowding, density, territoriality, privacy, and personal space

b) Causes and psychosocial consequences of urbanization, problems of urban development and intervention strategies.

c) Environmental protection.

**Recommended Readings:**

1. Ahuja, R. (1992). *Social problems in India*. Nice.

2. Ahuja, R. (2014). *Social Problems in India*. 3<sup>rd</sup> Edition. Rawat Publication.



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3. Baron, R. A., Byrne, D. and Branscombe, N.R. (2007). *Social Psychology*, 11th Edition. Pearson. Practice Hall.
4. Baumeister, R. F. and Bushman, B.J. (2017). *Social Psychology and Human Nature*. 3rd Edition. Cengage Learning India.
5. Bechtel, R. B. (1997). *Environment and Behaviour – An introduction*. Sage Publications.
6. Bell, P. K., Fisher, J. D., Baum, A. and Greenu, T. C., (1990). *Environmental Psychology*, 3rd Edition, Holt-Rinehart and Winston Inc.
7. Berko, R. M., Wolvin, A.D. and Wolvin, D. R. (2004). *Communicating – A career and Social Focus*. Houghton Mifflin Company, Boston, New York. (9th Edition).
8. Bhattacharya, S. (2008). *Environmental Psychology*. Global Vision Publishing.
9. Brickman, L & Rag, D.J. (1997). *Handbook of social research*, Sage.
10. Cassidy, T. (1997). *Environmental Psychology – Behaviour and experience in context*. Psychology Press. UK.
11. Chadha, N. K. (2012). *Social Psychology*. Macmillan Publishes India Limited. Delhi.
12. Chakraborty, D. (1999). *Atrocities on Indian women*. APH Publication.
13. Crisp, R.J. and Turner, R.N. (2017). *Essential Social Psychology*. 3rd Edition. Sage Publications India Pvt. Ltd.
14. Dill, K.E. (Ed). (2013). *The Oxford Handbook of Media Psychology*. Oxford Library of Psychology.
15. Fawcett, B. et.al. (1996). *Violence and Gender relations*. Sage.
16. Feagin, J.R. and Feagin, C.B. (1997). *Social problems: A Critical Power-Conflict Perspective*. 5th Edition. Prentice Hall. New Jersey.
17. Giles, D. (2010). *Psychology of the media*. Palgrave, macmillan.
18. Gupta, K. R. (Ed) (2004). *Global Terrorism*. 1st Edition. Atlantic.
19. Madan, G.R. (1995). *Indian Social Problems*. V.1. Allied Publishers.
20. Misra, G. (2010) *Psychology in India ( 4 volumes)*. ICSSR.
21. Misra, G. and Baron, R. A. (2014). *Psychology; Indian Subcontinent*, 5th Edition. Pearson.



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22. Myers, D. G. (2005). *Social Psychology*, 8<sup>th</sup> edition. McGraw Hill.
23. Myers, D. G., Sahajpal, P.D. and Behera, P. (2012). *Social Psychology*. 10<sup>th</sup> edition (Special Indian Edition). McGraw Hill education (India) Private Limited. New Delhi.
24. Oskamp, S. & Schultz, P.W. (1998). *Applied Social Psychology*. Prentice.
25. Renzetli, C. M. (2011). *Sourcebook on Violence against women*. Sage Publication.
26. Strasburger, V. C. and Wilson, B.J. (2002). *Children, Adolescents and the Media*. Sage Publications. New Delhi.
27. Thiara, R.K. and Gill, A.K. (Eds). (2010). *Violence against women in south Asian Communities: Issues for Policy and practice*. Jessica Kingsley Publishers. London.
28. Withey, S. B. and Abeles, R.P. (2013). (Eds). *Television and Social Behaviour: Beyond Violence and Children. A Rapist of the Committee on Television and Social Behaviour*. Social Science Research Council. Rontledge Library Editions: Television. Routledge.
29. Wood, J. V., Tesser, A. D Holmes, J. G. (2008). (Eds). *The Self and Social Relationships*. Psychology Press; Taylor and Francis Grony. New York and Hove.
30. York, M. R. (2011). *Gender Attitudes and Violence against women*. LFB Scholarly Publishing LLC.

## **Cognitive Functioning Lab**

Course code - MPSYC191

<b>Course Objectives</b>	To understand how people acquire information and process that information mentally just like computer processor.
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### **Course Outcome –**

- Administer different psychological test on cognitive process.
- Importance of cognitive test in different age group.

1. Administration, Scoring and Interpretation of following Intelligence Tests:

a) Raven's Progressive Matrices

b) Wechsler Adult Intelligence Scale

c) Wechsler Intelligence Scale for Children / Malin's Intelligence Scale for Indian



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Children

2. Experiments on the following domains of Cognitive Functioning:

- a) Selectivity of attention
- b) Learning / Memory
- c) Creative thinking
- d) Pattern recognition
- e) Emotions
- f) Signal detection

### **Personality Testing and Applied Social Psychology lab.**

Course code - MPSYC192

<b>Course Objectives</b>	To understand the different personality theories and apply the knowledge in different therapeutic approach.
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### **Course Outcome**

- Administer different psychological test on personality and social problem.
- Understand the application of the personality theories.

