

ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం - ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం  
**CENTRAL UNIVERSITY OF ANDHRA PRADESH**  
**Janthaluru, Ananthapuramu**

**SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES**

**Postgraduate Programme Structure  
as per the UGC Credit Framework (NEP 2020)**



***Vidya Dadati Vinayam***  
(Education Gives Humility)

***M.Sc. Clinical Psychology***

***“The privilege of a lifetime is to become who you truly  
are.”***

***-Carl Jung***



**Programme Structure**  
(With effect from AY 2024 -25)



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## **SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES**

### **M.Sc. Clinical Psychology**

#### **Introduction to the Programme**

The Department of Psychology offers a full-time two-year M.Sc. Clinical Psychology programme. The programme includes a rigorous curriculum that covers a wide range of topics. Students will gain hands-on experience through internships and dissertation, allowing them to apply their knowledge in real-world settings. With the goal of acquiring specialized knowledge, the program would allow students to nurture their academic interest in clinical psychology, along with personal growth and awareness. The program would strive to prepare competent professional psychologists who would excel in knowledge, orientation, and practice in psychology, with high ethical standards and social relevance.

#### **Programme Objectives**

The programme has been devised to achieve the following specific objectives:

- Employ skills and competencies required for a clinical psychologist.
- Conduct research in the area of clinical psychology relevant to need to the practice.
- Have an adequate grasp of the ethical standards of the profession and apply them in their practice.

#### **Learning Outcomes**

At the end of the Post Graduate Programme in Clinical Psychology, The students will able to:

- Demonstrate theoretical knowledge of general and clinical psychology.
- Identify and distinguish between disorders, evaluate and assess various conditions that arise in clinical practice; use clinical judgment in case conceptualization and intervention.
- Review and analyze scientific texts, develop research proposals and conduct, document and disseminate research.
- Demonstrate social and cultural competence in interactions with individuals of



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- Diverse backgrounds.
- Identify, approach and engage diverse communities or stake holders and support them through promotion, prevention and psychosocial interventions.
- Demonstrate ethical codes of conduct in practice, reflect on professional development and review mental health laws.

### **Program Details**

- The duration of the programme shall be off our semesters and shall consists of core courses, Discipline Specific Electives, Common compulsory courses, and MOOCS.
- The total credits for the programme are 97.
- Every student shall undertake a dissertation in the final semester of the programme.



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### M.Sc. Clinical Psychology Semester and Course wise Credits

Semester	Discipline Specific Core (DSC)	Discipline Specific Elective (DSE)/MOOCs	Inter-Disciplinary Elective (IDE)	Common Compulsory Course (CCC)	Internship	Dissertation	Lab/Fieldwork	Total credits
I	MCP101 (4) MCP102 (4) MCP103 (4)	MCP111 (4)	MCP112 MOOCs (3)	-	-	-	MCP104(2)	21
II	MCP201(4) MCP202 (4) MCP203 (4)	MCP211 (4)	MCP212 MOOCs (3)	MCP213 (4)	-	-	MCP204(2)	25
III	MCP301(4) MCP302 (4) MCP303 (4) MCP304 (4)	MCP311 (4)	MCP312 MOOCs (3)	MCP313 (4)	MCP314 (2)	-	MCP305 (2)	31
IV	-	-	-	-	MCP414(4)	MCP411 (16)		20
<b>Total</b>	<b>40</b>	<b>12</b>	<b>9</b>	<b>8</b>	<b>6</b>	<b>16</b>	<b>6</b>	<b>97</b>
<b>Percentage</b>	41.23	12.37	9.27	8.24	6.18	16.49	6.18	100

**SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

**Programme structure for MSc Clinical Psychology**

Sl.No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
<b>Semester I</b>						
1	MCP101	Introduction to Clinical Psychology	4	4	0	0
2	MCP102	Child and Adolescent psychopathology	4	4	0	0
3	MCP103	Theories of Personality	4	4	0	0
4	MCP104	Psychodiagnostics Lab– I	2	0	0	2
5.	MCP112	IDE: Online (MOOCs)	3	3	0	0
6.	<b>DSE: Any one of the following/ MOOCS</b>					
	MCP111	School Mental Health	4	4	0	0
		Psycho-Oncology				
<b>Total</b>			<b>21</b>	<b>19</b>	<b>0</b>	<b>2</b>
<b>Semester II</b>						
1	MCP201	Psychopathology	4	4	0	0
2	MCP202	Counselling and Psychotherapy	4	4	0	0
3	MCP203	Neuropsychology	4	4	0	0
4	MCP204	Psychodiagnostic Lab– II	2	0	0	2
5	MCP212	IDE: Online (MOOCs)	3	3	0	0
6	MCP213	CCC: Introduction to Artificial intelligence and Machine learning	4	2	0	2
	<b>DSE: Any one of the following/ MOOCS</b>					
7.	MCP211	Psychology of Addiction	4	4	0	0
		Organizational Mental Health				
<b>Total</b>			<b>25</b>	<b>21</b>	<b>0</b>	<b>4</b>
<b>Semester III</b>						
1	MCP301	Research Methodology	4	4	0	0
2	MCP302	Psychometry	4	4	0	0
3	MCP303	Health Psychology	4	4	0	0
4	MCP304	Rehabilitation Psychology	4	4	0	0
5	MCP305	Practicals	2	0	0	2
6	MCP312	IDE: Online (MOOCs)	3	3	0	0
7	MCP313	CCC: Building Mathematical Ability and Financial Literacy	4	3	1	0
8	MCP314	Internship	2	0	0	2
	<b>DSE: Any one of the following/ MOOCS</b>					

9.	MCP311	Geriatric Mental Health	4	4	0	0
		Community Psychology				
<b>Total</b>			<b>31</b>	<b>26</b>	<b>1</b>	<b>4</b>
<b>Semester IV</b>						
1	MCP411	Dissertation	16	0	0	16
2	MCP414	Internship	4	0	0	4
<b>Total</b>			<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>Total credits</b>			<b>97</b>	<b>66</b>	<b>1</b>	<b>30</b>

**The programme template and title of the courses are tentative; any change, as required can be made.**

**Note:**

1. MOOCs are chosen by the student based on the availability of the courses offered on SWAYAM & other related platforms suggested or approved by the Department.
2. The Programme template and the title of the courses are tentative, any changes as required may be made.



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L: Lectures, T: Tutorials, P: Practicals

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### Semester-Wise Credit Distribution

Semester	Total Credits	Cumulative credit at the end Of the semester
I	21	21
II	25	46
III	31	77
IV	20	97

#### Assessment Pattern:

- **Theory Course:** 40% of internal [formative evaluation – two best out of three tests (for a maximum of 15 marks each = 30 marks) - and seminar/assignments/ attendance (10 marks)] and 60% (summative evaluation- semester end examination).
- **Lab Components:** 60% of internal exam / lab and 40% (summative evaluation – semester end examination).
- **End Semester Examination:** Maximum Marks: 60, Time :3 Hours
- **Dissertation/Project Report:** Evaluation: 60 marks, Viva-Voce: 40 mar



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### **M.Sc. Clinical Psychology**

#### **Important Information to Students**

1. Eligibility: A Bachelor's degree with Psychology as a core paper in all years of their programme with an aggregate minimum of 50% marks and above from any recognized University in India or abroad recognized by UGC / AIU.
2. The minimum duration for completion of any PG Program is four semesters (two academic years) and the maximum duration is eight semesters (four academic years) or as per amendments made by the regulatory bodies from time to time.
3. A student should attend at least 75% of the classes, seminars, practical / lab in each course of study.
4. All theory courses in the programme carry a Continuous Internal Assessment (CIA) component of 40 marks and Semester-end component for 60 marks. The minimum pass marks for a course are 40%. In case of courses with lab component Continuous Internal Assessment (CIA) component shall be of 60 marks and Semester-end component for 40 marks. The minimum pass marks for a course are 40%.
5. The student is given 3 Continuous Internal Assessment (CIA) tests per semester in each course from which the best 2 performances are considered for the purpose of calculating the marks in CIA. A record of the continuous assessment is maintained by the academic unit. The 3 internal tests are conducted for 15 Marks each, out of the best 2 tests scores are considered for 30 marks. Out of the remaining 10 marks, 5 marks are awarded for assignments, class presentations and class participation of the students and the remaining 5 marks are awarded for punctuality, and attendance of the student.



