



**Integral University, Lucknow**

<b>Effective from Session: 2023-2024</b>							
<b>Course Code</b>	<b>CP501</b>	<b>Title of the Course</b>	<b>Advanced Psychopathology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	<b>Graduation</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	The students will understand the nature, treatment strategies of various mood disorders, the etiological factors of cognitive impairment, the physiological and psychological symptoms related to various substance abuse disorders and the application of various behavioral therapeutic techniques.						

<b>Course Outcomes</b>	
<b>CO1</b>	Students will demonstrate an understanding of depressive disorders,
<b>CO2</b>	Students will acquire knowledge of the characteristics and causes of schizophrenia.
<b>CO3</b>	Students will demonstrate an understanding of the diversity of cognitive impairment disorders.
<b>CO4</b>	Students will acquire knowledge of the classification of psychopathology in adolescents and children.
<b>CO5</b>	Students will understand the diagnosis and treatment approaches for somatoform disorders.

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	<b>Mood Disorders</b>	Depression; Depressive disorders; Major depression and dysthymia; Bipolar disorders; Manic, Depressive, Mixed; Suicide. Theoretical perspectives on depression; Causes and Treatment of depression ;	9	CO1
2	<b>Schizophrenia</b>	Schizophrenic Disorders; Characteristics and causes; Impact of schizophrenic disorders ;Types of schizophrenia; Methods of studying genetic transmission and environmental factors ;Vulnerability, resiliency and stress .	9	CO2
3	<b>Cognitive Impairment Disorders</b>	The brain: Delirium –Dementia, Amnesic disorders ;The Diversity of cognitive impairment disorders ; An integrative approach to brain disorders. Substance - Related disorders: Substance Use disorders ; Substance - Induced disorders ; Alcohol - Related disorders .	10	CO3
4	<b>Disorders of Childhood and Adolescence</b>	Historical overview; Adolescent and child psychopathology in DSM classifications. Developmental disorder: PDD, Rett Disorder, Autistic disorder; Asperger Disorder, Autism spectrum disorder (ASD); Down Syndrome; ADHD,	9	CO4
5	<b>Somatoform Disorders</b>	Conversion disorder, Somatization disorder, Body dysmorphic disorder, Pain disorder, Hypochondriasis.	8	CO5

<b>Reference Books:</b>	
Sarason, I. G. & Sarason, B.R. <i>Abnormal Psychology. The Problem of Maladaptive Behaviour</i> (8th Edn). New Delhi : Prentice Hall of India Private Ltd., 2000.	
Barlow, D.H. & Durand, V.M. <i>Abnormal Psychology</i> (2nd Edn). California : Brooks / Cole publishing co., 1999.	
Davison, G.C. & Neale, J.M. (1990): <i>Abnormal Psychology</i> . New York: John Wilay& Sons	
Coleman, J.C. <i>Abnormal psychology and modern life</i> . Bombay: D.B. Taraporevala sons & co. Pvt., 1976.	
<b>e-Learning Source:</b>	
Egyankosh	
Epathshala	

<b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b>												
<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	1	3	3	1	1	3	1	2	1	2	2
<b>CO2</b>	3	2	2	1	2	3	2	3	3	2	1	1
<b>CO3</b>	2	1	1	2	1	2	1	2	1	2	3	3
<b>CO4</b>	3	2	2	2	3	3	2	1	2	1	2	2
<b>CO5</b>	1	2	2	2	2	1	3	3	1	3	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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Integral University, Lucknow

Effective from Session: 2023-2024							
Course Code	CP507	Title of the Course	Field Practice	L	T	P	C
Year	II	Semester	III	0	0	0	4
Pre-Requisite	Graduation	Co-requisite	None				
Course Objectives	It will help the learner to critically reflect on, review the scientific basis for, and integrate what you have learned and accomplished as a psychology student and will prepare to explore the cultural, social, and ethical impact of psychological application on community and daily life.						

