

# **M. PHIL. CLINICAL PSYCHOLOGY**

Syllabus

2017-18

Two Years Duration

# M. PHIL. CLINICAL PSYCHOLOGY

## Part – I (I Year)

| Papers   | Title  | Duration | Marks                      |                               |       |
|--|--|----------|----------------------------|-------------------------------|-------|
|  |  |          | Final Assessment (Maximum) | Internal Assessment (Maximum) | Total |
| <b>Group "A"</b>   |  |          |                            |                               |       |
| Paper I  | Psychosocial Foundations of Behavior and Psychopathology | 3 hr.    | 70                         | 30                            | 100   |
| Paper II   | Statistics and Research Methodology                      | 3 hr.    | 70                         | 30                            | 100   |
| Paper III  | Psychiatry   | 3 hr.    | 70                         | 30                            | 100   |
| Practical: Psychological Assessments and Viva Voce               |  |          | 70                         | 30                            | 100   |
| <b>Group "B"</b>   |  |          |                            |                               |       |
| Submission of five cases of full-length Psychodiagnostics Report |  |          | None                       | 100                           | 100   |
| <b>Total</b>   |  |          |                            |                               | 500   |

## Part – II (II Year)

| Papers   | Title                              | Duration | Marks                      |                               |       |
|--|------------------------------------|----------|----------------------------|-------------------------------|-------|
|  |                                    |          | Final Assessment (Maximum) | Internal Assessment (Maximum) | Total |
| <b>Group "A"</b>   |                                    |          |                            |                               |       |
| Paper I  | Biological Foundations of Behavior | 3 hr.    | 70                         | 30                            | 100   |
| Paper II   | Psychotherapy and Counseling       | 3 hr.    | 70                         | 30                            | 100   |
| Paper II   | Behavioral Medicine                | 3 hr.    | 70                         | 30                            | 100   |
| Practical: Psychological Therapy and Viva Voce               |                                    |          | 140                        | 60                            | 200   |
| <b>Group "B"</b>   |                                    |          |                            |                               |       |
| Submission of five cases of full-length Psychotherapy Report |                                    |          | None                       | 100                           | 100   |
| <b>Group "C"</b>   |                                    |          |                            |                               |       |
| Dissertation   |                                    |          | 70                         | 30                            | 100   |
| <b>Total</b>   |                                    |          |                            |                               | 700   |



## Part – I (Year – I)

### PAPER – I: Psychosocial Foundations of Behavior and Psychopathology Syllabus:

#### Part – A (Psychosocial Foundations of Behavior)

- Unit - I:** Introduction: Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.
- Unit - II:** Mental health and illness: Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness;
- Unit - III:** Epidemiology: Epidemiological studies in Indian context; socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life.
- Unit - IV:** Self and relationships: Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience, coping and social support.
- Unit - V:** Family influences: Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.
- Unit - VI:** Societal influences: Discrimination in race, gender and ethnicity; social class and structure, poverty and unemployment; prejudice, social change and uncertainty; crime and delinquency; social tension & violence; urban stressors; torture & terrorism; culture shock; migration; religion & gender related issues with reference to India.
- Unit - VII:** Disability: Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.
- Unit - VIII:** Rehabilitation: Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues; rights of mentally ill; empowerment issues; support to recovery.
- Unit - IX:** Policies and Acts: Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for



Mental Retardation, CP and Autistic Children 1999, Juvenile Justice Act of 1986; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.

### **Part – B (Psychopathology)**

Unit - X: Introduction to psychopathology: Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations. Approach to clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation.

Unit - XI: Psychological theories: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders, and culture-specific disorders.

Unit - XII: Indian thoughts: Concept of mental health and illness; nosology and taxonomy of mental illness; social identity and stratification (Varnashrama Vyawastha); concept of – cognition, emotion, personality, motivation and their disorders.