**Marks for the Attendance will be considered as follows:**

S.No	ATTENDANCE%	Marks
1	95 % or more	5
2	90-94%	4
3	85-89%	3
4	80-84%	2
5	75-79%	1

6. A student should pass separately in both CIA and the ESE, i.e., a student should secure 16 (40% of 40) out of 40 marks for theory and 24 (40% of 60) out of 60 marks for lab components in the CIA. Therefore, a student should secure 24 (40% of 60) out of 60 marks for theory and 16 (40% of 40) out of 40 marks for lab components in the End-semester examination (ESE).
7. Semester-end examination shall consist of Objective type questions, descriptive type questions, short answer questions and case studies or any other recommended by the BOS.
8. A student failing to secure the minimum pass marks in the CIA is not allowed to take the end semester examination of that course. She/he has to redo the course by attending special classes for that course and get the pass percentage in the internal tests to become eligible to take the end semester examination.
9. Students failing a course due to lack of attendance should redo the course.
10. Re-evaluation is applicable only for theory papers and shall not be entertained for other components such as practical/ thesis/ dissertation/ internship etc.
11. An on- campus elective course is offered only if a minimum of ten or 40% of the students registered, whichever is higher.



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# SEMESTER-WISE DETAILED SYLLABUS



## SEMESTER-I

<b>Course Code:</b> MCP101 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Introduction to Clinical Psychology</b>
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### Course Objectives:

- To introduce the students to the field of clinical psychology
- To understand the Evolution of Clinical Psychology.
- To help the learner gain awareness about different codes of ethics and develop a personal ethical decision- making model to resolve ethical dilemmas.

### Learning Outcomes:

- Understand the basics of clinical psychology.
- Trace the historical Contributions to Clinical Psychology.
- Understand the foundational principles of ethics in clinical psychology.
- Analyze and resolve common ethical dilemmas in research and practice.

### Course Outline

#### UNIT-I Introduction

15 Hours

Meaning, Nature & Evolution of Clinical Psychology; Concepts of Mental Health & Illness: Models of Normality & Abnormality; Socio-cultural correlates of Mental illness; Individual & Familial influences on mental health; Diagnosis and Classification Issues: ICD & DSM; Role of contemporary Clinical Psychologists in various fields.

#### UNIT-II

15 Hours

A. Code of conduct; Types of Clinical Interviews; Importance of Rapport & Relating with clients; Communication Strategies; Diagnostic Interviewing & Case management;

B. Diagnosis and assessment - Nature and purpose of Clinical diagnosis & assessment; Stages in the Assessment Process; Clinical Assessment Techniques: observation, interview, case-study, Psychological tests.



**UNIT-III**

15 Hours

Clinical Neuropsychology; Psychoncology; Forensic Psychology; Geropsychology.

**UNIT-IV** - Cultural, legal & ethical issues in clinical psychology; Recent Developments and Future Directions in Clinical Psychology; Clinical Psychology – Indian Scenario. 15 Hours

**Suggested reading:**

Hecker, J., & Thorpe, G. (2015). *Introduction to clinical psychology*. Psychology Press.

American Psychological Association. (2010). *Ethical Principles of Psychologists and Code of Conduct*.

Bhushan, B (2017) *Eminent Indian Psychologists – 100 years of Psychology in India*, Sage Publication, New Delhi.

Hunsley, J, & Lee, C.M. (2010) *Introduction to Clinical Psychology – An evidence Based Approach*, John Wiley & Sons. Inc. USA

**References:**

Bhola, P.& Raguram, A. (Eds.) (2016). *Ethical Issues in Counselling and Psychotherapy Practice Walking the line*. New Delhi: Springer

Page, C.A. & Stritzke (2006) *Clinical Psychology for Trainees – Foundations of Science – informed Practice*, Cambridge University Press, New York.

Plante, T.G. (2005) *Contemporary Clinical Psychology*, 2nd Edition, John Wiley & Sons. Inc. Canada

Pomerantz, M.A. (2011). *Clinical Psychology: Science, Practice & Culture*, 2nd Edition, Sage Publications, New Delhi

Trull, T.J. (2005) *Clinical Psychology*, 7th Edition, Thomson Wadsworth, USA



<b>Course Code:</b> MCP102 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Child and Adolescent Psychopathology</b>
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**Course Objectives:**

- To familiarize the student with the range of child and adolescent psychological disorders.
- To understand causes of pathological behavior in child hood and adolescence and its psychodiagnostics assessment.
- To develop skills for diagnosis and classification of mental disorders.

**Learning Outcomes:**

- Acquiring knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining abnormality.
- Demonstrate in-depth understanding of factors and processes associated with the onset and course of problems and disorders experienced by children and youth.

**Course Outline:**

**Unit I** 15 Hours

Introduction - Historical overview of adolescent and child psychopathology; Classification; Risk factors - child maltreatment, impulsivity, behavioral inhibition, prenatal factors, brain injury.

**Unit II** 15 Hours

Symptomatic disorders: Enuresis, encopresis, somnambulism, tics and Tourett's syndrome.

**Unit III** 15 Hours

Externalizing disorders: Attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder, conduct disorder, juvenile delinquency, Alcohol & drug involvement.

**Unit IV** 15 Hours

A. Internalizing Behavior Disorders: Anxiety disorders-obsessive-compulsive disorder, phobic reactions, separation anxiety, and selective mutism, Childhood depression.

B. Other Psychological Disorders: Autism, schizophrenia and eating disorders; Mental retardation and learning disabilities.



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### **Suggested Readings:**

Beauchaine, T. P., & Hinshaw, S.P. (2013). *Child and adolescent psychopathology* (2nd rev. ed) . N.J.: John Wiley & Sons.

Mash, E.J. & Barkley, R.A. (Eds) (2013). *Child psychopathology* (3rd Ed), NY: Guilford Publications Inc.

Mash, E. J. & Wolfe, D. A. (2012). *Abnormal child psychology* (5th Ed.). New Delhi: Cengage Learning.

Wilmhurst, L. (2014). *Child and adolescent psychopathology: A Casebook*. CA: Sage Publications.

### **References**

Weis, R. (2013). *Introduction to abnormal child and adolescent psychology*. Thousand Oaks: Sage Publications, Inc.

Wicks-Nelson, R. & Allen, I. (2013) *Abnormal child and adolescent psychology* (8th International Ed.), London: Pearsons.



<b>Course Code:</b> MCP103 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Theories of Personality</b>
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### **Course Objectives:**

Theories of Personality course aims to introduce to students different theories and approaches of personality and personality assessment.

As a part of this course, students are expected to:

- Be able to define personality and critically evaluate and compare different theories in personality.
- Be able to gain an understanding of the main approaches to personality theory.
- Understand and appreciate the limitations of each approach.
- Familiarize themselves with various methods of personality assessment.

### **Learning Outcomes:**

- To understand the nature of historical development of contemporary psychological theories of personality.
- Application of personality theories to develop a comprehensive understanding of psychopathology and human behaviour.

### **Course Outline:**

#### **Unit-I:**

15 Hours

Introduction to Personality theories, major theoretical perspectives of cognitive; behavioural; psychoanalytic; humanistic, and biological theories.

#### **Unit-II:**

Freud's Psychoanalytic theory, Jung Analytical, Adler's Individual theory, Horney's social and cultural theory, Allport theory of personality.



**Unit-III:**

15 Hours

Humanistic Perspectives: Maslow's self-actualization theory, Carl Roger's person centred theory

**Unit-IV:**

15 Hours

A. Eysenck's biological theory, Kelly's personal construct theory, Bandura's social cognitive theory, Integration of personality theories.