Course Outcomes	
CO1	Provide students with opportunities to apply the concepts learnt in the class-room to real-life situations.
CO2	Enable students to understand Research and its importance in experiential learning through Case study.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
		<ul style="list-style-type: none"> <li>Visit to an organization, community etc. to get an understanding of the same and do data collection either through questionnaire, or interview or with the help of audio-visual medium based on the identified research problems/issues.</li> <li>Student will present their findings in the form of paper for seminar discussions.</li> </ul>	40	CO1 CO2

**e-Learning Source:**

<http://155.0.32.9:8080/jspui/bitstream/123456789/1123/1/Practicum%20and%20Internship%20Textbook%20and%20Resource%20Guide%20for%20Counseling%20and%20Psychotherapy%20%28%20PDFDrive%20%29.pdf>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)												
PO-PSO- CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	2	1	2	3	3	1	2	2	2	2
CO2	2	1	2	2	2	2	2	2	2	1	1	2

1. Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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## Integral University, Lucknow

<b>Effective from Session: 2023-2024</b>							
<b>Course Code</b>	<b>CP506</b>	<b>Title of the Course</b>	<b>Practicum III</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>
<b>Pre-Requisite</b>	<b>Graduation</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	Students will be able to develop the psychological methods and exposure to clinical methods with assessment criteria and findings of scientific psychological studies to solve the practical problems.						

Course Outcomes	
<b>CO1</b>	To give the practical experience to the students in administering and scoring psychological tests and interpreting the scores.
<b>CO2</b>	To enable students to administer and interpret projective techniques
<b>CO3</b>	To enable student to administer and interpret cognitive style
<b>CO4</b>	To enable students to understand and explain aggression with the help of aggression scale
<b>CO5</b>	To enable students to measure wellbeing and interpret the scores.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Projective Techniques I	Thematic Apperception Test	8	CO1
2	Projective Techniques II	Rorschach Inkblot Test	8	CO2
3	Cognitive Style	Cognitive Style Inventory	8	CO3
4	Aggression	Aggression Scale	8	CO4
5	Wellbeing	General wellbeing scale	8	CO5

<b>Reference Books:</b>	
1.	Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas.
2.	Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing.
3.	Anne Anastasi (1968). Psychological Testing
<b>e-Learning Source:</b>	
<a href="https://pubmed.ncbi.nlm.nih.gov/836483/">https://pubmed.ncbi.nlm.nih.gov/836483/</a>	
<a href="https://www.verywellmind.com/what-is-the-minnesota-multiphasic-personality-inventory-2795582">https://www.verywellmind.com/what-is-the-minnesota-multiphasic-personality-inventory-2795582</a>	

CO	PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1		2	3	2	2	3	3	1	3	3	2	3	3
CO2		3	2	3	3	1	3	3	2	3	3	3	1
CO3		3	2	2	3	2	3	3	3	2	3	3	3
CO4		3	3	3	3	3	2	2	3	3	1	2	2
CO5		2	3	3	2	1	2	2	3	3	2	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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**Integral University, Lucknow**

<b>Effective from Session: 2022-2023</b>							
<b>Course Code</b>	<b>CP505</b>	<b>Title of the Course</b>	<b>Emotion and Implications</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	<b>Graduation</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	To help students to understand thoroughly the concept and importance of emotions, and enable them for managing emotions in self and others for a happy and Healthy Life.						

<b>Course Outcomes</b>	
<b>CO1</b>	Student will learn the concept and different theories of emotions
<b>CO2</b>	Students will be able to understand the importance of positive emotions
<b>CO3</b>	Students will understand negative emotions and its expected outcomes on health and wellbeing
<b>CO4</b>	They will learn different techniques and intervention to transform negative emotions
<b>CO5</b>	The will learn the implications of positive emotions

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Introduction	Nature, Concept, Classification and Theories	8	CO1
2	Positive Emotions	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions), processes of positive emotion , Broaden-and-Build Theory of Positive Emotions	11	CO2
3	Negative Emotions	Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness, Guilt, Anxiety & Sadness), Understanding processes of negative emotions	10	CO3
4	Transforming Emotions	Moving from negative to positive emotions, Interventions and therapies	8	CO4
5	Implications	Positive Emotions and health and wellbeing	8	CO5

**Reference Books:**

- Daniel Goleman (1998) Working with Emotional Intelligence
- Victor Frankl (2000) Man’s Search for meaning
- Belavkin R.V. (2003) The Role of Emotion in Problem Solving

**e-Learning Source:**

- Egyankosh
- Epathshala

<b>CO</b>	<b>PO- PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>		2	3	2	2	3	3	1	3	3	2	3	3
<b>CO2</b>		3	2	3	3	1	3	3	2	3	3	3	1
<b>CO3</b>		3	2	2	3	2	3	3	3	2	3	3	3
<b>CO4</b>		3	3	3	3	3	2	2	3	3	1	2	2
<b>CO5</b>		2	3	2	1	2	2	3	3	3	2	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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**Integral University, Lucknow**