### **Essential References:**

- Achenback, T.M. (1974). *Developmental Psychopathology*. New York: Ronald Press.
- Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage publications.
- Buss, A.H. (1966). *Psychopathology*. NY: John Wiley & Sons.
- Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.
- Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*. New York: Raven Press.
- Fish, F, & Hamilton, M (1979). *Fish's Clinical Psychopathology*. Bristol:John Wright & Sons.
- Irallagher. B. J. (1995). *The sociology of mental illness* (3rd ed.). New York: Prentice hall.
- Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage publications.
- Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.
- Krahe, B. (1992). *Personality and Social Psychology: Towards a synthesis*. New Delhi: Sage Publications.
- Kuppuswamy. B. (1965). *An Introduction to Social Psychology* (2nd ed.). New Delhi:



- Konark Publishers.
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology* (1st ed.). New Delhi: Konark Publishers.
- Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology* (Vols. 1 & 5). New Delhi: Amerind Publishing.
- Madan, G.R (2003). *Indian Social Problems* (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd
- Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*. New York: Wadsworth Publishing
- Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University.
- Pfeiffer, S.I. (1985). *Clinical Child Psychology*. New York: Grune & Stratton.
- Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.
- Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology* (Vol. 19). New Delhi: Sage publications:
- Saraswathi, T.S (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.
- Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology* (3rd ed.). Canada: John Wiley & Sons.



## **PAPER - II: Statistics and Research Methodology**

### **Syllabus:**

- Unit - I: Introduction: Various methods to ascertain knowledge, scientific method and its features; problems in measurement in behavioral sciences; levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales; test construction - item analysis, concept and methods of establishing reliability, validity and norms.
- Unit - II: Sampling: Probability and non-probability; various methods of sampling - simple random, stratified, systematic, cluster and multistage sampling; sampling and non-sampling errors and methods of minimizing these errors.
- Unit - III: Concept of probability: Probability distribution - normal, poisson, binomial; descriptive statistics - central tendency, dispersion, skewness and kurtosis.
- Unit - IV: Hypothesis testing: Formulation and types; null hypothesis, alternate hypothesis, type I and type II errors, level of significance, power of the test, p-value. Concept of standard error and confidence interval.
- Unit - V: Tests of significance - Parametric tests: Requirements, "t" test, normal z-test, and "F" test including post-hoc tests, one-way and two-way analysis of variance, analysis of covariance, repeated measures analysis of variance, simple linear correlation and regression.
- Unit - VI: Tests of significance - Non-parametric tests: Assumptions; One-sample tests (sign test, Mc Nemer test); two-sample test (Mann Whitney U test, Wilcoxon rank sum test); k-sample tests (Kruskal Wallies test, and Friedman test) and chi-square test.
- Unit - VII: Experimental design: Randomization, replication, completely randomized design, randomized block design, factorial design, crossover design, single subject design, non-experimental design.
- Unit - VIII: Epidemiological studies: Epidemiological studies: Rates- Prevalence and incidence; Types- Prospective and retrospective studies; Diagnostic Efficiency Statistics (sensitivity, specificity, predictive values); Risk Estimation- odds ratio and survival analysis.
- Unit - IX: Multivariate analysis: Introduction, Multiple regression, logistic regression, factor analysis, cluster analysis, discriminant function analysis, path analysis, MANOVA, Canonical correlation, and Multidimensional scaling.
- Unit - X: Sample size estimation: Sample size determination for estimation of mean, estimation of proportion, comparing two means and comparing two proportions.
- Unit - XI: Qualitative analysis of data: Content analysis, qualitative methods of psychosocial research.



Unit - XII: Use of computers: Use of relevant statistical package in the field of behavioral science and their limitations.

Essential References:

- B.L. (2007). *Qualitative Research: Methods for the social sciences* (6th ed.). New York: Pearson Education.
- Daniel, W.W. (2005). *Biostatistics: a foundation for analysis in health sciences* (8th ed.). New York: John Wiley and Sons.
- Dillon, W.R. & Goldstein, M. (1984). *Multivariate analysis: Methods & Applications*. New York: John Wiley & Sons.
- Hassart, T.H. (1991). *Understanding Biostatistics*. ST. Louis: Mosby Year Book.
- Kerlinger, F.N. (1995). *Foundations of Behavioral Research*. New York: Holt, Rinehart & Winston.
- Kothari, C. R. (2003). *Research Methodology*. New Delhi: Wishwa Prakshan.
- Siegal, S. & Castellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences*. McGraw Hill: New Delhi



### **PAPER – III: Psychiatry**

#### **Syllabus:**

Unit - I: Signs and symptoms: Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.

Unit - II: Psychoses: Schizophrenia, affective disorders, delusional disorders and other forms of psychotic disorders – types, clinical features, etiology and management.

