



Post Graduate Diploma in clinical Psychology
Department of Psychology
Shaheed Benazir Bhutto Women University
Peshawar

Course Layout

1st Semester

S. No.	Subjects	Credit Hours
1	PGDCP-651 Psychotherapy-I	04
2	PGDCP-652 Psychodiagnosis-I	04
3	PGDCP-653 Neuropsychology	03
4	PGDCP-654 Physiological Psychology	03
5	PGDCP-655 Ethics	02
6	PGDCP-656 Internship	04
	Total Credit Hours	20

2nd Semester

S. No.	Subjects	Credit Hours
1	PGDCP-657 Psychotherapy-II	04
2	PGDCP-658 Psychodiagnosis-II	04
3	PGDCP-659 Pharmacology	02
4	PGDCP-660 Child Psychology	03
5	PGDCP-661 Trauma, Resilience & Disaster Management	03
6	PGDCP-656 Internship	04
	Total Credit Hours	20

Detailed Course Outline

One year Curricula for Post Graduate Diploma in Clinical Psychology

Semester-I

Course title: Psychotherapy- I	Code: PGDCP-651
Course Structure: Lectures	Credit Hours: 4
<p><u>Course Objective:</u></p> <p>At the end of the course students will be able to:</p> <ol style="list-style-type: none"> i. familiarize the students with the advance concepts and major schools of Psychotherapy. ii. make the students practice psychotherapeutic techniques through role playing so that their hesitation for taking sessions and mistakes can be eliminated or controlled. <p><u>Intended Learning outcomes (ILOs)</u></p> <p>a) Knowledge and Understanding:</p> <ol style="list-style-type: none"> i. Awareness of the concepts of normality and abnormality ii. The existing trends in clinical research area iii. Advance concepts of psychotherapy <p>b) Intellectual skills:</p> <ol style="list-style-type: none"> i. Emotional intelligence ii. Social Intelligence iii. Cross cultural understanding of patients/disorders variations <p>c) Professional and practical skills:</p> <ol style="list-style-type: none"> i. Use of psychotherapeutic techniques ii. Understanding of disturbed personalities iii. Being able to offer psychotherapeutic skills <p>d) General and transferable skills:</p> <ol style="list-style-type: none"> i. Effective communication ii. Genuine and empathic attitude towards patients iii. Use of assessment tools in psychotherapy 	

Course Outline:

Chapter 1:

Introduction:

Definition of Psychotherapy
Objectives of Psychotherapy
Goals of Psychotherapy

Chapter 2:

History of Psychotherapy

Chapter 3

Necessary conditions for Psychotherapeutic Process:

Clients suitable for therapy
Characteristics of the therapist
Time Arrangements
Space Arrangements

Chapter 4

Psychotherapeutic Processes:

Initial Phase
Middle Phase
Termination Phase

Chapter 5:

Psychoanalysis

Chapter 6:

Client Centered Therapy

Chapter 7:

Behavior Therapy

Recommended Books:

- a) Course notes Teachers Personal notes
- b) Essential Recommendations books
 - i. Colby, K.M. (1951). A Primer for Psychotherapies. New York. John Willey & Sons
 - ii. Rim, D.C. & Masters, J.C. (1979). Behavior therapy (2nd ed.). New York.

Academic Press

- iii. Sharf, R.S. (2008). Theories of psychotherapy & counseling. Concepts and cases (4th ed.). Australia. Thomson books/Cole.

c) Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject.

Course title: Psychodiagnosis-I	Code: PGDCP-652
Course Structure: Lectures	Credit Hours: 4

Course Objective:

At the end of the course the student will be able to:

- i. familiarize the students with basic mental disorders and mental health problems, their causal factors, and enhances their ability to understand the disorders and become capable of diagnosing the clients on DSM 5.
- ii. exhibit an understanding of basic psychometric tests, their demonstration, scoring criteria and interpretation of responses.
- iii. exhibit an ability to effectively administer and interpret the tests and enhance the student's ability to diagnose the client on the basis of assessment and detailed life history.