1. Personality and Aptitude Testing- Administration, Scoring and Interpretation of

- a) Neo 5 factor Inventory
- b) MMPI
- c) Aptitude Test

2. Experiments OR testing in the following domains of Applied Social Psychology:

- a) Gender Stereotype / Gender discrimination
- b) Personal space
- c) Privacy functions
- d) Mass media



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e) Aggression

f) Communication

## **Seminar I**

Course code - MPSYS181

2. Project work / Assignment on topic of discussed in the seminar.

## **Semester – II**

### **Research Methodology**

Course code - MPSYC201

<b>Course Objectives</b>	To understand the methodology of research in the field of social sciences.
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### **Course Outcome –**

- Understand the purpose of research in Applied Psychology.
  - Understand concepts of basic research process.
1. a) Characteristics and purposes of research in Applied Psychology. Importance of ethical issues in applied psychological research.
  - b) Types of research: Non-experimental research, Laboratory experiments, Field experiments and field studies, Survey studies and Epidemiological studies.
  2. Problem and hypothesis:
    - a) Research problem, variables, and sampling:
      - i) Fundamental concepts of underlying research problem, selection and formulation of the problem,
      - ii) Variables: concepts, construct types and operational definition of variables
    - b) Hypothesis:
      - i) Nature and criteria of hypothesis
      - ii) Hypothesis in relation to fact, theory and law
      - iii) Problem of confirming hypothesis.





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- c) Sampling techniques: Types, purposes, and techniques of sampling
- 3. (a) Experimental Control: Objectives of experimental control, types of controlling techniques
- (b) Research Designs:
  - i) Basic principles of experimental and quasi-experimental research.
  - ii) Matched group design, randomized group design, factorial design, ex-post facto design, single subject design.
- 4. Qualitative research:
  - a) Concept of qualitative research. Difference between qualitative and quantitative research
  - b) Methods of qualitative research.
  - c) Sampling for qualitative research.
  - d) Reliability and validity issues of qualitative research.
- 5. Steps for writing research proposal. Reporting research for journal articles and dissertation.

**Recommended Readings:**

1. Broota, K.D. (2006). *Experimental Design*. New Age Publishers.
2. Clark, V. L. P. & Ivankova, N. V. (2016). *Mixed methods research. A guide to the field*. Sage.
3. Creswell, J.W (1998). *Qualitative enquiry and research design*. N.D. Sage.
4. Dilkinson, T.S. & Bhandekar, P.L. (1984). *Methodology and techniques of social research*. Himalaya Publishers, Mumbai.
5. Foreman, N. & Gillen, R. (1997). *Handbook of special research paradigms and methodologies, Vol – I*. Psychology Press.
6. Gavin, H. (2008). *Understanding research methods and statistics in psychology*. Sage.
7. Guilford, J.P. (1975). *Psychometric methods*. Tata McGraw Hill.
8. Kerlinger, F.N. (1973). *Foundation of behavioral research*. Holt.



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9. Kothari, C.R. (1995). *Research methodology: Methods and Techniques*. Wishwa Prakasan, New Delhi.
10. Lichtman, M. (2014). *Qualitative research for the social sciences*. Sage.
11. McBride, D. M. (2016). *The process of research in psychology*. Sage.
12. Martens, D.M. (1998). *Research Methods in education and psychology*. Sage.
13. Mason, J. (2000). *Qualitative researching*. Sage.
14. McGuigan, F.J. (1978). *Experimental psychology: Methods of Research*. 7<sup>th</sup> ed. Pearson.
15. Mukherjee, P.N. (ed.) (2000). *Methodology in social research. Dilemmas and perspectives*. Sage.
16. Richards, L. & Morse, J. M. (2013). *Qualitative methods*. Sage.
17. Singh, A.K. (1997). *Tests, measurements and research methods in behavioural science*. N. D. Bharati Bhawan.
18. Wolcott, H.F. (1994). *Transforming qualitative data*. Sage.

## **Psychometrics and Statistics**

Course Code - MPSYC202

<b>Course Objectives</b>	To understand and learn the numerical importance and measurements in psychology.
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### **Course Outcome –**

- Understand the fundamental concepts of measurements.
- Acquire knowledge of data analysis.

#### **1. Fundamental concepts of measurement:**

a) Need for measurement in Applied Psychology

b) Quantification of sensory experiences – classical and modern psychophysical scaling techniques.

#### **2. Steps in test development.**

a) Theories of test scores: Relation of score reliability and validity to item statistics.



