

**Anekant Education Society's**  
**Tuljaram Chaturchand College of Arts, Science and Commerce,**  
**Baramati**  
Autonomous  
Course Structure for M.A.-II Semester-IV Psychology  
(2019 Pattern)

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
III	PSY 5401	Motivation and Emotion	04
	PSY 5402	Psychopathology-II	04
	PSY 5403	Psychotherapies	04
	PSY 5404	Practicum: Case Studies	04

**Syllabus (CBCS) For M.A. Psychology**  
**(Effective from academic year 2020-2021)**  
Choice Based Credit System Syllabus (2019 Pattern)

**Class:** M.A. II (Semester – IV)

**Course Code:** PSY5401

**Credit:** 04

**Title of the Course:** Motivation and Emotion

**No. of Lectures:** 40

**A) Course Objectives:**

To acquaint the students with:

1. To provide comprehensive overview of the major theories of motivation and emotion
2. To create awareness about the role of biological factors in motivation and emotion.
3. To emphasize the importance of positive and negative emotions in human life.
4. To identify how cultural and social factors impact individual and group motivation and emotional experiences.
5. To Examine the Role of Stress and Coping Mechanisms.
6. To Explore Emotional Intelligence.
7. To Evaluate the Role of Emotion in Social Behaviour.

**B) Course Outcomes:**

- CO1. Students will be familiar with major theories of motivation and emotion.
- CO2. Students will understand the interplay between biological and psychological factors in shaping motivation and emotional responses.
- CO3. Students will understand the importance of positive and negative emotions in human life.
- CO4. Students will be able to identify how cultural and social factors impact individual and group motivation and emotional experiences.
- CO5. Students will be able to analyse the impact of stress on motivation and emotions and identify effective coping mechanisms.
- CO6. Students will understand the concept of emotional intelligence and its relevance in personal and professional settings.
- CO7. Students will analyse the impact of emotions on social interactions, empathy, cooperation, and conflict resolution.

**UNIT-I FOUNDATIONS OF MOTIVATION**

**[10]**

1.1 Concepts and Components of Motivation

1.2 Different Approaches of Motivation and Emotion: Physiological, Ethological, Cognitive, Social and Developmental

1.3 Brain and Other Mechanisms of Hunger, Thirst, Sleep and Sex

1.4 Aggression and social attachment

## **UNIT-II THEORIES AND APPLICATIONS OF MOTIVATION**

**[10]**

2.1 Classical Theories: Murray, Atkinson, Maslow, and McClelland

2.2 Motivation in the Psychotherapy

2.3 Motivation in the work

2.4 Motivation in the Education

2.5 Motivation in the Exercise and Physical Activity

## **UNIT-III FOUNDATIONS OF EMOTION**

**[10]**

3.1 Concepts and Components of Emotion

3.2 The Influence of Culture on Emotional Expression

3.3 Biological bases of emotions – ANS, endocrine system, immune system,

3.4 Cerebral lateralization of cognition and emotion

3.5 Psycho-physiological measures

## **UNIT-IV THEORIES AND INTERVENTIONS OF EMOTION**

**[10]**

4.1 Physiological and Psychological Theories of Emotion

4.2 Negative emotions: Etiology and correlates

a. Anger: Causes, State Trait model and its relation to health

b. Depression: Conceptualization and its relations to health

4.3 Stress: Immunity, illness, coping, and anxiety: State Trait Model and its relation to health and performance

4.4 Positive emotions and related interventions: Fredrikson's Broaden and Build theory of positive emotions and optimism

4.5 Emotional intelligence: Models, measurement and correlates.

## Reference Books

1. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
2. Buck, R. (1976). *Human Motivation and Emotion*, New York: Wiley.
3. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4<sup>th</sup>Edn. Wiley: India.
4. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality*.
5. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
6. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
7. Endler, N.S., & Magnusson, D. (1976). *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
8. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
9. Ryckman, R.M. (1978). *Theories of Personality*. D. Van Nostrand Company: New York.
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11. Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
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21. Kuppaswami, B. (1985). *Elements of ancient Psychology*. Delhi: Vani Educational Books.
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24. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
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26. John Wiley & Sons.
27. Ekman, P. & Davidson, R.J. (1995). *The nature of emotion: Fundamental questions*. NY: Oxford University Press.
28. Taylor, S. (1999). *Health psychology*. ND: McGraw-Hill.