B. Indian perspectives of psychology, Sri Aurobindo's Integral yoga, Meditation, Spirituality, Yoga Psychology, Self and Personality in Indian context.

**Suggested Readings:**

Baron, (2005). *Psychology: An Introduction*. New Delhi: Prentice Hall of India, Pearson Education, 2005.

Burger, J.M., (2011) *Personality*. Wadsworth

Morgan, King and Robinson (2015). *Introduction to Psychology*. Tata McGraw Hill, Delhi,

Crowne, D. P. (2009). *Personality theory*, Oxford University Press.

Feist, J., & Feist, G.J. (2006). *Theories of personality*. New York: McGraw- Hill.

Olson, M. & Hergenhahn, B.R. (2012). *An introduction to theories of personality*. (8th ed.), New York: Pearson, 2012



<b>Course Code:</b> MCP104 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 2	<b>Course Title</b> <b>Psychodiagnostic Lab - I</b>
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**Course Objectives:**

- The course provides students with an opportunity to develop skills in assessment, administration and scoring and interpretation of various psychological tests.

**Learning Outcomes:**

- Understand the psychometric structure of psychological test
- Administer psychological assessments relevant to client needs
- Interpret the scores obtained on the assessments
- Develop a report.

**Course Outline:**

**30Hours**

**Any 8 tests can be selected**

**Assessment of Personality**

- Sixteen Personality Factor Questionnaire (16PF)
- Myers Briggs Type Indicator (MBTI)
- Eysenck's Personality Questionnaire- Revised (EPQ-R)
- Minnesota Multiphasic Personality Inventory (MMPI)
- Neo Five Factor Inventory (Neo FFI).

**Projective and Semi-Projective**

- Rorschach Inkblot Test
- Thematic Apperception Test (TAT)
- Children's Apperception Test (CAT)
- Sack's Sentence Completion Test (SSCT)
- Raven's Controlled Projection Test (RCPT)



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### **Clinical Rating Scales**

- BDI
- Suicidal Ideation Scale

### **Assessment of children with special needs**

- Childhood Autism Rating Scale (CARS)
- Connor's rating scale for Attention deficit hyperactive disorder
- NIMHANS index for Specific learning disabilities
- Child Behavior Checklist (CBCL)

### **Suggested Reading:**

Groth – Marnat, G (2003). *Handbook of Psychological Assessment*. John Wiley & Sons Inc., Hoboken, New Jersey

### **References:**

Kaplan, R.M & Saccuzzo, D. P (2009). *Psychological testing: Principles, Applications and Issues*. 7 th Edition, Wadsworth, Belmont, USA



<b>Course Code:</b> MCP111	Course Title
<b>Core/Elective:</b> Elective	<b>School Mental Health</b>
<b>No Of Credits:</b> 4	

**Course Objectives:**

- To enable students to understand scope of school mental health.
- To enable students to understand promotion of mental health in school settings.

**Learning Outcome:**

- Understand relevance and significance of school mental health.
- Able to identify developmental disorders in school children
- Demonstrate understanding of promotion of mental health in school settings.

**Course Outline:**

**Unit I:** 15 Hours

Introduction - Importance of school mental health; School Mental Health Movement in India; Roles and Responsibilities of School Mental Health Professionals.

**Unit II:** 15 Hours

Common Mental Health Disorders in Children; Psychological signs and characteristics of various emotional and behavioural problems.

**Unit III:** 15 Hours

Scope of School Mental Health Profession - Identification and management of developmental disorders; Children with Special Needs, Inclusive Education and related challenges. Early identification of psychological disorders in the school settings. Legal and Ethical issues; Bullying; Abuse; Neglect; discrimination; Punishment & constructive behaviour modification; Role of Clinical psychologist in handling the dynamics of teaching, parenting and childhood psychological challenges.

**Unit IV:** 15 Hours

Mental Health Promotion and Prevention Programs in school settings - School-wide mental health initiatives; Strategies for promoting resilience and well-being; Mental Health Promotion - Teachers, parents and school personnel; Dealing with Peer relationships issues; Preventing deviant behaviors.



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**Suggested readings:**

Brown, R.T (2004), *Handbook of Pediatric Psychology in School Settings*, Lawrence Erlbaum Associates Publishers, London

Weist, M. D., Evans, S. W., & Lever, N. A. (Eds.). (2008). *Handbook of school mental health: Advancing practice and research*. Springer Science & Business Media.

Weist, M. D., Lever, N. A., Bradshaw, C. P., & Owens, J. S. (Eds.). (2013). *Handbook of school mental health: Research, training, practice, and policy*. Springer Science & Business Media



<b>Course Code:</b> MCP111 <b>Core/Elective:</b> Elective <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Psycho-Oncology</b>
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### Course Objectives

- To equip students to carry out comprehensive psychological evaluations of cancer patients and apply a range of psychological intervention for them.
- To enhance the quality of life of the patients through psycho-social interventions.

### Learning outcomes

- Comprehend the Psychological Impact of Cancer on patients and families.
- Implement Therapeutic Interventions to manage stress, anxiety, etc. in cancer patients.
- Promote Resilience and Coping in patients and families.

### Course Outline

#### Unit-I 15 Hours

Introduction - Psycho-oncology; Types of and etiology of cancer; Misconceptions about cancer; Psychiatric co-morbidities and cancer.

#### Unit II 15 Hours

Emotional Reactions & Attitudes Related to Cancer Shock - Fear and anxiety; Sadness and Despair; Anger; Guilt or Shame; Relief; Acceptance; Attitudes Related to Cancer; and Psychosocial Issues; Changing Health Behaviors after Treatment; Findings Benefits in Cancer

#### Unit III 15 Hours

Behavioral & Psychological risk factors - Smoking and tobacco use; Alcohol consumption; Diet and nutrition; Physical inactivity; Sun exposure; Stress; Mental health conditions; Personality traits.

#### Unit-IV 15 Hours

Psychological Interventions - Psycho Education; Cognitive Therapy; Group Psychotherapy; Muscle Relaxation; Art Therapy & Music Therapy; Meditation and Yoga; Spirituality; Physical Activity & Exercises; Self-Management; Psychosocial Interventions for Couples & Families coping with Cancer.



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Psychological Interventions for Specific Problems of Cancer Pain - Nausea & Vomiting; Fatigue; Sexuality after Cancer; Neuropsychological Impact; Sleep; Weight and Appetitive loss; Older patients; Adolescent & Young Adult problems; Needs of Children; Bereavement.

**Suggested Readings**

Brennan, J. (2014) *Cancer in Context: A Practical Guide to Supportive Care* (Oxford Medical Publications Holland,

Barraclough, J. (2002). *Cancer and Emotion: A Practical Guide to Psycho-oncology*, 3<sup>rd</sup> Edition

**References**

Wilber, K. Grace and Grit (1991) *Spirituality and healing in the life and death*, Shambhala Publications, Inc. Boston



**SEMESTER II**

<b>Course Code:</b> MCP201 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Psychopathology</b>
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**Course Objectives:**

- To acquaint students with various manifestation of pathology amongst adults.
- To introduce the perspectives and models regarding the causation and pathogenesis of dysfunctional behaviour and mental illness.

**Learning Outcomes:**

- Differentiate disorders and be able to discuss possible causes and risk factors.
- Understanding classification systems like DSM and ICD

**Course Outline:**

- Unit I:** 15 Hours  
Classification systems in psychopathology: Models and approaches of psychopathology; Diagnostic classification systems- ICD and DSM.
- Unit II:** 15 Hours  
Schizophrenia Spectrum and Other Psychotic Disorders; Bipolar and Related Disorders; Depressive Disorders; Anxiety Disorders; Obsessive-Compulsive and Related Disorders.
- Unit III:** 15 Hours  
Trauma- and Stressor-Related Disorders; Dissociative Disorders; Somatic Symptom and Related Disorders; Sleep-Wake Disorders; Sexual Dysfunctions; Gender Dysphoria; eating disorders.
- Unit IV:** 15 Hours  
Substance-Related and Addictive Disorders; Neurocognitive Disorders; Personality Disorders; Paraphilic Disorders; Adverse Effects of Medication; Other Conditions That May Be a Focus of Clinical Attention.