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- b) Homogeneity and heterogeneity of tests.
- c) Discrimination theories.
- 3. Assessment techniques:
  - a) Tests
  - b) Inventories and Questionnaires
  - c) Rating scale
  - d) Interview schedule
- 4. Data analysis (concepts and uses):
  - a) Descriptive Statistics,
  - b) Partial and multiple correlation
  - c) Multivariate regression equation
  - d) Analysis of variances and co-variances
  - e) Cluster and Discriminant analysis
  - f) Multidimensional scaling
- 5. non-parametric statistics. Types and use in experimental and non-experimental research.

### **Recommended Readings:**

1. Anastasi, A. (1976). *Psychological testing*. Macmillan.
2. Fischer, G.H. & Molenaar, I.W. (eds) (1995). *Rosch Models Foundation. Recent development and application*. Springer Verlag. NY.
3. Fruchter, B. (1954). *Introduction to Factor analysis*, Van Nostrand. (Indian edition 1967).
4. Gregory, R.J. (2017). *Psychological Testing: History, Principles and Applications*. 7<sup>th</sup> Edition. Noida. Pearson.
5. Grimm, L. G. & Yarnold, P. R. (1995). *Reading and understanding multivariate statistics*. APA.
6. Guilford, J.P. (1975). *Psychometric methods*. Tata McGraw Hill.



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7. *Gullickson, H. & Menick, S. (1960). Psychological scaling , theory & applications , Wiley.*
8. *Harman, H. H. (1962). Modern Factor analysis, Chicago University Press.*
9. *Haslam, S. A. & McGarty, C. (2003). Research methods and statistics in psychology. Sage.*
10. *Klecka, W.R. (1990). Discriminant Analysis. Sage.*
11. *Liebrand, W.B.G. (1998). Computer modeling in social process. Sage.*
12. *Nunnally, J.C. (1978). Psychometric theory. McGraw Hill.*

## **Problems of Development and Pathologies Across Life Span**

Course Code - MPSYS201

<b>Course Objectives</b>	To understand the developmental problem and pathologies of human being.
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### **Course Outcome –**

- To introduce with the different pathologies and intervention processes across the life span
- To understand importance of positive psychology.

1 Introduction to developmental problems and pathologies:

a) Approaches to study of development: Psychoanalytical, Behavioural and Cognitive

b) Factors in genesis of problems and pathologies: Heredity and neuropsychological factors, Role of family, teachers and peers, Role of demographic factors.

c) Application of knowledge of developmental problems in various fields

2 Infancy, childhood, and adolescence:

a. Attachment styles. Impact on the infant

b. Identification of developmental delays and mental retardation. Autism Spectrum disorders, Attention Deficit Hyperactivity disorders, Specific learning disorders: Intervention and training



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c. Adolescence: Identity crisis and its resolution. Concern with career and job choice. Issues of Gender identity and sexual orientation. Conduct problems. Identification of early signs of Personality disorders. Intervention strategies.

d. Socially disadvantaged children, psychological characteristics, and rehabilitation programs.

3 Problems related to anger and violence:

a) Problems of anger management in childhood and adolescence

b) Violence:

i) Types and causes of violence against children and adolescents.

ii) Impact of violence on children.

iii) Child protection and rehabilitation.

4. Problems of adulthood:

a) Work stress

b) Interpersonal Communication-Marital discord

c) Parenting of special children, single parent

d) Single parenting

5. Problems associated with aging:

a) Changes and problems associated with aging

b) Identification and management of Dementia

c) Death and dying. Problems of attaining meaning of life. Euthanasia.

d) Role of spirituality and holistic approach to wellness.