29. Aamodt, M. G. (2010). *Industrial/organizational psychology: An applied approach (6th Ed.)*. U.S.A.: Wadsworth Cengage Learning.
30. Ryan, R. M. (2012). *The Oxford Handbook of Human Motivation*. Oxford University Press.
31. Gorman, P. (2004). *Motivation and Emotion*. Routledge Publication, New-York.
32. Driscall, K. A. et al. (2004). *Simple treatments for complex problems: A systematic cognitive behaviour analysis approach to psychotherapy*. New Jersey: Lawrence Elbaum Associates, Publishers.
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### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. II (Semester – IV)

**Subject:** Psychology

**Course:** Motivation and Emotion

**Course Code:** PSY5401

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1						3		3
CO 2	3					2		
CO 3				3				2
CO 4						3		
CO 5				2			3	
CO 6					3			
CO 7		3	3					

## **Justification for the Mapping**

### **PO1: Research-Related Skills and Scientific Temper**

CO2: Students understanding the interplay between biological and psychological factors requires them to engage with scientific literature, research methodologies, and critical thinking.

### **PO2: Effective Citizenship and Ethics**

CO7: Analysing the impact of emotions on social interactions, empathy, cooperation, and conflict resolution involves understanding ethical considerations and effective citizenship.

### **PO3: Social competence and Communication skills**

CO7: Analysing the impact of emotions on social interactions requires effective communication skills and social competence.

### **PO4: Disciplinary Knowledge**

CO 3& CO5: Both course outcomes are directly related to building disciplinary knowledge in the field of motivation and emotion.

### **PO5: Personal and Professional Competence**

CO6: Understanding emotional intelligence and its relevance in personal and professional settings directly contribute to personal and professional competence.

### **PO6: Self-directed and Life-long learning**

CO1, CO2 & CO4: Developing an understanding of various aspects of motivation and emotion equips students with the skills for self-directed and life-long learning in the field.

### **PO7: Environment and Sustainability**

CO5: Analysing the impact of stress on motivation and emotions includes understanding sustainable coping mechanisms for well-being.

### **PO8: Critical Thinking and Problem Solving**

CO1 & CO3: Both course outcomes involve critical thinking skills in understanding and applying concepts related to motivation and emotion.

**Class:** M.A.II (Semester-IV)  
**Course Code:** PSY5402  
No. of Lectures: 40

**Subject:** Psychology  
**Title of the Course:** Psychopathology-II

**A) Course Objectives:**

1. Understand the spectrum and diversity of sexual and gender variants.
2. Identify and analyze the psychological and emotional effects of sexual abuse.
3. Explore various treatment modalities for addressing substance-related issues.
4. Examine the impact of personality disorders on interpersonal relationships.
5. Investigate the causes, treatment, and preventive measures for neurocognitive disorders.
6. Encourage critical thinking by evaluating strengths, weaknesses, and applicability of different psychopathological perspectives in explaining mental health conditions.
7. Highlight the importance of ethical practices and cultural sensitivity in diagnosing, treating, and understanding mental health issues.

**B) Course Outcomes:**

CO1. Students will demonstrate comprehension of diverse sexual and gender identities and expressions.

CO2. Learners will assess the psychological impact of sexual abuse on victims and society.

CO3. Students will demonstrate an understanding of diverse treatment options for substance-related disorders.

CO4. Students will evaluate the effect of personality disorders on social interactions and personal well-being.

CO5. Learners will assess the multifactorial causes of neurocognitive disorders and prevention strategies.

CO6. Demonstrate critical thinking by evaluating and comparing different psychopathological perspectives in their application to mental health.

CO7. Understand the significance of cultural sensitivity and ethical considerations when dealing with mental health issues and diverse populations.