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**Suggested Reading:**

*Diagnostic & Statistical Manual of Mental Disorders.* (2004).4<sup>th</sup> edition and TR. Washington: APA publication.

Dowson, J. H., & Grounds, A. T. (1995). *Personality Disorders: Recognition & Clinical Management.* Cambridge University Press.

Goldenberg (1983). *Contemporary clinical psychology.* California: Brooks/Cole Pub. Co.

Kaplan, H. J., & Saddock, B. J. (2004). *Synopsis of Comprehensive Textbook of Psychiatry.* 9th Edition. Baltimore: Williams & Wilkins

Korchin, J. (2003). *Modern clinical psychology: Principles of intervention in the clinic and community.* New Delhi: CBS.

**References**

Kronenberger, W. G., & Meyer, R. G. (1996). *The Child Clinician's handbook.* Massachusetts: Allyn and Bacon.

Mayer, R. G., & Deutsch, S. E. (1996). *The Clinician's Handbook.* 4th Edition. Massachusetts: Allyn & Bacon.



<b>Course Code:</b> MCP202 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Counselling and Psychotherapy</b>
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**Course Objectives:**

- To help develop the skills for various psychotherapeutic and counselling techniques in treating emotional problems and mental disorders.

**Learning Outcomes:**

- Demonstrate skills for various psychotherapeutic and counselling techniques in treating emotional problems and mental disorders.

**Course Outline:**

**Unit I:**

15 Hours

Counseling - Counseling skills, Counselling process, Counseling approaches and Areas of Counseling; Counseling for personal and adjustment problems., Educational counselling, Vocational guidance and career counselling, Family and marital counselling, Rehabilitation counselling, Crisis and trauma counselling, Counseling and substance abuse, Psychiatric counselling, Disability counseling.

**Unit II:**

15 Hours

A. Psychotherapy: Definition, Objectives, ethical issues. Significant variables in Psychotherapy Training of Psychotherapist, Clinical Formulation. Therapeutic Relationship: Client and Therapist characteristics, Factors Influencing Relationship. Stages of therapy; Modes of therapy: Individual, group, couples & family. Taking History and Mental status examination.

B. Psychodynamic Therapies - Psychoanalytic therapies; Brief analytic therapies; Object-relations therapies; Interpersonal approaches.

**Unit III:**

15 Hours

Humanistic & Transpersonal Therapies -Client-centred therapies; Existential therapies; Gestalt therapies; Transpersonal therapies.



**Unit IV:**

15 Hours

Behavioural & cognitive-behavioural therapies -Behavioural therapy; Cognitive therapy (Beck); Cognitive Behavior Therapy; Rational emotive behaviour therapy (Ellis).

Any other relevant therapies.

**Suggested Reading:**

Beck, J.S .(1995). *Cognitive therapy: Basic and beyond*. New York: Guilford Press.

Bellack, A. S., Hersen, M., Kazdin, A. E (1985). *International handbook of behaviour modification and therapy*. Plenum Press: NY.

Bellack, A.S &Hersen, M., (1998). *Comprehensive Clinical Psychology*, Vol 6,.Elsiever Science Ltd: Great Britian.

Ellis, A. (1970). *The essence of rational psychotherapy: A comprehensive approach to treatment*. New York: Institute for Rational Living.

Meichenbaum, D. (1985). *Stress inoculation training*. New York: Pergamon Press

Meichenbaum, D.(1978). *Cognitive-behavior modification: An integrative approach*. New York: Plenum Press.

Sharf, R.S. (2000). *Theories of Psychotherapy & Counselling*, 2nd ed.,. Brooks/Cole: USA.

**References**

Brems, C. (2001). *Basic skills in psychotherapy and counseling*. Singapore: Brooks/Cole.

Corey, G. (1996). *Theory and practice of counseling and psychotherapy* (5th ed.). Pacific Grove, CA: ThomsonBrooks/ Cole.

Smith, E.J. (2016) *Theories of Counselling and Psychotherapy: An Integrative Approach*, 2nd Edition, Singapore, Sage Publications.



<b>Course Code:</b> MCP203 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Neuropsychology</b>
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**Course Objectives:**

- To understand the fundamentals of neuropsychology, relationship of Brain-behaviour psychological disorders neuropsychology and neuropsychological testing.

**Learning Outcomes:**

- Understand the structure of the nervous system, brain and functions of different lobes
- Understand the evaluation and interventions of brain pathology.

**Course Outline:**

**Unit-I**

15 Hours

The Brain Versus Heart, Aristotle, Descartes, Darwin and Materialism; Experimental Approaches To Brain Function- Localization of Function, Localization and Lateralization of Language, Sequential Programming and Disconnection, Loss And Recovery Of Function, Hierarchical Organization And Distributed Systems In The Brain; Contributions to Neuropsychology From Allied Fields- Neurosurgery, Psychometrics and Statistical Evaluation, Brain Imaging.

**Unit-II**

15 Hours

Neuroanatomy, Nervous System, The Spinal Cord- structure and functions, CNS, PNS, The Brainstem- Hindbrain, Midbrain, Diencephalon, Forebrain, Basal Ganglia, Limbic System, Neocortex, Fissures, Sulci, and Gyri; Organization of the Sensory Systems- General Principles of Sensory-System Function, Vision, Hearing, Body Senses, Taste and Smell. Anatomical Symmetry In The Human Brain- Cerebral.

**Unit-III**

15 Hours

Occipital Lobes- Anatomy, Disorders of Cortical Function, Visual Agnosia; Parietal Lobes- Anatomy, Somatosensory Symptoms of Parietal Lobe Lesions, Symptoms of Posterior Parietal Damage, Apraxia; Temporal Lobes- Anatomy, Symptoms of Temporal Lobe Lesions, Disorders of Music and Visual Perception; Frontal Lobes- Anatomy, Symptoms of Frontal Lobe Lesions.



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#### Unit-IV

15 Hours

A. Vascular Disorders, Traumatic Brain Injuries, Epilepsy, Tumors, Headaches, Infections, Disorders of Motor Neurons and The Spinal Cord, Disorders of Sleep.

B. Neuropsychological Assessment- Rational Behind Neuropsychological Assessment, Neuropsychological Tests and Brain Activity, brain plasticity, neuropsychological retraining.

#### **Suggested Reading:**

Bryan, Kolb & Ian Q. Whishaw, (2008). *Fundamentals of Human Neuropsychology*. (6th Edition). Worth Publishers.

Pinel, P. J., (2007) *Biopsychology*. 6th edn. New Delhi, Pearson.

Harry A. Whitaker, (1998) *Neuropsychological Studies of Nonfocal Brain Damage*. New York: Springer-Verlag.

Ottoson, D., (1987) *Duality and Unity of the Brain*. London: MacMillan.



<b>Course Code:</b> MCP204 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 2	<b>Course Title</b> <b>Psychodiagnostics Lab - II</b>
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**Course Objectives:**

- The course provides students with an opportunity to develop skills in assessment, administration and scoring and interpretation of various psychological tests.

**Learning Outcomes:**

- Understand the psychometric structure of psychological test
- Administer psychological assessments relevant to client needs
- Interpret the scores obtained on the assessments
- Develop a report.

**Course Outline:**

30Hours

**Any 8 tests can be selected**

**Assessment of Intelligence and Memory**

- Colored progressive matrices (CPM)
- Standard progressive matrices (SPM)
- Advanced progressive matrices
- Wechsler's Adult Performance Intelligence Scale (WAPIS)
- Binet-Kamat test of Intelligence (BKT)
- Other tests of Intelligence - Bhatia's performance battery; WAIS, Seguin Form Board, Vineland social maturity scale, Draw a man test, PGI memory scale, Wechsler Memory Scale (WMS).