Unit - III: Neurotic, stress-related and somatoform disorders: types, clinical features, etiology and management.

Unit - IV: Disorders of personality and behavior: Specific personality disorders; mental & behavioral disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunctions – types, clinical features, etiology and management.

Unit - V: Organic mental disorders: Dementia, delirium and other related conditions with neuralgic and systemic disorders – types, clinical features, etiology and management.

Unit - VI: Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.

Unit - VII: Mental retardation: Classification, etiology and management.

Unit - VIII: Neurobiology of mental disorders: Neurobiological theories of psychosis, mood disorders, suicide, anxiety disorders, substance use disorders and other emotional and behavioral syndromes.

Unit - IX: Therapeutic approaches: Drugs, ECT, psychosurgery, psychotherapy, and behavior therapy, preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization.

Unit - X: Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting.

Unit - XI: Special populations/Specialties: Geriatric, terminally ill, HIV/AIDS, suicidal, abused, violent and noncooperative patients; psychiatric services in community, and following disaster/calamity.

#### **Essential References:**

Gelder, M., Gath, D., & Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press.



Kaplan, B.J. & Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.).  
London: William & Wilkins.

Rutter, M. & Herson, L. (1994). *Child and Adolescent Psychiatry: Modern approaches*  
(3rd ed.). London: Blackwell Scientific Publications.

Sims, A. & Bailliere, T. (1988). *Symptoms in mind: Introduction to descriptive  
psychopathology*. London: WB Saunders.

Vyas, J.N. & Ahuja, N. (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1-2).  
New Delhi: Jaypee brothers.



## **PRACTICAL – Psychological Assessments (Part – I)**

### **Syllabus:**

- Unit - I: Introduction: Case history; mental status examination; rationale of psychological assessment; behavioral observations, response recording, and syntheses of information from different sources; formats of report writing.
- Unit - II: Tests of cognitive functions: Bender gestalt test; Wechsler memory scale; PGI memory scale; Wilcoxon cord sorting test, Bhatia's battery of performance tests of intelligence; Binet's test of intelligence (locally standardized); Raven's progressive matrices (all versions); Wechsler adult intelligence scale – Indian adaptation (WAPIS – Ramalingaswamy's), WAIS-R.
- Unit - III: Tests for diagnostic clarification: A) Rorschach psychodiagnostics, B) Tests for thought disorders – color form sorting test, object sorting test, proverbs test, C) Minnesota multiphasic personality inventory; multiphasic questionnaire, clinical analysis questionnaire, IPDE, D) screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology.
- Unit - IV: Tests for adjustment and personality assessment: A) Questionnaires and inventories – 16 personality factor questionnaire, NEO-5 personality inventory, temperament and character inventory, Eysenck's personality inventory, Eysenck's personality questionnaire, self-concept and self-esteem scales, Rottor's locus of control scale, Bell's adjustment inventory (students' and adults'), subjective well-being questionnaires, QOL, B) projective tests – sentence completion test, picture frustration test, draw-a-person test; TAT – Murray's and Uma Chowdhary's.
- Unit - V: Rating scales: Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS), issues related to clinical applications and recent developments.
- Unit - VI: Psychological assessment of children: A) Developmental psychopathology check list, CBCL, B) Administration, scoring and interpretation of tests of intelligence scale for children such as SFB, C-RPM, Malin's WISC, Binet's tests, and developmental schedules (Gesell's, Illingworth's and other) Vineland social maturity scale, AMD adaptation scale for mental retardation, BASIC-MR, developmental screening test (Bharatraj's), C) Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuo-motor gestalt, and integration, D) Projective tests – Raven's controlled projection test, draw-a-person test, children's apperception test, E) Clinical rating scales such as for autism, ADHD etc.
- Unit - VII: Tests for people with disabilities: WAIS-R, WISC-R (for visual handicapped), blind learning aptitude test, and other interest and aptitude tests, Kauffman's assessment battery and such other tests/scales for physically handicapped individuals.
- Unit - VIII: Neuropsychological assessment: LNNB, Halstead-Reitan battery, PGI-BBD,



NIMHANS and other batteries of neuropsychological tests in current use.