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**UNIT-I SEXUAL VARIANTS, ABUSE AND DYSFUNCTIONS**

**[10]**

- 1.1 Sexual and Gender Variants
- 1.2 Sexual Abuse
- 1.3 Sexual Dysfunctions

#### 1.4 Gender Dysphoria

### **UNIT-II SUBSTANCE-RELATED DISORDERS**

[10]

- 2.1 Depressants and Stimulants
- 2.2 Opioids, Cannabis and Hallucinogen Related Disorders
- 2.3 Etiology of Substance Related Disorders
- 2.4 Treatment of Substance Related Disorders

### **UNIT-III PERSONALITY DISORDERS**

[10]

- 3.1 Definition and Aspects of Personality Disorders
- 3.2 Cluster-A: - Paranoid, Schizoid, Schizotypal Personality Disorder
- 3.3 Cluster-B: - Antisocial, Borderline, Histrionic and Narcissistic Personality Disorder
- 3.4 Cluster-C: - Avoidant, Dependent and Obsessive-Compulsive Personality Disorder

### **UNIT-IV NEUROCOGNITIVE AND MENTAL DISORDERS**

[10]

- 4.1 Major and Mild Neurocognitive Disorders
- 4.2 Etiology, Treatment and Prevention of Neurocognitive Disorder
- 4.3 Internet Gaming Disorder
- 4.4 Suicidal Behavior Disorder & Non-suicidal Self injury  
Disorder Suicide- Types, causes and treatment

### **BOOKS FOR READING:**

1. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). Abnormal psychology: Current perspectives (9th ed.). Delhi: Tata McGraw-Hill.
2. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM5 (5th Ed)
3. Barlow, D.H. & Durand, V.M. (1999). Abnormal psychology (2nd ed.). Pacific Grove: Books/Cole.
4. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
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8. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8th Ed) Houghton Mifflin Company.
9. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt.Ltd. Pearson Education.

## Mapping of Program Outcomes with Course Outcomes

**Class: M.A.II (Semester-IV)**  
**Course Code: PSY5402**

**Subject: Psychology**  
**Course: Psychopathology-II**

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1				3	3				
CO 2						3			
CO 3	3								
CO 4			3		3				
CO 5				3					
CO 6								3	
CO 7		3							

### Justification for the Mapping

**PO1: Research-Related Skills and Scientific temper:**

**CO3:**Demonstrating an understanding of diverse treatment options for substance-related disorders showcases research-related skills and scientific temper, contributing to evidence-based practices in the field.

**PO2:Effective Citizenship and Ethics:**

**CO7:**Understanding the significance of cultural sensitivity and ethical considerations in mental health aligns with effective citizenship and ethics, promoting responsible and respectful practices when working with diverse populations.

**PO3:Social competence and communication skills:**

**CO4:**Evaluating the effect of personality disorders on social interactions aligns with social competence and communication skills, enhancing awareness of the interpersonal challenges associated with such disorders.

**PO4:Disciplinary Knowledge:**

**CO1:**Demonstrating comprehension of diverse sexual and gender identities aligns with disciplinary knowledge, fostering an inclusive understanding of human experiences.

**CO5:**Assessing multifactorial causes of neurocognitive disorders and prevention strategies corresponds with disciplinary knowledge, emphasizing a comprehensive approach to understanding and addressing these complex conditions.

**PO5: Personal and professional competence:**

**CO2:** Applying psychopathological perspectives to analyze cases integrates theoretical knowledge with personal and professional competence, enhancing the ability to explain observed behaviors.

**CO4:** Developing proficiency in assessing and interpreting clinical presentations aligns with disciplinary knowledge, fostering a deeper understanding of mental health disorders.

**PO6: Self-directed and Life-long learning:**

**CO2:** Assessing the psychological impact of sexual abuse reflects a commitment to self-directed learning and lifelong knowledge acquisition, contributing to a holistic understanding of victim experiences and societal implications.

**PO8: Critical Thinking and Problem Solving:**

**CO6:** Demonstrating critical thinking in evaluating psychopathological perspectives enhances problem-solving skills, enriching the application of theoretical knowledge to diverse mental health scenarios.

**Class:** M.A.-II (Semester – IV)  
**Course Code:** PSY 5403  
**Credit:** 04

**Title of the Course:** Psychotherapies  
**No. of Lectures:** 40

**A) Course Objectives:**

1. To acquaint students with various psychotherapies and their basic procedures.
2. To introduce students to the effectiveness of specific psychotherapies in solving specific problems.
3. Analyze and compare the major schools of psychotherapy in terms of their theoretical principles and techniques.
4. Explore the historical development and theoretical foundations of various psychotherapeutic approaches.
5. Identify key figures and key moments in the evolution of psychotherapies.
6. Acquire basic knowledge of clinical assessment, diagnosis and treatment planning in the context of psychotherapies.
7. Practice basic therapeutic skills, such as active listening, empathy, and building rapport.