### **Recommended Readings:**

1. Agochiya, D. (2010). *Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents*. Sage. New Delhi.

2. Ahuja, R. (1992). *Social problems in India*. Nice.

3. Ahuja, R. (2014). *Social Problems in India*. 3<sup>rd</sup> Edition. Rawat Publication.



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4. Brown, R.T. & Reynolds, C.R. (1986). *Psychological Perspectives on Childhood Exceptionality: A Handbook*. Wiley Interscience Publication: New York.
5. Cassidy, J. and Philip, R.S. (Eds.) (2008). *Handbook of Attachment, 2nd Edition: Theory, Research and Clinical Applications*. Guilford Press. New York.
6. Cornish, J. (2017). *The Dementia Handbook: How to Provide Dementia Care at Home. Create Space Independent Publishing Platform*.
7. Das, S.B. (2017). *Death, Time and Other: Ethics at the Limit of Metaphysics*. Aakar Books. Delhi.
8. Kulkarni, S.K. (2016). *The Art of Ageing: Planning for a Comfortable Old Age*. Indus Source Books. Delhi.
9. Levine, L.E. and Mansch, J. (2014). *Child Development: An Active Learning Approach, 2<sup>nd</sup> Edition*. Sage. New Delhi.
10. Messer, D. & Millar, S. (1999). *Exploring Developmental Psychology*. Hodder
11. Mills, R. & Duck, S. (1999). *The Developmental Psychology of Personal Relationships*. Wiley.
12. Moshman, D., Glover, J.A. & Bruning, R.H. (1987). *Developmental Psychology*. Little, Brown & Co.
13. Muir, D. & Slater, A. (2000). *Infant Development: The Essential Readings*. Blackwell.
14. Richard, M.D. and Furman, F. (2018). *Defeating Dementia: What You Can Do to Prevent Alzheimer's and Other Forms of Dementia*. Revell.
15. Rudolph, H. & Schoffer, . (2006). *Key Concepts in Developmental Psychology*. Sage Publication: London.
16. Smith, P.K., Cowie, H. and Blades, M. (2011). *Understanding Children's Development, 5<sup>th</sup> Edition*. Wiley.
17. Thakur, M.E., Blazer, D.G. and Steffens, D.C. (Eds) (2014). *Clinical Manual of Geriatric Psychiatry*. American Psychiatric Publishing. Inc.
18. Valsiner, J. (2000). *Culture and Human Development*. Sage.
19. Van Hasselt, V.B., Strain, P.S. & Hersen, M. (1988). *Handbook of Developmental and Physical Disabilities*. Pergamon General Psychology Press: Oxford.



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## **Research Methodology, Statistical Techniques & Computer Application Lab.**

Course Code - MPSYC291

<b>Course Objectives</b>	To understand and learn the numerical importance and measurements, Using of statistical tools in psychology.
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### **Course Outcome –**

- Understand the fundamental concepts of measurements.
- Acquire knowledge of data analysis.

1. Hypothesis testing problems on statistical techniques:

(a) Non-parametric test

(i) Significance of difference between two related and independent samples

(ii) Significance of difference between more than two related and independent samples

(b) Parametric test- Multivariate analysis, multiple correlation, multiple regression, analysis of variances and covariances

2. Factor analysis

3. Construction / Adaptation of a psychological test.

4. Use of computer – Familiarity with any statistical package used in the field of psychological research

5. Application of qualitative analysis.

### **Assessment at Various Levels of Development Lab.**

Course Code - MPSYC292



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<b>Course Objectives</b>	To Assess the developmental problem and pathologies of human being.
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**Course Outcome –**

3. To introduce with the different pathologies and intervention processes across the life span
4. To understand importance of developmental psychology and its associated factors.

1. Administration, scoring and interpretation of

- a) Thematic Apperception Test (TAT) and Children Apperception Test (CAT)
- b) Rorschach Test
- c) Bender Gestalt Test (BGT) (Both child and adult)
- d) Developmental Screening Test (DST)
- e) State Trait Anger Expression Inventory (STAXI).

**Seminar II**

Course code - MPSYS281

2. Project work / Assignment on topic of discussed in the seminar.

**Semester – III**

**Clinical Psychology**

Course code - MPSYC301

<b>Course Objectives</b>	To learn assessment techniques and mental disorder understanding and apply psychology in legal contexts while adhering to ethical standards.
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**Course Outcome –**

- Students will proficiently evaluate mental health issues.





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- Utilize psychological knowledge in legal settings ethically.

## **1. Introduction to Clinical Psychology:**

- i. Nature and Scope
- ii. Factors Associated with Psychiatric Disorders & Cure (Predisposing, Precipitating, Perpetuating, Prognostic Factors)
- iii. Classification of Disorders and need for classification
- iv. Major etiological factors

## **2. Neuro-developmental Disorders, Neuro-Cognitive Disorders, Substance Related and**

**Addictive Disorders:** Symptomatology, Epidemiology, Etiology and Psychopathology,

Diagnosis and Differential Diagnosis, Treatment options and Prognosis

### ***I. Neuro-developmental Disorders***

- a) Intellectual Disabilities
- b) Autism Spectrum Disorders
- c) Attention Deficit/ Hyperactivity Disorder
- d) Specific Learning Disorder

### ***II. Neuro-Cognitive Disorders***

- a) Delirium
- b) Major Neuro-Cognitive Disorders
- c) Mild Neuro-Cognitive Disorders

### ***III. Substance Related and Addictive Disorders***

- a) Alcohol Related Disorders
- b) Cannabis Related Disorders
- c) Tobacco Related Disorders
- d) Gambling Disorder

## **3. Schizophrenia Spectrum and other Psychotic Disorders, Bipolar and Related Disorders and Depressive Disorders:** Symptomatology, Epidemiology, Etiology and

Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis

### ***IV. Schizophrenia Spectrum and other Psychotic Disorders***

- a) Delusional Disorder
- b) Schizophrenia



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c) Schizoaffective Disorder

d) Catatonia

***V. Bipolar and Related Disorders***

a) Bipolar I Disorder

b) Bipolar II Disorder

c) Cyclothymic Disorder

***VI. Depressive Disorders***

a) Major Depressive Disorder

b) Persistent Depressive Disorder (Dysthymia)