Intended learning outcomes of course (ILOs):

a) Knowledge and understanding:

- i. Awareness and orientation of assessment and DSM 5
- ii. Mental health
- iii. Role of therapist

b) Intellectual skills

- i. Empathy and genuineness
- ii. Interpersonal intelligence
- iii. General social dealing and communication skills

c) Professional and practical skills

- i. Use of assessment tools
- ii. Assessing mental health problems
- iii. Offering psychotherapeutic services

d) General and transferable skills

- i. Orientation of mental health problems/disorders
- ii. Communication skills
- iii. Personality assessment
- iv. Problem solving

Course Outline:

Introduction of DSM 5 and definition of mental disorder

Introduction and historical background, the DSM 5 revision process, definition of mental

disorder, issues in the use of DSM 5, use of the manual and DSM 5 classification, Elements of a diagnosis.

Report Writing

Demographic information, Identifying information, Referral source and presenting problems, interviewing information, tests administered, behaviour during session, psychological evaluation, tentative diagnosis, prognosis, recommendation, summary.

Administration and Interpretation of Projective tests

Human Figure Drawing (HFD), Thematic Apperception Test, Children Apperception Test.

Administration and Interpretation of Intelligence tests

Wechsler Adult Intelligence Scale-IV (WAIS-IV), Standard Progressive Matrices, Colour Progressive Matrices (CPM) and Slosson Intelligence Test (SIT).

Administration and Interpretation of Psychoneurological tests

Bender Gestalt Test (adult & child version).

Schizophrenia Spectrum and Other Psychotic Disorders

Schizotypal (Personality) Disorder

Delusional Disorder

Brief Psychotic Disorder

Schizophreniform Disorder

Schizophrenia

Schizoaffective Disorder

Substance/Medication-Induced Psychotic Disorder

Psychotic Disorder Due to another Medical Condition

Catatonia Associated with another Mental Disorder

Catatonic Disorder Due to another Medical Condition

Unspecified Catatonia

Other Specified Schizophrenia Spectrum and Other Psychotic Disorders

Unspecified Schizophrenia Spectrum and Other Psychotic Disorders

Bipolar and Related Disorders

Bipolar I Disorder

Bipolar II Disorder

Cyclothymic Disorder

Substance/Medication-Induced Bipolar and Related Disorder

Bipolar and Related Disorder Due to Another Medical Condition

Other Specified Bipolar and Related Disorder

Unspecified Bipolar and Related Disorder

Depressive Disorders

Disruptive Mood Dysregulation Disorder

Major Depressive Disorder
Persistent Depressive Disorder (Dysthymia)
Premenstrual Dysphoric Disorder
Depressive Disorder Due to Another Medical Condition
Other Specified Depressive disorder
Unspecified Depressive Disorder

Anxiety Disorders

Separation Anxiety Disorder
Selective Mutism
Specific Phobia
Social Anxiety Disorder (Social Phobia)
Panic disorder
Panic Attack Specifier
Agoraphobia
Generalized Anxiety Disorder

Anxiety Disorder Due to Another Medical Condition
Other Specified Anxiety Disorder
Unspecified Anxiety Disorder

Obsessive-Compulsive and Related Disorders

Obsessive Compulsive Disorder
Body Dysmorphic Disorder
Hoarding Disorder
Trichotillomania (Hair-Pulling Disorder)
Excoriation (Skin-Picking) Disorder
Substance/Medication-Induced Obsessive Compulsive and Related Disorder
Obsessive Compulsive and Related Disorder Due to Another Medical Condition
Other Specified Obsessive Compulsive and Related Disorder
Unspecified Obsessive Compulsive and Related Disorder

Trauma and Stressor-Related Disorders

Reactive Attachment Disorder
Disinhibited Social Engagement Disorder
Posttraumatic Stress Disorder
Acute Stress Disorder
Adjustment Disorders
Other Specified Trauma and Stressor-Related Disorder
Unspecified Trauma and Stressor Related Disorder

Dissociative Disorders

Dissociative Identity Disorder
Dissociative Amnesia
Depersonalization/Derealization Disorder
Other Specified Dissociative Disorder

Unspecified Dissociative Disorder

Somatic Symptoms and Related Disorders

Somatic Symptoms Disorder

Illness Anxiety Disorder

Conversion Disorder (Functional Neurological Symptoms Disorder)

Psychological Factors Affecting Other Medical Conditions

Factitious Disorder

Other Specified Somatic Symptoms and Related Disorder

Unspecified Somatic Symptoms and Related Disorder.