**Aptitude**

- Differential Aptitude Test (DAT)
- Comprehensive Interest Schedule (CIS)



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### **Neuropsychological Assessment**

- NIMHANS Neuropsychological Battery
- Benton Visual Retention Test
- Bender Gestalt Test

### **Suggested Reading:**

Groth – Marnat, G (2003). *Handbook of Psychological Assessment*. John Wiley & Sons Inc., Hoboken, New Jersey

### **References:**

Kaplan, R.M & Saccuzzo, D. P (2009). *Psychological testing: Principles, Applications and Issues*. 7 th Edition, Wadsworth, Belmont, USA



<b>Course Code:</b> MCP211 <b>Core/Elective:</b> Elective <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Psychology of Addiction</b>
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### Course Objectives

- To understand various factors involved in the development, maintenance and treatment of addiction.

### Learning outcomes

- Describe the diagnostic criteria for substance use and other addictive disorders.
- Demonstrate knowledge of multiple perspectives and theoretical models of addiction.
- Demonstrate knowledge of multiple treatment approaches to addictive behaviours.

### Course Outline

#### Unit-I

15Hours

Addiction - Meaning (dependence, addiction and tolerance); Classification (DSM). Theories of Addiction.

#### Unit-II

15Hours

Psychoactive Substances; Genetic influences related to substance use; Psychological management of psychoactive substance use disorder; Recovery and Relapse prevention; Support groups.

#### Unit III

15Hours

Internet and Other Addiction - Internet & Gaming Addiction; Cyber-sex Addiction, Cyber-Relations Addiction, Net Compulsions, Information Overload and Computer Addiction; pornography addiction.

#### Unit-IV

15Hours

Management of Addiction – Psychotherapy; Addiction counseling.

### Suggested Readings

Fields, R. (2013). *Drugs in Perspective: Causes, Assessment, family, Prevention, Intervention and Treatment*, (8th Edition). McGraw-Hill Companies Inc

Galanter M & Kleber HD (Eds.) (2004) *Textbook of Substance Abuse Treatment*, 3<sup>rd</sup>edition.



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Washington DC: American Psychiatric Press.

### **References**

McKim, W. A. (2013). *Drugs and Behavior*. Chapter 4: Neurophysiology, neurotransmitters, and the nervous system.

Heyman, G.M., (2015) *Opiate Use and Abuse, History of*. In: James D. Wright (editor-in-chief), *International Encyclopedia of the Social & Behavioral Sciences*



<b>Course Code:</b> MCP211 <b>Core/Elective:</b> Elective <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Organizational Mental Health</b>
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**Course Objectives:**

- To enable students to understand Importance and significance of mental health in organizations.
- To enable students to understand effects of work stress on mental health.

**Learning Outcome:**

- Understand Importance and significance of mental health in organizations.
- Able to identify effect of stress on behavioral outcomes.
- Demonstrate the understanding of the concept of psychological well-being in the context of organization.

**Course Outline:**

**Unit I:** 15Hours

Introduction: Importance of mental health in organizations; Prevalence of mental health issues in the work place; Identification & early assessment of issues; Stressors at work & Organizations; Well-being measures; organizational culture and mental health.

**Unit II** 15Hours

Impact of work stress on mental health, Productivity and Performance; Stress on behavioral outcomes - Smoking & Caffeine ingestion; Sleep disturbances; Absenteeism; Goals & Stress; Balanced commitment & resentful adaptation.

**Unit III –** 15Hours

Job stress and work- Design theories; Job characteristics model; Impact of Job control on health and wellbeing, health behaviour, home life, Personality variables.

**Unit IV** 15Hours

Psychological contract & well-being; Employee health & Flexibility at work; Impact of work stress on women; Coping; Job stress & Burnout; Well-being in 21st century.

**Suggested readings:**



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Schabracq, M.J., Winnubst, J.A.M. & Cooper, C.L (2003) *The Handbook of Work and Health Psychology*, Second Edition, John Wiley & Sons, Ltd, England



<b>Course Code:</b> MCP213 <b>Core/Elective:</b> CCC <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Introduction to Artificial Intelligence and Machine Learning</b>
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**Introduction:** The course "Introduction to Artificial Intelligence (AI) & Machine Learning (ML)" is designed to provide postgraduate students with a comprehensive foundation in two crucial domains: AI & ML by using Python programming. This interdisciplinary course aims to equip students with fundamental concepts and practical skills that are increasingly valuable in today's technology-driven world.

**Course Objectives:**

- To familiarize students with the fundamental concepts, theories, and applications of artificial intelligence. Students will gain insight into the various subfields of AI, such as machine learning, natural language processing, computer vision, and robotics.
- To introduce students to the basics of Python programming, enabling them to write code, solve problems, and understand programming constructs. This objective emphasizes building a programming foundation as a prerequisite for implementing AI algorithms.

**Learning Outcomes:**

- Students will have a clear understanding of the fundamental concepts and terminology of Artificial Intelligence, enabling them to discuss and comprehend AI-related topics.
- Students will be proficient in writing Python programs, understanding syntax, and applying programming constructs. This skill set will serve as a solid foundation for further programming endeavours.

**Course Outline:**

**Unit I:** 15 Hours

**Introduction to Artificial Intelligence:** Definition – Future of Artificial Intelligence - Characteristic of Intelligent Agents – Typical Intelligent Agents –Problem Solving Approach to Typical AI problems. Problem solving by Searching: Uninformed and informed strategies and implementation; Path planning; Constraint Satisfaction Problems (CSP).



**Unit II:**

10Hours

**Knowledge Representation:** Logical Agents– Propositional and first order Predicate logic– inference– Knowledge representation and Automated Planning– Uncertain Knowledge and Reasoning: Quantifying uncertainty– probabilistic reasoning;

**Unit III:**

10Hours

**Machine learning & AI Applications:** Machine learning basics - Learning from examples - forms of learning (supervised, unsupervised, reinforcement learning) – simple models (linear & logistic regression) - Deep Learning AI applications: Natural Language Processing - Language Models – Machine Translation; Speech Recognition; Computer Vision - Image classification.

**Unit IV:**

13Hours

**Python Programming:** Introduction-The Python Programming Language, History, features, Installing Python, Running Python program, Debugging: Syntax Errors, Runtime Errors, Semantic Errors – Experimental Debugging, Formal and Natural Languages, The Difference between Brackets, Braces, and Parentheses. Variables and Expressions Values and Types– Variables, Variable & Keywords Type conversion – Operator and Operands – Expressions–Interactive – Mode and script Mode, Order of Operations. Conditional Statements: if, if- else, nested if –else - Looping: for, while, nested-loops. Control statements: Terminating loops, skipping specific conditions.

**Unit V:**

12Hours

**Functions:** Function Calls, Type Conversion Functions, Math Functions, Adding New Definitions and Uses, Flow of Execution, Parameters and Arguments, Variables and Parameters. Strings: Strings, String Slices, Strings are immutable, and Searching–Looping–and counting String methods – the in operator–String Comparison – String operations Lists: Values and Accessing Elements, Lists are mutable, traversing a List, Deleting elements from List–, Built-in List Operators, Concatenation, In Operator, Built-in List functions and methods.

**Suggested readings:**

M.Tim Jones,(2008) “Artificial Intelligence: A Systems Approach (Computer Science)”, Jonesand Bartlett Publishers, Inc.; 1st Edition

Python GUI programming Cook book- Burkahard A Meier, Packt Publication 2nd Edition.



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S.Russell and P.Norvig, (2022).“Artificial Intelligence: A Modern Approach, PrenticeHall, 4th Edition.

**References:**

Barry, P. (2016). Head first Python: A brain-friendly guide.“O”Reilly Media, Inc.”.