**4. Anxiety Disorders, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder,**

**Dissociative Disorder, Somatic Symptom and Related Disorders:** Symptomatology,

Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis,

Treatment options and Prognosis

***VII. Anxiety Disorders and Obsessive Compulsive Disorder***

a) Specific Phobia

b) Social Anxiety Disorder (Social Phobia)

c) Panic Disorder

d) Agoraphobia

e) Generalized Anxiety Disorder

f) Obsessive Compulsive Disorder

***VIII. Post-Traumatic Stress Disorder***

***IX. Dissociative Disorder, Somatic Symptom and Related Disorders***

a) Dissociative Identity Disorder

b) Somatic Symptom Disorder

c) Conversion Disorder

**5. Sexual Dysfunctions and Gender Dysphoria, Disruptive, Impulse-control and Conduct**

**Disorders, Personality Disorders:** Symptomatology, Epidemiology, Etiology and

Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis

***X. Sexual Dysfunctions and Gender Dysphoria***

***XI. Disorders of Childhood***

a) Concept of Internalising and Externalising Disorder

b) Intermittent Explosive Disorder

c) Conduct Disorder

***XII. Personality Disorders***

a) Concept of Clusters

b) Schizoid Personality Disorder



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- c) Borderline Personality Disorder
- d) Antisocial Personality Disorder
- e) Obsessive-Compulsive Personality Disorder

**Recommended Readings:**

1. Andrade, C. (2000). *Advances in Psychiatry*. Oxford Univ Press.
2. Barnhill, J.W. (2013). *DSM-5 (@) Clinical Cases, 1st Edition*, American Psychiatric Association Publishing.
3. Berman, P. S. (1997). *Case conceptualization and treatment planning*. Sage.
4. Black, D. W. and Andreasen, N.C. (2017). *Introductory Textbook of Psychiatry, DSM-5 Edition*, CBS Publishers & Distributors.
5. Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2014). *Abnormal Psychology, 16th Edition*, Pearson.
6. Cohen, D. J. & Volkman, F. R. (1997). *Handbook of autism and Pervasive developmental disorder*. Wiley.
7. Comer, R. J. (1998). *Abnormal Psychology*. WH Freeman and Company.
8. *Diagnostic and Statistical Manual (Fifth Edition), DSM-5tm, (2013)*. American Psychiatric Association.
9. Gelder, M., Gath, D., Mayou, R. & Cowen, P (1996). *Oxford Textbook of Psychiatry*. Oxford Univ Press.
10. Goldberger, L., & Brezenitz, S. (1982). *Handbook of Stress. Theoretical and Clinical Aspect*. The Free Press. New York.
11. Hamilton, M. (1976). *Fish's Clinical Psychopathology*. Year Book Medical Publishers, Incorporated.
12. *International Statistical Classification of Diseases and Related Health Problems 10th Revision, ICD-10. (1992)*. World Health Organization.
13. Kaplan, H. & Sadock, B. (1997). *Comprehensive Textbook of Psychiatry*. Williams & Wilkins.
14. Kendall, P.C., & Butcher, J. N. (Eds). (1982). *Handbook of research methods in clinical psychology*. Wiley. New York.
15. Lazarus, R. S. & Folkman, S. (1984). *Stress, Appraisal and Coping*. Springer.
16. Makena, P. J. (1997). *Schizophrenia & related syndromes*. Psychology Press.
17. Matson, J. L. & Mulick, J. A. (eds). (1991). *Handbook of Mental Retardation*. Pergamon Press.
18. Mondal, J. (2009). *Mental Health, Mental Disorders and Psychotherapy*. Sova Book agency.
19. Newton, T., Finman, S. & Handy, J. (1995). *Managing Stress*. Sage.



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20. Pestonjee, D. M. (1992). *Stress and Coping. An Indian Experience*. Sage.
21. Pomerantz, A.M. (2017). *Clinical Psychology: Science, Practice and Culture: DSM-5 Update, 4th Edition*, Sage Publications.
22. Quinn, P. O. (1997). *Attention of Deficit Disorder*. Brunner/ Mazel.
23. Sidis, B. (2017). *The Foundation of Normal and Abnormal Psychology*, Forgotten Books Publishing.
24. Watson, R.I. (1983). *The clinical methods in Psychology*. John Wiley & Sons, New York.
25. Wolman, B.B. (1965). *Handbook of Clinical Psychology*. McGraw Hill.

## **Mental Status Examination, Testing & Report Writing; 4 Credit Points; (50 Lecture Hours)**

Course code - MPSYC302

<b>Course Objectives</b>	To comprehend and apply the components and purpose of mental status examinations and Develop proficiency in psychological testing methods and articulate findings in comprehensive reports.
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### **Course Outcome –**

- Demonstrate competency in conducting and interpreting mental status examinations.
- Write detailed and clear reports based on psychological testing, conveying accurate findings and interpretations.