Recommended Books:

- i. Pascal, G.R. & Suttell, B.J.(1951). The Bender gestalt Test: Quantification and validity for adults. New York: Grune & Stratton.
- ii. Raven, J.C. Standard Progressive Matrices: H.K. Lewis & Co Ltd., London.
- iii. Koppitz, E.M. (1968). Psychological evaluation of children's human figure drawings: New York: Grune & Stratton.
- iv. Diagnostic And Statistical Manual of Mental Disorder (5th Ed.) Jaypee Brothers Medical Publishers (P) Ltd, New Delhi, India.
- v. Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject.

Course Title : Neuropsychology	Course Code: PGDCP-653
Course Structure: Lectures	Credit Hours: 3
Course Objective: At the end of the course students will be able to: <ol style="list-style-type: none">i. familiarize the students with the advance concepts of neuropsychological aspects and their relevance in clinical sitting.ii. make the students understand about neuro- physiological aspects that can hinder psychotherapeutic process as well as facilitate it.iii. familiarize with the process of neuropsychological rehabilitation	
Intended Learning Outcomes a) Knowledge and understanding: <ol style="list-style-type: none">i.Awareness about the concepts of neuropsychological aspects especially relevant to psychotherapeutic interventions.ii. The existing trends in the mentioned research area.	

iii. Advance concepts of neuropsychology and its implications.

b) Intellectual skills:

- i. Emotional intelligence
- ii. Social intelligence

Professional and practical skills:

- i. Use of existing information in clinical setting.
- ii. Understanding of disturbed behavioural as well as psychological disorders in terms of neuropsychological aspects.
- iii. Being able to offer psychotherapeutic skills to the patients having neuropsychological deficits.

c) General and transferable skills:

- i. Effective communication
- ii. Genuine and empathic attitude towards brain injured patients/ cognitively impaired patients.

Course Outline:

Introduction

- History of clinical neuropsychology
- Context and perspective in neuropsychology
- Neuropsychological assessment tools (D-KEFS, BADS, RBMT-3, WAIS-IV, TEA, BMIPB)
- Principles and practice of neuropsychological rehabilitation.

Neuroscience.

- Basic neuroscience including neuroanatomy, neurochemistry and lobes functions.
- Neurological exams and tests.

Epilepsy and seizure

- Classification, assessment, diagnosis and management of epilepsy
- Assessment for surgery
- Non-epileptic seizure disorder- definition, assessment and treatment.

Acquired brain injury and disorders of Attention, memory and Executive functioning.

- Traumatic brain injury
- Brain infections
- Assessment and management of impairment of attention
- Assessment and management of impairment of memory
- Assessment and management of executive functions.

Degenrative conditions

- Motor Neuron Disorder (MND).
- Parkinson Disease (PD)
- Huntington’s Disease (HD)
- Dementia and its types e.g. Alzheimer Disease, Semantic Dementia, FTD and other dementias.

Recommended Books

- a. Course notes Teachers personal notes
- b. Essential Recommended books

Wilson, B.A., Gracey, F., Evans, J. J., and Bateman, A. (2009). Neuropsychological Rehabilitation: Theory, Models, Therapy and outcomes. Series: Cambridge medicine. Cambridge University press, Cambridge.

Goldstein, L.H. and McNeil, J.E. (eds.) (2013). Clinical Neuropsychology: A practical guide to assessment and management for clinicians. Second Edition. Wiley-Blackwell, Chichester, West Sussex.

Gurd, J. and Kishka, U. (eds.) (2010). Handbook of Clinical Neuropsychology. 2nd Edition. Oxford University Press, Oxford.