Core Tests:  
(additions proposed)

1. Stanford Binet's test of intelligence (any vernacular version)
2. Raven's test of intelligence (all forms)
3. Bhatia's battery of intelligence tests
4. Wechsler adult performance intelligence scale
5. Malin's intelligence scale for children
6. Gesell's developmental schedule
7. Wechsler memory scale
8. PGI memory scale
9. 16 personality factor questionnaire
10. NEO-5 personality inventory
11. Temperament and character inventory
12. Children personality questionnaire
13. Clinical analysis questionnaire
14. Multiphasic questionnaire
15. Object sorting/classification test
16. Sentence completion test
17. Thematic apperception test
18. Children's apperception test
19. Rorschach psychodiagnostics
20. Neuropsychological battery of tests (any standard version)

A certificate by the head of the department that the candidate has attained the required competence in all of the above tests shall be necessary for appearing in the university examinations of Part – I. However, if the center opts to test and certify the competency in neuropsychological tests as part of the requirements for appearing in the university examinations of Part - II (i.e. excluding it from Part - I), it could be done so. In such case, the Practical/Clinical examinations of Part – II shall include an examination in this area, in addition to examination in Psychological Therapies.

**Essential References:**

- Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). London: Elsevier Science Ltd.
- Choudhary, U. (1960). *An Indian modification of the Thematic Apperception Test*. Calcutta: Shree Saraswathi Press.
- Exner, J.E. (2002). *The Rorschach – A Comprehensive System*, (4th ed., Vol.1). New York: John Wiley and Sons.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IHBN.
- Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessment (Vols. 1-2)*. New York: John Wiley & Sons.
- Murray, H.A. (1971) *The Thematic Apperception Test manual*. London: Harvard University Press.

## Part - II (Year - II)

### PAPER – I: Biological Foundations of Behavior

#### Syllabus:

#### Part – A (Anatomy, Physiology and Biochemistry of CNS)

Unit – I: Anatomy of the brain: Major anatomical sub-divisions of the human brain; the surface anatomy and interior structures of cortical and sub-cortical regions; anatomical connectivity among the various regions; blood supply to brain and the CSF system; cytoarchitecture and modular organization in the brain.

Unit – II: Structure and functions of cells: Cells of the nervous system (neurons, supporting cells, blood-brain barrier); communication within a neuron (membrane potential, action potential); communication between neurons (neurotransmitters, neuromodulators and hormones).

Unit – III: Biochemistry of the brain: Biochemical, metabolic and genetic aspect of Major mental disorders, mental retardation and behavioural disorders.

Unit – IV: Neurobiology of sensory-motor systems and internal environment: Organization of sensory-motor system in terms of receptors and thalamus-cortical pathways; and motor responses. Role of limbic, autonomic and the neuroendocrine system in regulating the internal environment

Unit – VII: Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behaviour

#### Part – B (Neuropsychology)

Unit - VIII: Introduction: Relationship between structure and function of the brain; the rise of neuropsychology as a distinct discipline, logic of cerebral organization; localization and lateralization of functions; approaches and methodologies of clinical and cognitive neuropsychologists.

Unit- IX: Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions.

Unit-X: Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness.

Unit – XI: Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.

Unit – XII: Neuropsychological profile of neuro-psychiatric conditions: Neuropsychological profile of cortical and subcortical dementia; major mental disorders and substance use disorders.



Unit – XIII: Functional human brain mapping: QEEG, EP & ERP, PET, SPECT, fMRI

Unit – XIV: Neuropsychological assessment: Introduction, principles, relevance, scope and indications for neuropsychological assessment and issues involved in neuropsychological assessment of children.

Unit – XV: Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders; scope of computer-based retraining, neurofeedback, cognitive aids.