Lutz, M. (2013).Learning python: Powerful object-oriented programming. “O”Reilly Media, Inc.”.

Goel, L.(2021). ” Artificial Intelligence: Concept and Applications ,Willy.

.Nilsson N.,(2009) “The Quest for Artificial Intelligence”, Cambridge University Press, 2009.



### SEMESTER- III

<b>Course Code:</b> MCP301 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Research Methodology</b>
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#### Course Objectives:

- To enable the students to understand the need and purpose of research, various types of research and its importance in overall social development.
- To deal with ethical issues involved in research.

#### Learning Outcomes:

The students will be able to understand

- The need and purpose of research, various types of research and its importance in overall social development.
- The ethical issues involved in research and importance of ethical issues in research.
- How to conceptualize a research problem; write objective and hypothesis along with design of the study?
- The various data collection techniques, both qualitative and quantitative.
- Writing a good research proposal and report as well as article for the journals.

#### Course Outline:

**Unit I:** 15Hours

Definitions of research, Steps involved in the research process. Purpose and types of research: (Basic research; applied research; action research; Quantitative and qualitative research). Criteria for good research. Ethical standards of psychological research, planning, conduction.

**Unit II:** 15Hours

Research Process: Literature review; Formulating a research question - The research problem, Sources of research problems; Considerations in selecting a research problem; The formulation of



research objectives. The study population; Establishing operational definitions, Hypothesis—definition, characteristics, types Variables: independent, dependent and extraneous variables; Normal probability curve, Hypothesis testing, limitations of hypothesis testing, probabilistic estimation, type 1 and type 2 errors.

**Unit III:**

15Hours

(a) Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.

(b) Research Designs: Meaning, purpose and principles; Experimental design, nonexperimental design, ex-post-fact design; other specialised designs like pre-post-test design, the cross-sectional design, single subject study design, the longitudinal study design, survey research, correlational design, observational design and ethnography design. Criteria for a good research design.

**Unit IV:**

15Hours

(a) Process of Data Collection: (i) Quantitative (structured questionnaire, semi-structured questionnaire and standardized test) and (ii) qualitative (informal interview, case study, in-depth interview, focus group discussion, observation, participatory rural appraisal, projective tests);

(b) Development and standardization of tool

(c) Report Writing: General Guidelines, Need for a report, Purpose of writing, Avoiding Plagiarism, Organizing information, Report writing in APA format, references in APA format References.

**Suggested Readings:**

Anastasi, A. (1998). *Psychological Testing*. 6th Ed., New York: McMillan Company.

Best, J. W. & Kahn, J.V., (2005). *Research in Education*. Prentice-Hall of India, 9th ed, EEE

Bordens & Abbott. (2013). *Research Designs and Methods*. TataMc. Graw Hill publication.

Black, T.R.,(1999) *Quantitative Research Designs for Social Science*. Thousand Oak: Sage Publications.

Broota.K.D. (1989). *Experimental Design in Behavioural Research*: New Age International. Compilation of articles for qualitative research.

Creswell, J.W., (2007). *Qualitative Inquiry, & Research Design*. Sage publications, 2<sup>nd</sup> Ed.

Cozby, P.C.,(1997). *Methods in behavioral research*. Mayfield Publishing Company, 6<sup>th</sup> Ed.



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Edwards, A.K., (1976). *Experimental Designs in Behavioural Research*. Prentice Hall Publications.

Kothari, C.R.,(2008). *Research Methodology: Methods and Techniques*. (2nd Ed), New Age International.

### **Reference**

Kenneth, B.S.& Bruce, A.B. (2013). *Research Design and Methods*. (9th Edition) New Delhi: Tata McGraw Hill Publishing Company Ltd.

Russell, B.H. (1988). *Research Methods in Cultural Anthropology*. New Delhi: Sage Publications



<b>Course Code:</b> MCP302 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Psychometry</b>
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### Course Objectives:

The main objective of this course is to impart students with:

- Acquaintance regarding the concept, techniques and psychometric properties of psychological measurement.
- To development of insight in understanding psychological measurement.
- Training to develop psychological tools of measurement independently.

### Learning Outcomes:

Understand what a psychometric test is and

- Understand why standardization is a key aspect of professional psychometrics.
- Understanding of main methodologies for test development

### Course Outline:

**Unit I:** 15Hours  
Measurement and Testing. Measurement: meaning, differences between psychological and physical, properties of scales and measures, Levels of measurement, Likert scale; Uses of scales. Testing: Nature, meaning and use of psychological tests. Characteristics of a good Psychological test. Ethical issues in use of tests.

**Unit II:** 15Hours  
Test Construction. Item response theories, Item writing, item difficulty, item discrimination, item validity, item analysis. Development of norms, interpreting test scores. Reliability and validity of tests - types and methods.



**Unit III:**

15Hours

A. Measures of central tendency - Mean, median, Mode. Measures of variability – Range, average deviation, quartile deviation, standard deviation. Correlation - Product moment correlation, partial correlation, multiple correlation. Regression – Linear, multiple. Brief introduction to factor analysis (without statistical problems).

A. One tailed and two tailed tests. Mean difference - t test, z test. ANOVA - One way and two way, ANCOVA, Post hoc comparison - Duncan's multiple range test, Tukey tests, Scheffetest, Dunnett's tests. Non parametric tests - chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients. SPSS.

**Unit IV:**

15Hours

Application of Tests. Types of tests - Individual tests, tests for special populations, group testing; self-report, projective testing and behavioural measures; speed and power tests, verbal, nonverbal and performance tests; culture fair and culture free tests. Using tests in Educational, occupational and clinical-counselling settings

**Suggested Readings:**

Anastasi A & Urbina S, (2005). *Psychological testing*. (7th ed), Pearson.

Cohen. R. J., Swerdlik. M. E., Phillips. S. M. (1996) (7th ed) *Psychological testing and assessment: an introduction to tests and measurements*. McGraw-Hill.

Kaplan, Robert M., and Dennis P. Saccuzzo. (2017). *Psychological testing: Principles, applications, and issues*. Cengage Learning.

Chadha, N K, (2009). *Applied Psychometry*. New Delhi, Sage Publications.

Garrett, H.E. & Woodworth, R.S, (1981). *Statistics in psychology and Education*. Vakils, Peffer and Simons Ltd, Bombay.

Guilford J.P & Fruchter. B, (1978). *Fundamental Statistics in Psychology and Education*. New York, McGraw Hill.

Siegel, S. (2002). *Non-parametric Statistics for the Behavioural Sciences*. New Delhi: Tata McGraw Hill.

Howell, D.C. (1992). *Statistical methods for Psychology*. California: Duxbury Press.



<b>Course Code:</b> MCP303 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Health Psychology</b>
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### Course Objectives:

- To expand student knowledge of the importance and significance of psychology in health, illnesses, and chronic health conditions. It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognitions, emotions, and behaviors within the reviewed topics, areas, and/or persons.
- To examine various medical conditions from the etiology, prevention, and treatment but through a Health Psychology perspective.
- To demand on critical thinking of the research, assigned readings, and articles that supports or contradicts a certain theoretical perspective/viewpoint

### Learning Outcomes:

- Understand the aims and scope of Health Psychology.
- Developing insight to Health psychology and various psycho-social models of health.
- To know the causes, consequences and the psycho-social impact of chronic illnesses.

### Course Outline:

#### Unit I:

15Hours

A. Introduction to Health Psychology: Concept of Health, Models of health. Scope of different branches of health Psychology. Goals of health Psychology.

B. Health Beliefs: Theoretical approaches to health beliefs - attribution theory, risk perception, self-efficacy, social cognition, action-intention gap Health-risk behaviour: addictive behaviour, eating behaviour, exercise, sexual behaviour. Health protective behaviour: diet, exercise, health screening. Changing health beliefs and preventing health problems: Attitude change and health behaviour, the health belief model, the theory of planned behavior, self-determination theory, implementation intentions, health behavior change and the brain.