Oddy, M. and Worthington, A. (eds.) (2009). The Rehabilitation of Executive Disorders. Oxford University Press, Oxford.

Tyerman, A. and King, N. (eds.) (2008). Psychological Approaches to Rehabilitation After Traumatic Brain Injury. Blackwell, Malden, MA.

Course Name: Physiological Psychology	Course Code: PGDCP-654
Course Structure: Lectures	Credit Hours: 3

Course Objective:

At the end of the course students will be able to:

- i. familiarizes the student of Psychology with the most essential fundamental Physiological processes underlying psychological events.
- ii. familiarise with the major anatomy and functions of the nervous system.
- iii. understand how physiological functioning relates to and influences human behavior.
- iv. understand how hormones and the behavior they govern interact with the environment and each other.

Intended Learning Outcomes

a) Knowledge and understanding:

- i. Awareness of the concepts of physiology of human beings and their relevant aspects to psychotherapeutic interventions.

- ii. The existing trends in the mentioned research area.
- iii. Advance concepts of physiological psychology and its implications.

b) Intellectual skills:

- i. Emotional intelligence
- ii. Social intelligence
- iii. Cross cultural understanding of patients in terms of physiological disorders.

c) Professional and practical skills:

- i. Use of existing information in clinical setting.
- ii. Understanding of human physiology

Course Outline:

Introduction to physiological psychology

Definition, Scope and outlook

Understanding human consciousness: A physiological approach

Temperature regulation, thirst and hunger

Structure and function of the cells of the nervous system

Cells of the Nervous System

Communication within a neuron

Basic features of the Nervous System

The Central Nervous System

The Peripheral Nervous System

The concept and structure of the synapse

Neurotransmitter

Vision

The stimulus

Anatomy of the Visual System

Coding of Visual information in the retina

Analysis of Visual information: role of the Striate cortex

Analysis of Visual information: role of the Association cortex

The motor system of the Brain

The muscle

Reflex pathways

Efferent motor of pathways

Central control of movement

Motor dysfunction

Sleep and biological rhythms

Physiological mechanism of sleep and waking
Stages of sleep and brain mechanism

The foundation of sleep and dream
Disorders of sleep

Emotions and the brain

The physiological signs of emotions
Theories of emotions
Attack and escape behaviours
Influence of the autonomic nervous system on emotions

Human Communication

Speech production and comprehension: Brain mechanism
Evolution and physiology of language
Disorders of reading and writing

Biology of learning and memory

The nature of learning
Synaptic plasticity: long term potentiation and long term depression
Learning, memory, amnesia and brain functioning
Storing information in the nervous system

Hormones and its effect on behaviour

Endocrine system and different types of hormones
Functions of the different types of hormone
Neurological effects of hormones

Psychological/behavioural effects of hormones

Recommended books

Carlson, N, R. (2012). Physiology of behaviour.(11th ed.). Pearson, UK.
Carlson, N,R. (2007). Foundations of Physiological Psychology(7th ed.). Allyn & Bacon.
Gluck, M, A., Mercado, E., & Myers, C,E. (2013). Learning and Memory: from Brain to
behaviour(2nd ed.). Worth Publishers.

Course notes: teachers personal notes

Title: Ethics	Code: PGDCP- 655
Course Structure: Lectures	Credit hours: 02

Overall aims of course:

At the end of the course students will be able to :

- familiarize the students with the concepts and ethical standards and moral codes of conduct of the psychotherapeutic procedures and processes.
- make the students understand the application of moral codes and standards in their practice and therapy

a) Knowledge and Understanding:

- i. Awareness of the concepts of Ethical and moral codes of conduct
- ii. The existing trends in the regarding research area
- iii. New advancements and revisions in the ethical and moral conducts

b) Intellectual skills:

- i. Emotional intelligence
- ii. Social Intelligence

c) Professional and practical skills:

- i. Use of existing knowledge in clinical settings
- ii. Being able to implement ethical rules and moral conducts in clinical settings

Introduction to Ethics

Definition

Introduction and Applicability

Ethical Principles and Codes

Resolving Ethical Issues:

