

# CHILDRENS UNIVERSITY COURSE TEMPLATE

## 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :Clinical Psychology</b>	
<b>Course Code:</b> MAPSYEC-404 A	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Elective Core/Elective/Foundation	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> IV

## 2. Course Objectives

1. To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
2. To orient students to major theoretical models which guide clinical psychological practice and Research.
3. To orient about clinical assessment process and its applications in various domains.

## 3. Course Content

<b>Unit</b>	<b>Topics</b>	<b>Content/ Fundamental Concepts</b>	<b>Unit wise SLO</b>
1.	Foundations of Clinical Psychology	1.1 Historical background: Early & recent history 1.2 Nature of discipline: Theory and research 1.3 Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.	To inform student about Foundations of Clinical Psychology.

2.	Psychodynamic approach	2.1 Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology 2.2 Understanding psychological defences, regression, and the true and false self-systems	Students will know about Psychodynamic approach.
3.	Other major approaches	3.1 Behavioural and cognitive-behavioural 3.2 Humanistic 3.3 Existential 3.4 Family systems 3.5 Biological 3.6 Attempt at integration: Bio-psycho-social	Students will know about Humanistic, Existential, Family systems and Biological approaches.
4.	Clinical assessment	4.1 Rationale and planning 4.2 Clinical interviewing 4.3 Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic	Students will Know about Clinical assessment.

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

## 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

## 6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- IV
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March	Unit-IV	

## 7. Recommended learning Resources

1. Handouts
2. Textbooks/e books
3. Reference books
4. Online Resources
5. Question Bank

## 8. Reference Book

1. Aiken, L. R. (2000). *Psychological testing and assessment* (10th ed.). Boston: Allyn& Bacon.
2. Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi, India: Pearson Education.
3. Fernandes-Ballesteros, R. (Ed.) (2003). *Encyclopedia of psychological assessment* (Vol. I & II). New Delhi, India: Sage.
4. Freeman, F. S. (1965). *Theory and practice in psychological testing* (3rd ed.). New Delhi, India: Oxford and IBH.
5. Gregory, R. J. (2000). *Psychological testing: History, principles, and applications* (3rd ed.). Boston: Allyn & Bacon.
6. Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Delhi, India: Pearson Education.

7. Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.
8. Holt, R. R. (Ed.) (1984). *Diagnostic psychological testing* (Revised edition). New York: International Universities Press.
9. Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). New Delhi, India: Asian Books Pvt. Ltd.
10. Koocher, G. P., Norcross, J. C., & Hill, S. S. (Eds.) (1998). *Psychologists' desk reference*. Oxford: Oxford University Press.
11. Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology*. New Delhi, India: Sage.
12. Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.
13. Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.
14. Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> School Psychology	
<b>Course Code:</b> MAPSYEC-404 B	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Elective Core/Elective/Foundation	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> IV

## 2. Course Objectives:

1. To define educational psychology and state its role.
2. To list characteristics of a good teacher and identify specific skills of Intentional teachers.
3. To give examples of research findings in Educational Psychology that contributes to effective teaching.
4. To apply elements of teacher planning and classroom organization that help prevent discipline problems.
5. To observe the ways that teacher can communicate effectively with their students at occurring of problem.

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Teacher, Teaching and Educational Psychology	1.1 The Role of Educational Psychology. 1.2 Do Teachers Make a Difference? 1.3 What is Good Teaching? 1.4 What do Expert Teachers Know? 1.5 Beginning Teachers Using Research to Understand and Improve Teaching	Recognize does teaching matter?  Explain about good teaching.  Debate that what do expert teachers knows?  Discuss about greatest concerns of beginning teachers.  Indicate that why should I study educational Psychology. Apply appropriate method to understand and improve teaching.

2.	Cognitive Views of Learning	<p>2.1 The Importance of Knowledge in Learning</p> <p>2.2 The Information Processing Model of Memory</p> <p>2.3 Long –Term Memory: The Goal of Teaching</p> <p>2.4 Storing and Retrieving Information in Long-Term Memory</p> <p>2.5 Meta-cognition, Regulation and Individual Differences</p>	<p>Review the role of knowledge in learning</p> <p>Sketch and describe the human information processing model of memory.</p> <p>Compare and distinguish among declarative, procedural and conditional knowledge.</p> <p>Estimate that why do student forget what they have learned?</p> <p>Identify the role of Metacognition in learning and remembering.</p>
3.	Creating Learning Environment	<p>3.1 The Need for Organization</p> <p>3.2 Creating a Positive Learning Environment</p> <p>3.3 Maintaining a Good Environment for Learning</p> <p>3.4 The Need for Communication</p>	<p>Organize the special managerial demands of class rooms and the needs of students of different ages.</p> <p>Establish a list of rules and procedures for a class.</p> <p>Arrange the physical environment of the class room to fit for learning goals and teaching methods.</p> <p>Explain and apply two different approaches for dealing with a conflict between a teacher and a student.</p>
4.	Teaching for Self-Regulation, Creativity and	<p>4.1 Self-Regulation and Agency</p> <p>4.2 Creativity and learning</p> <p>4.3 Social and Emotional Learning</p>	<p>Name the factors that facilitate self-regulated learning.</p> <p>Define the creativity produce some ideas about creativity.</p>

	Tolerance	4.4 Compassion and Tolerance 4.5 Creating a Learning Community	<p>Recognize and relate to emotional intelligence and social &amp; emotional learning.</p> <p>Determine that why is compassion and tolerance important in school?</p> <p>Create a learning community in his/her class room as a teacher in future.</p> <p>Demonstrate that how can cooperative learning strategies promote academic and social development.</p>
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#### 4. Course Teaching & Learning Activities

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#### 5. Assessment Schemes (including rationale)

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#### 6. Course Schedule

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## **7. Recommended learning Resources**

1. Handouts
2. Textbooks/e books
3. Reference books
4. On Line Resources
5. Reading Bank
6. Question Bank

## **8. Reference Book**

Anita Woolfolk (2004): Educational Psychology (Ninth Edition), Pearson Education, Delhi.



# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Dissertation	
<b>Course Code:</b> MAPSYEC-404 C	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Elective Core/Elective/Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> IV

## 2. Course Objectives

- With a view to facilitating creativity and promoting skills in planning and conducting Psychological Studies, student may offer Dissertation in Psychology as Optional Paper in place of Semester IV.

## 3. Course Content

The student may choose topic of child Psychological studies as the subject of Dissertation. The topic and title of Dissertation should be submitted to the University by students before 31st of December through the Guide and Head of the Department of Children's University, as the case may be.

The student will have to submit Four Computer Printed copies of his/her Dissertation before two week the start of the University Examination of M.A. Semester IV to the Controller of Examination, Children's University, Gandhinagar for this purpose.

## **Marking Scheme**

Total Marks are: 100.

Distribution of Marks is as follow:

Dissertation:                70 (External Examination)

Viva:                            30 (External Examination)

The Dissertation will be examined by two examiners, one internal (Guide) and other external and the average of the Marks given by two examiners will be the final marks.

The Viva will be conducted by two examiners who have examined the Dissertation of the student concerned.