#### Essential References:

- Bellack A.S. & Hersen M. (1998). *Comprehensive clinical psychology- Assessment* (Vol. 4). London: Elsevier Science Ltd.
- Carlson, N.R. (2005). *Foundations of physiological psychology* (6th ed.). New Delhi: Pearson Education Inc.
- Gazzaniga, M. S. (1984). *Handbook of cognitive neuroscience*. New York: Plenum Press.
- Goldstein, C.J. & Charles, C.T. (1981). *Diagnosis & Rehabilitation in clinical neuropsychology*. New York: Spring Field.
- Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders* (2nd ed.). New York: Oxford University Press.
- Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders* (2nd ed.). Oxford University Press: NY.
- Gayton, A.C. & Hall, J.E. (2006). *Textbook of medical physiology*. Philadelphia: Saunders Company.
- Jain, A.K. (2005). *Textbook of physiology* (Vol. 2). New Delhi: Avichal Publishing Company.
- Kandel, E. R. & Schwartz, J. H (1985). *Principles of neural science*. New York: Elsevier.
- Kirshner H.S. (1986). *Behavioral Neurology*. New York: Churchill Livingstone.
- Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.
- Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
- Prigatano, G.P. (1999). *Principles of Neuropsychological Rehabilitation*. New York: Oxford University Press.
- Rohrbough, J.W (1990). *Event Related brain potentials – Basic issues & applications*. New York: Oxford University Press.
- Snell, R.S. (1992). *Clinical Neuroanatomy for Medical Students*. Boston: Little Brown & Co.
- Stahl, S.M. (1998). *Essential psychopharmacology*. London: Cambridge University Press.
- Vinken, P.J, & Bruyn, G.W. (1969). *Handbook of clinical neurology* (Vols. 2, 4, 45 & 46). Amsterdam: North Holland Publishing Co.
- Vinken, P.J., & Bruyn, G.W., (1969). *Handbook of clinical neurology* (Vols. 2, 4 & 45). Amsterdam: North Holland Publishing Co.
- Vyas, J.N. & Ahuja, N (1999). *Textbook of postgraduate psychiatry* (2<sup>nd</sup> ed., Vols. 1-2). New Delhi: Jaypee brothers.
- Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.



## **PAPER - II: Psychotherapy and Counseling**

### **Syllabus:**

- Unit - I: Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists; ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors); planning and recording of therapy sessions; structuring and setting goals; pre- and post-assessment; practice of evidence-based therapies.
- Unit - II: Therapeutic Relationship: Client and therapist characteristics; illness, technique and other factors influencing the relationship.
- Unit - III: Interviewing: Objectives of interview, interviewing techniques, types of interview, characteristics of structured and unstructured interview, interviewing skills (micro skills), open-ended questions, clarification, reflection, facilitation and confrontation, silences in interviews, verbal and non-verbal components.
- Unit - IV: Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to psychodynamic, brief psychotherapy, humanistic, existential, gestalt, person-centered, Adlerian, transactional analysis, reality therapy, supportive, clinical hypnotherapy, play therapy, psychodrama, and oriental approaches such as yoga, meditation, shavasana, pranic healing, reiki, tai chi etc.
- Unit - V: Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals, Desensitization - (imaginal, in-vivo, enriched, assisted), Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation), Skill training - (assertiveness training, modeling, behavioral rehearsal), Operant procedures - (token economy, contingency management), Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning), Self-control procedures - (thought stop, paradoxical intention, stimulus satiation), Biofeedback - (EMG, GSR, EEG, Temp., EKG), Behavioral counseling, Group behavioral approaches, Behavioral family/marital therapies.
- Unit - VI: Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of rational emotive behavior therapy, cognitive behavior therapy, cognitive analytic therapy, dialectical behavior therapy, problem-solving therapy, mindfulness based cognitive therapy, schema focused therapy, cognitive restructuring, and other principal models of cognitive therapies.
- Unit - VII: Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to family therapy, marital therapy, group therapy, sex therapy, interpersonal therapy and other prominent therapies.



Unit – VIII: Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and current status with respect to progressive muscular relaxation, autogenic training, biofeedback, eye-movement desensitization and reprocessing, and other forms of evidence-based therapies.

Unit – IX: Counseling: Definition and goals, techniques, behavioral, cognitive and humanistic approaches, process, counseling theory and procedures to specific domains of counseling.

Unit - X: Therapy in special conditions: Therapies and techniques in the management of deliberate self harm, bereavement, traumatic, victims of man-made or natural disasters, in crisis, personality disorders, chronic mental illness, substance use, HIV/AIDS, learning disabilities, mental retardation, and such other conditions where integrative/eclectic approach is the basis of clinical intervention.

Unit - XI: Therapy with children: Introduction to different approaches, psychoanalytic therapies (Ana Freud, Melanie Klein, Donald Winnicott); special techniques (behavioral and play) for developmental internalizing and externalizing disorders; therapy in special conditions such as psychophysiological and chronic physical illness; parent and family counseling; therapy with adolescents.