<b>Effective from Session: 2022-2023</b>							
<b>Course Code</b>	<b>CP504</b>	<b>Title of the Course</b>	<b>Neuropsychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	<b>Graduation</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	To provide knowledge and understanding of brain, mind and behavior relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples						

<b>Course Outcomes</b>	
<b>CO1</b>	Enable student to understand the concept, its historical perspective and its domains
<b>CO2</b>	Help students to know different techniques of brain mapping.
<b>CO3</b>	Enable students to have a better understanding of neuropsychological assessment
<b>CO4</b>	Helps students to learn about the neurological deficit, its recovery and rehabilitation
<b>CO5</b>	To facilitate a dynamic understanding of the field by discussing neuroimaging techniques, case examples, current researches

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Introduction	Definition and Description, Neuropsychology and other discipline, Domains and Historical Perspective	9	CO1
2	Methods of Investigating Brain	Electrophysiological procedures; Neuroimaging techniques	8	CO2
3	Neuropsychological Assessment:	Neuropsychological Assessment Batteries, Tests, Interviews, Observation; Neuropsychological Assessment of Everyday Activities; Process approach to Neuropsychological Assessment	10	CO3
4	Deficits, Recovery, Adaptation and Rehabilitation:	Neuropsychological deficits in stroke, head injury, tumors, epilepsy; Brain Reorganization and Plasticity; Spontaneous Recovery; Neuropsychological Rehabilitation	10	CO4
5	Emerging Research	Emerging Research Areas	8	CO5

<b>Reference Books:</b>	
1.	Gupta, Ashum & Naorem, T. (2003). Cognitive retraining in epilepsy. Brain Injury, 17,2, 161-174.
2.	Pinel, J.P. (2006). Biopsychology. Pearson Education, Inc. (Chapters 10 & 16 ).
3.	Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). Principles of neuropsychology. Thompson: Wadsworth.
4.	Klein, S.B., & Thorne, B.M. (2007). Biological Psychology. Worth Publishers. (Chapters 3 & 13)
5.	Gupta, Ashum (2006). Cognitive rehabilitation: A multimodal approach. Journal of Indian Health Psychology, 1 (1), 98-106.
<b>e-Learning Source:</b>	
Egyankosh	
EPathshala	

<b>CO</b>	<b>PO-PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>		2	3	2	2	3	3	3	3	3	3	3	3
<b>CO2</b>		3	3	3	3	3	3	3	2	3	3	3	1
<b>CO3</b>		3	3	3	3	2	3	3	3	3	3	3	3
<b>CO4</b>		3	3	3	3	3	2	3	3	3	1	2	2
<b>CO5</b>		3	3	3	3	3	2	3	3	2	2	3	3

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HOD</b>
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## Integral University, Lucknow

<b>Effective from Session: 2023-2024</b>							
<b>Course Code</b>	CP503	<b>Title of the Course</b>	Gerontology: Exploring the Dynamics of Aging	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	II	<b>Semester</b>	III	4	0	0	4
<b>Pre-Requisite</b>	Graduation	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	This paper will help the students to understand the history and theoretical aspects of gerontology and different aspects of old age.						

Course Outcomes	
<b>CO1</b>	.Understanding the basics of Gerontology.
<b>CO2</b>	To help students learn different theoretical concept of Gerontology.
<b>CO3</b>	Understand the community and old age situations.
<b>CO4</b>	Student will able to know mental health and wellbeing of old age.
<b>CO5</b>	Understand the issues related to Retirement.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Introduction</b>	A demographic profile of the aged; history of Gerontology; growth of gerontology – current status of research in gerontology – future of gerontology.	8	CO1
2	<b>The Scientific study of the aged</b>	Scientific study of the age; life periods: theories in gerontology; Personality theory role theory Phenomenological theory.	8	CO2
3	<b>Sexuality in old age</b>	Developmental Psychology: Motor performance; Mental functioning: Psychological reactions to aging. Environment: Home and Community; Definition of environment; environment of the aged; Age segregation and age integration	10	CO3
4	<b>Psychology of aged</b>	Developmental Psychology: Motor performance; Mental functioning: Psychological reactions to aging. Environment: Home and Community; Definition of environment; environment of the aged; Age segregation and age integration.	10	CO4
5	<b>Retirement and leisure</b>	Definition of retirement: Impact of retirement: Public facilities as source of Leisure. Education; Educational attainment of the aged; influence of educational attainment on the aged.	9	CO5