**B) Course Outcomes:**

CO1. Students will be able to demonstrate a broad understanding of various psychotherapies and their basic processes

CO2. Students will be proficient in evaluating and selecting specific psychotherapeutic interventions designed to address specific psychological problems.

CO3. Students will compare and contrast the main psychotherapeutic methods with their underlying principles and techniques.

CO4. Students will summarize the historical and theoretical foundations of psychotherapy.

CO5. Students will critically analyze and discuss case studies illustrating the use of various psychotherapeutic methods.

CO6. Students will be able to apply the basic principles of clinical assessment and treatment planning in a psychiatric context

CO7. Students will have developed and demonstrated mastery of basic therapeutic skills, including active listening, empathic communication, and relationship building.

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**UNIT-1 INTRODUCTION TO PSYCHOTHERAPIES [10]**

- 1.1 Nature and Definition of Psychotherapies
- 1.2 Psychotherapeutic Basic Skills
- 1.3 Psychoanalytic Therapies: Classical & Modern
- 1.4 Psychodynamic Therapies
- 1.4 Transactional Analysis

**UNIT-2 BEHAVIOR THERAPY [10]**

- 2.1 Definition, History & four areas development of behavior therapy
- 2.2 Systematic Desensitization & Flooding, Implosive Therapy, Social skills training, self modification
- 2.3 Bio-Feedback Technique
- 2.4 Assertiveness Training

**UNIT-3 COGNITIVE, HUMANISTIC AND EXISTENTIAL THERAPIES [10]**

- 3.1 Cognitive Therapies: A) REBT, B) Mind-fullness & REBT C) Beck's Cognitive Therapy
- 3.2 Roger's Client Centered Therapy
- 3.3 Gestalt Therapy
- 3.4 Logo Therapy & Reality Therapy

**UNIT-4 MULTIMODAL AND EASTERN THERAPIES [10]**

- 4.1 Lazarus Multimodal Therapy
- 4.2 Yoga and Vipassana
- 4.3 Psychodrama, role play, Music and dance therapy
- 4.4 Family and Couple Therapy

**REFERENCE BOOKS**

1. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4<sup>th</sup>Edn. Pearson Education: India.
2. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
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11. Rama,S. &Ballentine, R. &Ajaya, S.(1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan International Inst.
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14. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
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### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A.-II (SEM-IV)

**Subject:** Psychology

**Course Code:** PSY 5403

**Title of the Course:** Psychotherapies

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1				2					
CO 2				3					
CO 3				3					
CO 4									
CO 5									
CO 6					2				
CO 7			3						

### Justification for the Mapping

#### **PO3: Social Competence and Communication Skills**

CO7: Students will have developed and demonstrated basic therapeutic skills, including active listening, empathic communication, and relationship building.

Justification: Course Outcome 7 directly addresses social competence and communication skills, as students are expected to master the therapeutic communication skills necessary for effective psychotherapy.

**PO4: Disciplinary knowledge**

CO1: Students will be able to demonstrate a broad understanding of various psychotherapies and their basic processes.

CO 2: Students will be proficient in evaluating and selecting specific psychotherapeutic interventions designed to address specific psychological problems.

CO3: Students will compare and contrast major psychotherapeutic approaches with their underlying principles and techniques.

Justification: Course outcomes 1-3 collectively contribute to disciplinary knowledge by covering psychotherapy, its processes, interventions, fundamental principles, techniques, and historical/theoretical foundations.

**PO5: Personal and Professional Competence**

CO6: Students will be able to apply the basic principles of clinical assessment and treatment planning in a psychiatric context.

Justification: Course outcome 6 is directly related to personal and professional competence as it involves the application of fundamental principles in a clinical setting, which is an important aspect of professional competence.

**PO6: Self-directed and lifelong learning**

CO5: Students will critically analyze and discuss case studies illustrating the use of various psychotherapeutic methods.

Justification: encourages students to develop critical thinking, analysis and discussion of case studies, self-directed learning and continuous learning through real-world examples.