1. Introduction to clinical examination and psychological testing. Utility in clinical and forensic psychology
2. History taking and mental status examination: Observation and Interview techniques, Diagnosis and differential diagnosis, case formulation and clinical report writing
3. Assessment of cognitive and neuropsychological functions:
  - a) Developmental Screening Test (DST), Vineland Social Maturity Scale (VSMS)
  - b) Raven's Progressive Matrices (RPM) (Standard Progressive Matrices (SPM) and Advanced Progressive Matrices (APM))
  - c) Binet Kamat Test of Intelligence (BKT), Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children (WISC)
  - d) Bender Gestalt Test (BGT), PGI- Battery of Brain Dysfunction (PGI-BBD)
4. Assessment of personality and diagnostic indicators of different psychiatric disorders:



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- a) Childhood Autism Rating Scale (CARS), Indian Scale for Assessment of Autism (ISAA), Development Psychopathology Checklist (DPCL)
- b) Eysenck Personality Questionnaire (EPQ), Neo-Five Factor Inventory (NFFI), Minnesota Multiphasic Personality Inventory (MMPI), Millon's Clinical Multi-Axial Inventory (MCMI), Draw a Person Test (DAP)
- c) Rorschach Test, Thematic Apperception Test (TAT), Children Apperception Test (CAT)
- d) Assessment of Depression, Anxiety and Aggression
- 5. Psychophysiological Measures: Galvanic Skin Response, Electroencephalograph, Electromyograph, Electrocardiograph, Polygraph

**Recommended Readings:**

1. Anastasi, A. (1988). *Psychological Testing*. 6th ed. NY. Macmillan.
2. Atkinson, R. (1998). *The Life Story Interview*. Sage.
3. Bellak, L. (1986). *The TAT, CAT and SAT in Clinical Use*. 4th Edition. NY. Grune & Stratton.
4. Cassy, P. and Kelly, B. (2015). *Fish's Clinical Psychopathology*, 3rd Edition. RCPsych Publications.
5. Exner, J.E. (1982). *The Rorschach: A Comprehensive System*. Wiley.
6. Exner, J.E. (1983). *Rorschach Assessment*. Wiley & Sons.
7. Eysenck, H.J. (ed.). (1960). *Experiments in Personality, Psychodiagnostics and Psychodynamics*. Kegan Paul.
8. Goodenough, F. (1926). *Measurement of Intelligence by Drawings*. NY. World Book.
9. Grath- Marnat, G. (1990). *Handbook of Psychological Assessment*. 2nd ed. NY. Wiley.
10. Hamilton, M. (1976). *Fish's Clinical Psychopathology*. Year Book Medical Publishers, Incorporated.
11. Hersen, M. & Thomas, J.C. (ed.) (2007). *Handbook of Clinical Interviewing with Children*. Sage.
12. Holt, R.R. (1978). *Methods in Clinical Psychology*. Plenum Press.
13. Kevin, W. (1994). *Neuropsychology: A Clinical Approach*. Churchill Livingstone.
14. Lezak, M.D. (1983). *Neuropsychological Assessment*. NY. Oxford Univ. Press.
15. Mishra, R. et al. (1996). *Rorschach Test*. Sage.
16. Murray, H.A. (1971). *The Thematic Apperception Test Manual*. NY. Harvard Univ. Press.
17. Rapaport, D., Gill, M. & Schaffer, (1970). *Diagnostic Psychological Testing*. London Univ. of London Press.
18. Sadock, B.J. & Sadock, V.A. (2000), *Kaplan and Sadock's Comprehensive*



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*Textbook of Psychiatry. Williams & Wilkins.*

*19. Strub, R.L. and Black, L.W. (2003). The Mental Status Examination in Neurology, 4th edition. F.A. Davis Company.*

## **Clinical Psychology and Testing Lab I; 4 Credit Points**

Course code - MPSYC391

<b>Course Objectives</b>	Aim to educate students about theories, methodologies, and practical skills involved in psychological assessment, diagnosis, and treatment of mental health issues.
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### **Course Outcome –**

- Students demonstrating proficiency in conducting clinical assessments, implementing therapeutic interventions, and understanding ethical considerations in psychological practice, often through practical laboratory experiences and supervised clinical placements.