**Unit II:**

15Hours

Illness and Pain: Illness and disease. Illness cognitions – Levinthal's self-regulatory model of illness cognitions; Theory of cognitive adaptation, Post-traumatic growth and benefit finding Stress and illness – developmental models of stress (Canon, Selye, Life-events theory); transactional model of stress; stress and physiology; managing stress. Chronic, non-communicable diseases (NCDs): Psychological aspects of management, Hypertension (HTN or HT), Diabetes mellitus type 2, Arthritis, respiratory infection, Reproductive health. Adolescent risk behavior, early pregnancy and intervention. Reproductive and Child Health Policy, Govt. of India.

**Unit III:**

15Hours

Essential Interventions: Trauma and pain management, emergency health psychology, terminal illness, chronic illness; and palliative care. Impact and outcome of illness on patient- illness and physical outcomes, negative emotions and illness, positive responses to illness, coping strategies (denial, avoidance, problem focused, acceptance, religious, spiritual), factors that influence recovery Impact and outcome of illness on caregivers and family – formal and informal care, expectancies from care, families as care givers, impact of giving care on the caregiver, factors that influence care outcomes Pain – Gate-control theory of pain, psychosocial factors of pain perception, outcome of pain, treatment and management of pain. Managing chronic and terminal disorders, Improving quality of health.

**Unit IV:**

15Hours

Contemporary Concerns and Future of Health Psychology: Health inequalities (geographical location and socio-economic status). Access to health care, Attitudes towards health care, Seeking and using health services, Assessment of wellness and illness using general health questionnaire, quality of life, life styles, perceived psychological well-being. Health seeking behaviour and promotion: Quality of life scales, coping scales, health indices checklist. Health promotion strategies, psychological intervention, lifestyle modification techniques, utility of relaxation and bio-feedback methods. Intervention for care providers for addressing their stress. Future trends of health psychology.



**Suggested Reading:**

Brannon, L. & Feist, J. (2009). *Health Psychology: An Introduction*. 4th Edition, Wordsworth 2009.

Deb, S. (2009). *Reproductive Health Management*. New Delhi, Akansha Publication.

Dimmates, M.R. & Martin, L.R.. (2007) *Health Psychology*. Pearson

Friedman, H.S. (1998). *Encyclopedia of Mental Health*. Academic Press

Kleinman, A. (1998). *Rethinking Psychiatry from Cultural Category to Personal Experience*. Free Press, N Y. Marks D. F. Cole Publication.

Taylor, S.E., (1999). *Health Psychology*. McGraw Hill

Boyer and Paharia, (2008). *Comprehensive Handbook of Clinical Health Psychology*, (Eds)

Morrison and Bennett, (2016). *An introduction to health psychology*. Pearson Education

Ogden J., (2012). *Health psychology: a textbook*. (5th ed), Mc-Graw Hill

Taylor S E., (2012). *Health Psychology*. (9th ed). Mc Graw Hill

Khatoon N., (2011). *Health Psychology*. Pearson

**References**

Bret A. Boyer and M. Indira Paharia (2008). *Comprehensive Handbook of Clinical Health Psychology*, John Wiley & Sons, Inc.



<b>Course Code:</b> MCP304 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Rehabilitation Psychology</b>
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**Course Objectives:**

- To understand the historical perspectives, methods and functions of rehabilitation psychologist.
- To become aware of psychological approach to rehabilitation.
- To be aware on the rehabilitation process in various areas.

**Learning Outcomes:**

- Explain and understand the historical perspectives, methods and functions of rehabilitation psychologist.
- Awareness of psychological approach to rehabilitation.
- Demonstrate understanding of rehabilitation process in various areas.

**Course Outline:**

**Unit I:**

15Hours

Definition, scope, methods and Functions of Rehabilitation Psychology, historical perspectives in Rehabilitation Psychology.

Professional Competencies of rehabilitation psychologists; nature of work settings of rehabilitation psychologists, Designing training programmes for rehabilitation psychologists; implementation of training programmes.

**Unit II:**

15Hours

Psychological Rehabilitation and Intervention - Basic principles of Psychological Rehabilitation; Assessment, diagnosis & Intervention; Psychoanalytic therapy; Behaviour therapy; Cognitive Behaviour therapy; Client Centered Therapy; Rational Emotive therapy; supportive therapy.

**Unit III:**

15Hours

Rehabilitation of Persons with Disabilities: Lifespan development of persons with disabilities, Personality traits – Psychological problems and coping styles – Role of psychologist in disability rehabilitation.



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**Unit IV:**

15Hours

Rehabilitation Process in various areas: Family and Marital Rehabilitation; Addiction Rehabilitation; Vocational Rehabilitation; Community based rehabilitation; Disaster Rehabilitation/Reconstruction.

**Suggested Reading:**

DSE (ASD) (2013) *Manual Therapeutics Rehabilitation Council of India* in Association with Kanishka Publishers and Distributors.

Golden C.J., (1984). *Current Topics in Rehabilitation Psychology*: Grune & Straton, London.

JotsmaJ.Parvadia. ( 2018). *Psycho Diagnostics*, Cyber Tech Publications

Maitreya Balsara (2014) *Tools and Techniques of Clinical Psychology*, Kanishka Publishers and Distributors.

Ravi Aggarwal (2011) *Personality Development Essential of Life Skills*, Sublime Publications



<b>Course Code:</b> MCP305 <b>Core/Elective:</b> Practicals <b>No Of Credits:</b> 2	<b>Course Title</b> <b>Practicals</b>
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Any 8 tests can be selected

30Hours

1. Illness Perceptions
2. General Health Questionnaire
3. Quality of Life
4. Well-being
5. Stress
6. Coping styles
7. Personality
8. Adjustment Scale
9. Locus of control
10. Depression Scale
11. State-Trait anxiety
12. Intelligence test
13. Child psychopathology checklist
14. Intrinsic and extrinsic motivation scale



<b>Course Code:</b> MCP311 <b>Core/Elective:</b> Elective <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Geriatric Mental Health</b>
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**Course Objectives:**

- The course aims to provide a basic idea about the various mental health problems related to old age and various aspect related to aging.

**Learning Outcomes:**

- Recognize key mental health problems related to age.
- Identify the unique health needs of older adults.

**Course Outline:**

**Unit-I** 15Hours

Introduction - Gerontology; Geriatrics; Demographic Profile of Elderly in India; Definition & Classification of Elderly; Aging and Older Adulthood; Theories of ageing; Method in Studying Aging and Older Adulthood; Biological Aspects of Aging & Health; Psychosocial aspects in ageing.

**Unit-II** 15Hours

Geriatric Issues: Problems of the Elderly; Geriatric Giants; Geriatric Syndromes; Employment & Retirement; Personality & Coping; Death, Dying & Bereavement.

**Unit III** 15Hours

Mental Health Among Elderly; Mental Health Programmes among Elderly; Health Promotion of Elderly; Significance of Diet, Exercise, Healthy Daily Routine, Sleep, and Wellbeing; Palliative Care; Old Age Homes; Deserted Elderly; Bedridden Patients; Elderly Under Institutional & Home Care; Elderly Facing Morbidity; Disability & Disaster.

**Unit-IV** 15Hours

Geriatric Care: Nutrition, Lifestyle & Health and Routine among elderly, Common Diseases faced by Elderly; Tackling with Geriatric Giants and Geriatric Syndromes; Mental Health Issues and Care strategies - Mental Health Issues & Challenges faced by Older Adults; Memory Loss;



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Dementia; Depression; Anxiety and Stress; Treatment and Care strategies; Absence of E-Literacy; Social Exclusion & Feelings of Alienation; Estrangement in Social Life.

**Suggested Reading:**

Pachana, N. A., Laidlaw, K., & Knight, B. (2011). *Casebook of Clinical Geropsychology: International perspectives on practice*. Oxford: Oxford University Press.