<b>Reference Books:</b>	
Richard C.Grandall : Gerontology:A Behavioural Science Approach, Reading	
Braverley E.Virginia (1975). “Shenanigans and skullduggery in the marketplace” geriatrics 30(9): 137 -150.	
Harris,Chales S 1978.Fact Book on aging A profile of American’s Older population,Washington,D.C.National Council on the Aging.	
<b>e-Learning Source:</b>	
Egyankosh	
EPathshala	

Course Articulation Matrix: (Mapping of COs with POs and PSOs)												
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	3	1	1	3	1	2	1	2	2
CO2	3	2	2	1	2	3	2	3	3	2	1	1
CO3	2	1	1	2	1	2	1	2	1	2	3	3
CO4	3	2	2	2	3	3	2	1	2	1	2	2
CO5	1	2	2	2	2	1	3	3	1	3	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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**Integral University, Lucknow**

<b>Effective from Session: 2023-2024</b>							
<b>Course Code</b>	<b>CP502</b>	<b>Title of the Course</b>	<b>Clinical Assessment and Diagnosis</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	<b>Graduation</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	The students will understand the essential features of diagnostic criteria of mental disorders. and the use of various screening tests to identify different disorders.						

<b>Course Outcomes</b>	
<b>CO1</b>	Understand the nature and scope of diagnostic assessment in the field of clinical psychology
<b>CO2</b>	Understand the significance of interview, case history and observation in the assessment process.
<b>CO3</b>	Understand the diagnostic utility of intelligence tests, including scatter analysis
<b>CO4</b>	Understand the development, and administration of psychiatric rating scales for anxiety and depression .
<b>CO5</b>	Understand the measurement of Adjustment and mental health

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	<b>Introduction</b>	Nature and scope; Process and different stages of diagnostic assessment; Historical overview of psychodiagnostic; Ethical Issues in Assessment	8	CO1
2	<b>Clinical Assessment</b>	Definition and purpose; The art and science of interviewing, Interview and its types- intake, crisis, diagnostic interview; mental status examination; case history; Observation and Report writing. Behavioral assessment – Nature, objectives, and methods used.	10	CO2
3	<b>Assessment of Intelligence</b>	The Stanford-Binet Scale of intelligence, WAIS-IV, WISC-V; Diagnostic utility of intelligence tests – scatter analysis.	8	CO3
4	<b>Assessment of Anxiety and Depression</b>	Hamilton anxiety scale: Development; Scoring and interpretation. State – Trait Anxiety Inventory; Development; Administration and Scoring; Interpretation –;Case examples. Hamilton Rating Scale; development; Scoring and interpretation; Case examples. Beck depression inventory; Development; Scoring and interpretation – Case examples. Children's Depression Inventory (CDI),	10	CO4
5	<b>Assessment of Adjustment and Mental Health</b>	Mental health analysis; Description; Scoring; Measure of Adjustment; Description; Reliability; Validity; Norms and Scoring, Psycho Physiological Assessment: Demonstration of bodily assessment by Bio Feedback Galvanic Skin Response (GSR).	9	CO5

**Reference Books:**

- Freeman, F.S.(1965). Theory and Practice of Psychological Testing (3rd Edn). Oxford & IBN Publishing co.
- Psychiatric Rating Scales (1975) (Vol.III) Self – Report Rating Scales. Hoffmann - La Roche Inc.
- Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks & Cole.
- Gale, H.A. & Barran , A. R. (2004). Essential of Stainford – Binet intelligence Scale (SB5) Assessment. John Wiley & Sons.Inc.
- Prasd, D., & Verma, S.K. (1990). Handbook of PGI Battery of Brain Dysfunction. National Psychological corporation, Agra.

**e-Learning Source:**

Egyankosh  
Epathshala

<b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b>												
<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	1	3	3	1	1	3	1	2	1	2	2
<b>CO2</b>	3	2	2	1	2	3	2	3	3	2	1	1
<b>CO3</b>	2	1	1	2	1	2	1	2	1	2	3	3
<b>CO4</b>	3	2	2	2	3	3	2	1	2	1	2	2
<b>CO5</b>	1	2	2	2	2	1	3	3	1	3	1	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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