1. To conduct Initial interview, Mental status Examination, Recording of case history and Case formulation on

- 2 cases of major Psychiatric Disorder/Personality Disorder
- 2 cases of Mental Retardation/Developmental Disability
- 1 case of Neurological Disorder/substance dependence/convict

**Recommended Readings:** Books to be selected from the References as mentioned in MPSYC 301, MPSYC 302.

## **Clinical Psychology and Testing Lab II; 4 Credit Points**

Course code - MPSYC392

1. Assessment of cognitive and neuropsychological functions - Administration, Scoring & Interpretation of psychological assessments

a) Developmental Screening Test (DST), Vineland Social Maturity Scale (VSMS)

b) Binet Kamat Test of Intelligence (BKT), Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children (WISC)



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c) Bender Gestalt Test (BGT)

2. Assessment of personality and diagnostic indicators of different psychiatric disorders:

a) Neo-Five Factor Inventory (NFFI), Millon's Clinical Multi-Axial Inventory (MCMI)

b) Rorschach Test, Thematic Apperception Test (TAT), Children Apperception Test (CAT)

c) Assessment of Depression, Anxiety and Aggression

2. To select and apply Projective, Self-report, Psychophysiological and Neuro psychological tests as required for assessment of

- 2 cases of major Psychiatric Disorder/Personality Disorder
- 2 cases of Mental Retardation/Developmental Disability
- 1 case of Neurological Disorder /substance dependence/convict

**Recommended Readings:** Books to be selected from the References as mentioned in MPSYC 301, MPSYC 302.

## **Recording Case history & Hospital Visit**

Course code - MPSYC392

<b>Course Objectives</b>	To get hands on experience of psychological assessment, diagnosis, and treatment of mental health issues
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### **Course Outcome –**

- To get an idea of seeing clients.
- To administer different assessment psychological tools, formulation of cases and presentations of the same.

1. Recording of Case history, MSE & Case formulation

2. Hospital Visit

3. Case presentation

## **Seminar III and Summer Project Proposal Submission**

Course code - MPSYS381





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<b>Course Objectives</b>	To understand the writing of the research proposal and steps of project writing.
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**Course Outcome –**

- To get a beneficial idea of writing a research paper.
- To administer different assessment on people.

1. Summer project Part I (Concept, Review and Plan of Study)

2. Assignment on topic discussed in the seminar

**Semester – IV**

**Elective A: Clinical & Forensic Psychology**

**Forensic and Correctional Psychology; 4 Credit Points; (50 Lecture Hours)**

**MPSYC401:**

<b>Course Objectives</b>	To learn assessment techniques, understand mental disorders and apply the knowledge of clinical and forensic psychology in legal contexts while adhering to ethical standards.
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**Course Outcome –**

Students will:

- ° Proficiently evaluate mental health issues.
- ° Utilize psychological knowledge in legal settings ethically.

**1. Introduction to Forensic Psychology**

a) The Forensic Psychology: an overview and ethical issues

b) Correctional Psychology





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c) Role of Forensic and Correctional Psychologists

## **2. Crime and Criminal Victimization**

- a) Concept and definition of crime
- b) Factors associated with crime and patterns of crime
- c) Major theories of crime and criminality
- d) Psychological effects of criminal victimizations
- e) Bio-psycho-social perspectives of criminal behaviour

## **3. Psychology and Law**

- a) Relevant Policies and Acts
- b) Legal issues in evidence- Consent, expert opinion, eye witness recall
- c) Legal rights of offenders and victims

## **4. Forensic Mental Health and Assessment**

- a) Assessing CR and Plea of Insanity
- b) Forensic Mental Status Examination and assessment
- c) Lie Detection and Imaging techniques

Treatment and Rehabilitation in correctional facilities.

- a) Models of offender rehabilitation
- b) Therapy in correctional settings - Crisis Intervention, Individual and Family counselling

### ***Recommended Readings:***

1. Arrigo B. A. (2000). *Introduction to Forensic Psychology- Issues and Controversies in Crime and Justice*. Academic Press, San Diego.
2. Bartol, C.R. & Bartol, A.M. (2015) (Eds). *Introduction to Forensic Psychology: Research and Applications*. 4<sup>th</sup> ed. Sage Publications, Washington DC.
3. Bartol, C.R. & Bartol, A.M. (2012). *Current Perspectives in Forensic Psychology and Criminal Behaviour*. 3<sup>rd</sup> ed. Sage Publications, Washington DC.
4. Bose, S. (2000). *Victimology*. *Indian Journal of Criminology and Criminalistics*. Jan-March, 1-21.



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5. Daniel, G. (1992). *Handbook of Criminology*. Rand Mc. Nally College Publishing Co. Chicago.
6. Davis, R.C. et al. (1997). *Victims of Crime*. Sage Publication.
7. Gudjonsson, G. H. & Haward, L.R.C. (1998). *Forensic Psychology: A guide to practice*. Routledge, London.
8. Heilbrun, K., Marczyk, G.R. and Dematteo, D. (2002). *Forensic Mental Health Assessment: A casebook*, Oxford University Press.
9. Mc. Guire, M., Margar, R. & Reiwer, R (Eds.) (2012). *The Oxford Handbook of Criminology*. Oxford University Press.
10. Russell, E.W. (2012). *The Scientific Foundation of Neuropsychological Assessment*. Elsevier. London.
11. Saferstein, R. (1998). *Criminalistics: An Introduction to Forensic Science*. 6<sup>th</sup> Edition, Prentice Hall
12. Soothill, K., Rogers, P. & Dolan, M (Eds.) (2008). *Handbook of Forensic Mental Health*. William Publishing, USA.