**Class:** M.A.-II (Semester – IV)

**Course Code:** PSY 5404

**Credit:** 04

**Title of the Course:** Practicum: Case Studies

**No. of Lectures:** 40

**A) Course Objectives:**

1. To gather comprehensive information about the client's personal, family and social background, as well as presenting problems.
2. Systematically assessing the client's mental health and providing a comprehensive diagnosis.
3. Collaborate with educators to validate and gather additional information about client behaviour in different settings.
4. Predicting the course and outcomes of clients' mental health problems.
5. To effectively communicate diagnostic findings and treatment recommendations to clients.
6. To Establishing clear guidelines and expectations for the therapeutic process.
7. Improve ability to assess and diagnose psychological disorders based on case presentation

**B) Course Outcomes:**

- CO1. Students will demonstrate effective communication skills to establish rapport and trust with customers.
- CO2. Students will formulate a multi-axial diagnosis considering biological, psychological and social factors.
- CO3. Students will verify or refine initial assessments through input from academic professionals.
- CO4. Students will effectively communicate prognosis to clients and relevant stakeholders.
- CO5. Students will address consumer reactions and emotions during the news breaking process.
- CO6. Students will set clear boundaries and expectations for both therapist and client during therapy sessions.
- CO7. Students will demonstrate enhanced ability to independently assess and diagnose psychiatric disorders through comprehensive analysis of a variety of case presentations.

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Students should select at least 7 types of maladapted cases in consultation with the teacher, and prepare detailed report of 5 cases. Students should present at least two cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Assessment and multi-axial diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. News breaking.
- f. Contracting of therapy sessions.
- g. Writing session report of each case.

h. Presentation of 2 cases in classroom

**GENERAL:**

1. Each batch of practicum should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.

**PRACTICUM ASSESSMENT (100MARKS)**

**Continuous (Internal) Assessment and Distribution of Marks (40 Marks).**

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-10 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-10 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders.- 10 marks

**b. Semester-End Examination (SEE)-60 Marks.**

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
6. There will be no presentation of cases before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiner only.
8. Remuneration for External Examination will be equally divided between the two examiners.

**. Break –up of 60marks for external examination will be as follows;**

1. Analysis of 2 hypothetical problems and its reports (20 marks, i.e.10 marks each)-1 ½ hours.
2. Viva -20 marks
3. Practicum reports-20 marks

## Mapping of Program Outcomes with Course Outcomes

**Class:** M.A.-II (SEM-IV)

**Subject:** Practicum: Case studies

**Course Code:** PSY 5404

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1			3						
CO 2				3				2	
CO 3	3							2	
CO 4			2						
CO 5									
CO 6					3				
CO 7				3					

### Justification for the Mapping

#### **PO1: Research-related skills and scientific temper**

CO3: Students will verify or refine initial assessments through input from educational professionals.

Justification: This course outcome includes seeking input from academic professionals, demonstrating a commitment to refining assessment through scientific approaches and expert collaboration.

#### **PO3: Social Competence and Communication Skills**

CO1: Students will demonstrate effective communication skills to establish rapport and trust with clients.

CO 4: Students will effectively communicate diagnosis to clients and relevant stakeholders.

Justification: these course outcomes directly align with program outcomes by emphasizing effective communication, relationship building, and emotional aspects in a variety of professional contexts.

#### **PO4: Disciplinary knowledge**

Course Outcome 2: Students will formulate a multi-axial diagnosis considering biological, psychological and social factors.

Course Outcome 7: Students will demonstrate enhanced ability to independently assess and diagnose psychiatric disorders through comprehensive analysis of diverse case presentations.

Justification: The course outcomes focus on developing specific disciplinary knowledge related to diagnosis and assessment, contributing directly to program outcomes.

#### **PO5: Personal and Professional Competence**

CO6: Students will set clear boundaries and expectations for both therapist and client during a therapy session.

Justification: This course outcome emphasizes the development of personal and professional competence by establishing clear boundaries and expectations in a therapeutic setting.

**PO 8: Critical Thinking and Problem Solving**

CO2: Students will formulate a multi-axial diagnosis considering biological, psychological and social factors.

CO 3: Students will verify or refine initial assessments through input from educational professionals.

Justification: The outcomes of this course include critical thinking and problem-solving skills in the context of creating diagnoses and refined assessments based on practitioner input.