Unit – XII: Psychoeducation (therapeutic education): Information and emotional support for family members and caregivers, models of therapeutic education, family counseling for a collaborative effort towards recovery, relapse-prevention and successful rehabilitation with regard to various debilitating mental disorders.

Unit – XIII: Psychosocial rehabilitation: Rehabilitation services, resources, medical and psychosocial aspects of disability, assessment, group therapy, supportive therapy and other forms of empirically supported psychotherapies for core and peripheral members.

Unit - XIV: Indian approaches to Psychotherapy: Yoga, Meditation, Mindfulness-based intervention: methods , processes and outcome.

Unit - XV: Contemporary issues and research: Issues related evidence-based practice, managed care, and research related to process and outcome.

#### **Essential References:**

- Aronson, M. J. & Scharfman, M.A. (1992). *Psychotherapy: The analytic approach*. New York: Jason Aronson, Inc.
- Baker, P. (1992). *Basic family therapy*. New Delhi: Blackwell Scientific Pub.
- Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology* (Vol. 6). London: Elsevier Science Ltd.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. New York: Plenum Press.
- Bellack, A. S. & Hersen, M. (1985). *Dictionary of behavior therapy*. New York: Pergamon Press.
- Bergin, A.G. & Garfield, S. L. (1978). *Handbook of Psychotherapy & Behavior change – An*



- empirical analysis*. New York: John Wiley & Sons.
- Bloch, S (2000). *An introduction to the psychotherapies* (3rd ed.). New York: Oxford Medical Publications.
- Capuzzi, D. & Gross, D.R. (2003). *Counseling and Psychotherapy: Theories and interventions* (3rd ed.). New Jersey: Merrill Prentice Hall.
- Clark, D.M. & Fairburn, C.G. (2001). *Science and practice of CBT*. London: Oxford University press.
- Dobson, K.S., & Craig, K.D. (1996). *Advances in cognitive behavior therapy*. New York: Sage Publications.
- Dryden, W. (1995). *Rational Emotive Behaviour Therapy*. New Delhi: Sage.
- Dryden, W. (2002). *Handbook of individual therapy* (4th ed.) New Delhi: Sage Publications.
- Eells, T.D (2007). *Handbook of psychotherapy case formulation* (2nd ed.). New York: Guilford press.
- Hersen M & Sledge W. (2002). *Encyclopedia of psychotherapy* (Vols. 1-2). New York: Academic Press.
- Freeman, A., Simon, K.M., Beutler L.E. & Arkowitz, M. (1988). *Comprehensive Handbook of cognitive therapy*. New York: Plenum Press.
- Friedberg R.D. & McClure, J.M. (2002). *Clinical Practice of cognitive therapy with children and adolescents- The nuts and bolts*. New York: GuilfordPres.
- Garfield, S. L. (1995). *Psychotherapy: an eclectic integrative approach* (2nd ed.). New York: John Wiley and son.
- Gibson, R.L. & Mitchell M.H. (2006). *Introduction to counseling and guidance* (6<sup>th</sup> ed.). New Delhi: Pearson.
- Graham, P.J. (1998). *CBT for children and families* (2nd ed.). London: Cambridge University Press.
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## PAPER - III: Behavioral Medicine

### Syllabus:

- Unit – I:** Introduction: Definition, boundary, psychological and behavioral influences on health and illness, neuroendocrine, neurotransmitter and neuroimmune responses to stress, negative affectivity, behavioral patterns, and coping styles, psychophysiological models of disease, theoretical models of health behavior, scope and application of psychological principles in health, illness and health care.
- Unit – II:** Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia etc.), developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients.
- Unit – III:** Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.
- Unit – IV:** Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.
- Unit – V:** Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.
- Unit – VI:** Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.
- Unit – VII:** Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.
- Unit – VIII:** Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.



Unit – IX: HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.

Unit – X: Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.

Unit – XI: Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.

Unit – XII: Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings where psychological services appears to affect the outcome of medical management positively, for example in diabetes, sleep disorders, obesity, dental anxiety, burns injury, pre- and post-surgery, preparing for amputation, evaluation of organ donors/recipient, pre- and post-transplantation, organ replacement, hemophiliacs, sensory impairment, rheumatic diseases, abnormal illness behavior, health anxiety etc.

Unit – XIII: Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.

#### **Essential References:**

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