## **Psychotherapy; 4 Credit Points; (50 Lecture Hours)**

### **MPSYC402:**

<b>Course Objectives</b>	Aim to familiarize students with various therapeutic approaches, psychological theories, and ethical considerations, fostering critical thinking in applying these techniques.
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### **Course outcomes:**

Ability to assess and apply diverse therapeutic interventions, demonstrate empathy, and understand the ethical responsibilities involved in treating clients.

### **1. Introduction to Psychotherapy:**

- a) Objectives and Principles of Psychotherapy
- b) Types of Psychotherapies
- c) Ethical and cultural issues in Psychotherapy; record keeping
- d) Stress, Burnout and personal growth of the therapist



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**2. Psychodynamic Psychotherapies:** Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications

a) Psychoanalysis

b) Short Term Psychodynamic Psychotherapies

**3. Behaviour and Cognitive Behaviour Therapies:** Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications

a) Behaviour Therapy

b) Cognitive Behaviour Therapy

c) Third Wave Behaviour Therapies: Acceptance and Commitment Therapy, Dialectical Behaviour Therapy, Mindfulness Based Cognitive Therapy

d) Rational Emotive Behaviour Therapy

**4. Client Centred, Existential and Gestalt Therapy:** Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications

**5. Play Therapy, Art and Music Therapy, Indigenous therapies**

**6. Group Therapy, Psychodrama and Role Playing, Family Therapy and Couples Therapy**

***Recommended Readings:***

1. Alonso, A., Swiller, H.I. (Eds.) (1993). *Group Therapy in clinical practice*. Washington DC. APA Press.

2. Archer, J & McCarthy, C.J. (2007). *Theories of Counseling and Psychotherapy*.

3. Beck, A.T., Rush, A.J., Shaw, B.F., Emery, G. (1979). *Cognitive therapy of depression*. NY. Guilford Press.

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## Testing & Therapy in Clinical and Forensic Psychology Lab - I; 4 Credit Points

Course code: MPSYC491

Course Objectives	It helps to focus on teaching the students the practical application of psychological testing methods, therapy techniques, and forensic assessments within a controlled laboratory setting.
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Course outcomes:



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**(As per UGC CBCS Template)**

It may include the development of skills in administering, interpreting, and ethically utilizing various psychological tests, as well as practicing therapeutic interventions tailored to clinical and forensic contexts.

1. To conduct case recording, psychological assessment and report actual therapeutic intervention for the following types of cases:

- 2 cases of major Psychiatric Disorder/Personality Disorder
- 2 cases of Mental Retardation/Developmental Disability
- 1 case of Neuropsychological Disorder

2. To prepare a plan for intervention with a delinquent/ juvenile delinquent case and suggest intervention procedure

***Recommended Readings:*** Books to be selected from the References as mentioned in MPSY 401 and MPSY 402

## **Testing & Therapy in Clinical and Forensic Psychology Lab - II; 4 Credit Points**

**Course code: MPSYC492**

### **Course objectives:**

It helps to focus on teaching the students the practical application of psychological testing methods, therapy techniques, and forensic assessments within a controlled laboratory setting.

### **Course outcomes:**

It may include the development of skills in administering, interpreting, and ethically utilizing various psychological tests, as well as practicing therapeutic interventions tailored to clinical and forensic contexts.

3. To formulate psychopathology, provisional and differential diagnosis and develop tentative intervention programme for

- 3 cases of major Psychiatric Disorder/Personality Disorder
- 2 cases of Mental Retardation/Developmental Disability
- 1 case of Neurological Disorder/substance dependence/convict

4. To formulate psychopathology and prepare a plan for intervention with a delinquent case and suggest intervention procedure.



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***Recommended Readings:*** Books to be selected from the References as mentioned in MPSY 401 and MPSY 402

## Summer Project and Grand Viva

Course Code - MPSYS481

<b>Course Objectives</b>	To understand the writing of the research proposal and final steps of project writing.
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### Course Outcome –

- To get a beneficial idea of writing a research paper.
  - To administer different assessment on people.
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- 4) Childhood Autism Rating Scale (CARS), Indian Scale for Assessment of Autism (ISAA), Development Psychopathology Checklist (DPCL)
  - 5) Eysenck Personality Questionnaire (EPQ)/ Neo-Five Factor Inventory (NFFI)/ Minnesota Multiphasic Personality Inventory (MMPI)/ Millon's Clinical Multi Axial Inventory (MCMI), Draw a Person Test (DAP)
  - 6) Summer project Part II (Research Findings and Report Presentation)