John W Santrock (1999) *Life Span Development*. New York: The McGraw- Hill Companies

Malcom L. Johnson (2005). *The Cambridge Handbook of Age and Ageing*. New York: Cambridge University Press

Modi (2001) *Ageing Human Development*. New Delhi: Rawat publications

Morgan, L.A. (2012). *Quality assisted living*. New York: Springer Publishing Company

McInnis-Dittrich, K. (2009). *Social work with older adults: A biopsychosocial approach to assessment and intervention*. Boston: Allyn & Bacon.



<b>Course Code:</b> MCP311 <b>Core/Elective:</b> Elective <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Community Psychology</b>
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**Course Objectives:**

- To familiarize students with theories and principles of Community Psychology.
- To apply community psychology models to mental health care and rehabilitation programs.
- To develop interventions for community mental health enhancement.

**Learning Outcomes:**

- Explain the theories and principles of Community Psychology.
- Able to develop interventions for the enhancement of the community mental health.
- Explain community-based health promotion.

**Course Outline:**

**Unit-I** 15Hours

Community psychology- nature & Scope, Core values in community psychology; Role of community psychologist; Models of community psychology.

**Unit-II** 15Hours

Concepts in Community Psychology

Prevention (Primary, secondary, tertiary prevention measures); Crisis Intervention - principles and application of crisis intervention; Consultation; Use of Non-professionals in providing community mental health care; Mental Health Education and Epidemiology of Mental Health.

**Unit III** 15Hours

A. Applied Community Psychology

Violence & aggression - Theories and management of aggression; Developing a community-centered approach to prevention of aggression and violence.

Juvenile delinquency and management of juvenile delinquents; Role of community psychology in rehabilitation of juveniles. Natural disasters; Impact of natural disasters – physical, psychosocial,



economic consequences of natural disasters; Role of community psychologists in facilitating adaptation to natural disasters.

**B. Community Psychology Applied to Mental Health Care**

Alcohol and substance abuse; Management and rehabilitation of alcohol and drug abuse from a family and community-oriented approach.

**Unit-IV**

15Hours

Community-Based Health Promotion

Community-based health promotion; Current issues in community psychology & ethics in community intervention; Community mental health in India.

**Suggested Reading:**

Korchin, S.J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. Basic Books, New York.

Levine, M., Perkins, D.D., & Perkins, D.V. (2004). *Principles of Community Psychology: Perspectives and Applications*. Oxford University Press



<b>Course Code:</b> MCP313 <b>Core/Elective:</b> CCC <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Building Mathematical Ability and Financial Literacy</b>
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**Course Objectives:**

- Master basic set theory, permutations, combinations, and mathematical logic. Apply logical reasoning to analyze propositions and conditional statements.
- Understand financial instruments like stocks, shares, loans, insurance, and income tax liabilities. Analyze data using graphical representations. Compute measures of central tendency, dispersion, correlation, and regression.
- Understand money functions, banking operations, and monetary policy tools. Evaluate the role of Reserve Bank of India and monetary policy objectives.
- Apply mathematical and statistical techniques to financial scenarios. Make informed decisions about personal finance and economic policies based on analytical reasoning.

**Course Outcomes:**

- Ability to apply set theory, permutations, combinations, and logical reasoning to solve problems effectively. Proficiency in analyzing propositions and conditional statements using mathematical logic.
- Competence in calculating cost price, profit, loss, and various financial aspects like simple and compound interest.
- Proficiency in understanding and managing financial instruments such as stocks, shares, loans, insurance, and income tax liabilities.
- Competency in analyzing and interpreting data through graphical representations. Proficiency in computing measures of central tendency, dispersion, and conducting correlation and regression analyses.



- Financial Literacy Enhancement: Understanding the functions of money, banking operations, and monetary policy tools. Ability to evaluate the role of the Reserve Bank of India and comprehend monetary policy objectives.

### Course Outline:

#### Unit-I 15Hours

**Mathematics:** Basic set theory and Permutations and combinations. Mathematical logic: Introduction, proposition and truth values, logical connectives, tautology and contradiction, logical equivalences, converse, inverse and Contra positive of a conditional statement.

#### Unit-II 13Hours

**Commercial Mathematics:** Cost price, selling price, profit and loss, simple interest, compound interest (reducing balance and flat rate of interest), stocks and shares. Housing loan and insurance, simple equated monthly installments (EMI) calculation. Income tax: simple calculation of individual tax liability.

#### Unit III 15Hours

**Statistics:** Sources of data: primary and secondary; types of data, graphical representation of data. Population, sample, variable, parameter. Statistic, simple random sampling, use of random number tables. Measures of central tendency: arithmetic mean, median and mode; measures of dispersion: range, variance, standard deviation and coefficient of variation. Bivariate data: scatter plot, Pearson's correlation coefficient, simple linear regression.

#### Unit-IV 17Hours

**Financial literacy:** Definition, Function and Theories of Money: Money and its functions -The concepts and definitions of money- Measurement of money –Advantages of money - Scheduled and Non-scheduled Banks- Commercial Banks, its functions and credit creation –High powered Money-usage of debit and credit cards - Functions of a central bank -Quantitative and qualitative methods of credit control- Bank rate policy-Cash reserve ratio - Open market operations–Statutory liquidity ratio-Repo rate–Reverse Repo rate- Selective credit control- role and functions of Reserve Bank of India-Objectives and limitations of monetary policy With special reference to India.

#### Suggested Reading:

Building Mathematical Ability, Foundation Course, University of Delhi, S. Chand Publications. J.



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Medhi. *Statistical Methods* (An Introductory text); Wiley Eastern Ltd. (latest edition).

Lewis, M. K. and P. D. (2000). *Monetary Economics*. Oxford University press, New York

**References:**

Brahmaiah, B. and P. Subbarao, (1998). *Financial Futures and Options*, Himalaya Publishing House, Mumbai.

Rangarajan, C. (1999). *Indian Economy: Essays in Money and Finance*, UBS Publishers' Distributors Ltd.



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<b>Course Code:</b> MCP314 <b>Core/Elective:</b> Internship <b>No Of Credits:</b> 2	<b>Course Title</b> <b>Internship</b>
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30Hours

The Internship is 2 credits course with 15 days duration. Students are expected to seek out clinics and institutions/rehabilitation centers/NGO's for internship. The aim of the internship is to expose students in a clinic/field setting, enhance their clinical skills and make practical use of the techniques they have learnt during the semester. Internship will provide an opportunity for the students to gain experience in field settings. An internship report and internship completion certificate are mandatory for the student to submit in the Department after completion of internship.



<b>Course Code:</b> MCP411 <b>Core/Elective:</b> Core <b>No Of Credits:</b> 16	<b>Course Title</b> <b>Dissertation</b>
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240Hours

The broad objective of dissertation work is to orient the students with application of research methods. They will complete their dissertation work within four months. Students will be allocated to a particular Faculty Member based on their choice and availability of the Faculty Member for guidance for dissertation work. Students will select their topic of research problem in consultation with the supervisor after thorough literature review, finalise the outline plan within first two weeks. Thereafter they will carry out field data collection, data analysis and dissertation report writing following a suggested format. Except the internal component, all the other evaluation should be done by both the internal and external examiners.

The dissertation should be written under the following headings:

1. Introduction
2. Aims or objectives of study
3. Review of literature
4. Material and methods
5. Results
6. Discussion
7. Conclusion
8. Summary
9. References
10. Tables
11. Annexure



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<b>Course Code:</b> MCP414 <b>Core/Elective:</b> Internship <b>No Of Credits:</b> 4	<b>Course Title</b> <b>Internship</b>
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60Hours

The Internship is 4 credits course one month duration in the fourth semester, after the 3rd semester. Students are expected to seek out clinics and institutions/rehabilitation centers/NGO's for internship. The aim of the internship is to expose students in a clinic/field setting, enhance their clinical skills and make practical use of the techniques they have learnt during the semester. Internship will provide an opportunity for the students to gain experience in field settings. An internship report and internship completion certificate are mandatory for the student to submit in the Department after completion of internship.