Misuse of Psychologist's Work

Conflicts between Ethics and Law, Regulations and other governing Legal Authority

Conflicts Between ethics and organizational Demands

Informal Resolution of ethical violations

Reporting Ethical violation

Cooperating with ethics committee

Improper Complaints

Unfair discrimination against complainants and respondents

Professional Competence:

Boundaries of Competence

Providing services in emergencies

Maintaining Competence

Bases for Scientific and professional judgments

Delegation of work to others

Personal problems and conflicts

Human Relations:

Unfair Discrimination
Sexual Harassment
Other Harassment
Avoiding Harm
Multiple Relationships
Conflict of Interest

Third Party requests for services
Exploitative Relationships
Cooperation with other professionals
Informed Consent
Psychological Services delivered to or through organizations
Interruptions of psychological services

Privacy and Confidentiality:

Maintaining Confidentiality
Discussing the limits of Confidentiality
Recording
Minimizing intrusions on privacy
Disclosures
Consultations
Use of confidential information for didactic or other purposes

Advertising and other Public Statements:

Avoidance of false or deceptive statements
Statements of others
Descriptions of workshops and non-degree-granting educational programs
Media Presentations
Testimonials
In person Solicitation

Record Keeping and Fees

Documentation of Professional and scientific work and maintenance of records
Maintenance, Dissemination and Disposal of confidential records of professional and Scientific Work
Withholding records for nonpayment
Fees and Financial arrangement
Barter with Clients/Patients
Accuracy in reports to payers and funding sources
Referral and fees

Education and Training

Design of Education and training programs
Descriptions of education and training program
Accuracy in teaching
Student disclosure of personal information

Mandatory individual or group therapy
Assessing student and supervisee performance
Sexual relationships with students and supervisors

Research and Publication

Institutional approval

Informed consent to research
Informed Consent for recording voices and images in Research
Client/Patient, Student and Subordinate Research Participants
Dispensing with informed Consent for Research
Offering inducements for Research Participation
Deception in Research
Debriefing
Human care and Use of Animals in Research
Reporting Research results
Plagiarism
Publication Credit
Duplicate Publication of data
Sharing research data for verification
Reviewers

Assessment in therapy:

Bases for assessment
Use of assessments
Informed consent in assessment
Release of test data
Test Construction
Interpreting assessment Results
Assessment by Unqualified Persons
Obsolete Tests and outdated Test Results
Test Scoring and interpretation services
Explaining assessment results
Maintaining test Security

Therapy:

Informed Consent to therapy
Therapy involving Couples and families
Group therapy
Providing therapy to those served by others
Sexual intimacies with current therapy Clients/Patients
Sexual intimacies with Relatives of significant others of current therapy clients/patients
Therapy with sexual partners
Sexual intimacies with former therapy clients/patients

Interruption of therapy
Terminating Therapy

Inside Ethical Committees:

Informal Peer Monitoring
Ethical Decision Making

Recommended Books:

- i. Koocher, G.P. & Spiegel, P. K. (2008). Ethics in Psychology and the Mental Health Professions. Standard and Cases. 3rd ed. USA. Oxford University Press
- ii. Corey, G., Corey, M.S. & Callanan, P. (2007). Issues and Ethics in the Helping Professions. 7th ed. USA. Thomson Books/Cole
- iii. Course notes Teachers Personal notes
- iv. Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject

Semester II

Title: Psychotherapy-II	Code: PGDCP-657
Course Structure: Lectures & Role playing	Credit hours: 4
<p>Course Objective: At the end of the course the student will be able to:</p> <ol style="list-style-type: none">i. familiarize the students with the advance concepts and major schools of Psychotherapy.ii. make the students practice psychotherapeutic techniques through role playing so that their hesitation for taking sessions and mistakes can be eliminated or controlled.	
<p><u>Intended Learning outcomes (ILOs)</u></p> <p>a) Knowledge and Understanding:</p> <p>I</p> <ol style="list-style-type: none">i. Awareness of the concepts of normality and abnormalityii. The existing trends in clinical research areaiii. Advance concepts of psychotherapy <p>b) Intellectual skills:</p> <ol style="list-style-type: none">i. Emotional intelligenceii. Social Intelligenceiii. Cross cultural understanding of patients/disorders variations	

c) Professional and practical skills:

- i. Use of psychotherapeutic techniques
- ii. Understanding of disturbed personalities
- iii. Being able to offer psychotherapeutic skills

d) General and transferable skills:

- i. Effective communication
- ii. Genuine and empathic attitude towards patients
- iii. Use of assessment tools in psychotherapy

Course Outline:

Cognitive Behavior Therapy (CBT)

Rational Emotive Behavioral Therapy (REBT)

Family Therapy

- Intergenerational Approach
- Structural Approach
- Strategic Approach
- Experiential Approach

Marital/Couple Therapy

Integrative Therapies

- Prochaska's and Colleagues trans-theoretical Model
- Watchel's Cyclical psychodynamic Approach
- Multimodal Approach

An overview to Brief Psychotherapy

Recommended Books:

- a) Course notes Teachers Personal notes
- b) Essential Recommendations books
 - Colby, K.M. (1951). A Prima for Psychotherapies. New York. John Willey & Sons
 - Rim, D.C. & Masters, J.C. (1979). Behavior therapy (2nd ed.). New York. Academic Press
 - Sharf, R.S. (2008). Theories of psychotherapy & counseling. Concepts and cases (4th ed.). Australia. Thomson books/Cole.
- c) Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject.

Title: Psychodiagnosis-II	Code: PGDCP-658
Course Structure: Lectures & Role playing	Credit hours: 4
<p><u>Course Objective:</u></p> <p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> iv. familiarize the students with basic mental disorders and mental health problems, their causal factors, and enhances their ability to understand the disorders and become capable of diagnosing the clients on DSM 5. v. exhibit an understanding of basic psychometric tests, their demonstration, scoring criteria and interpretation of responses. vi. exhibit an ability to effectively administer and interpret the tests and enhance the student's ability to diagnose the client on the basis of assessment and detailed life history. <p><u>Intended learning outcomes of course (ILOs):</u></p> <ul style="list-style-type: none"> a. Knowledge and understanding: <ul style="list-style-type: none"> i. Awareness and orientation of assessment and DSM 5 ii. Mental health iii. Role of therapist b. Intellectual skills <ul style="list-style-type: none"> i. Empathy and genuineness ii .Interpersonal intelligence iii.General social dealing and communication skills c. Professional and practical skills <ul style="list-style-type: none"> i. Use of assessment tools ii. Assessing mental health problems iii. Offering psychotherapeutic services <p>Course Outline:</p> <p>Administration and interpretation of Projective Tests: Rorschach Ink Blot, Children Apperception Test</p> <p>Administration and Interpretation of Intelligence Tests: Wechsler Intelligence Scale for Children-IV (WISC-IV), Draw a person (DAP).</p> <p>Feeding and Eating Disorders</p>	

Pica (In children, In adult)
Rumination Disorders
Avoidant/Restrictive food Intake Disorder
Anorexia Nervosa
Bulimia Nervosa
Binge-Eating Disorder
Other Specified Feeding or Eating Disorder
Unspecified Feeding or Eating Disorder

Sexual Dysfunction

Delay and Ejaculation
Erectile Disorder
Female Orgasmic Disorder
Female Sexual Interest/ Arousal Disorder
Male Hypoactive Sexual Desire Disorder
Premature (Early) Ejaculation
Substance/ Medication-Induced Sexual Dysfunction
Other Specified Sexual Dysfunction
Unspecified Sexual Dysfunction

Gender Dysphoria

Gender Dysphoria
 In Children
 In Adult
Other Specified Gender Dysphoria
Unspecified Gender Dysphoria

Disruptive, Impulse-control and Conduct Disorders

Oppositional Defiant Disorder
Intermittent Explosive Disorder
Conduct Disorder
Pyromania
Kleptomania
Other Specified Disruptive, Impulse-Control and conduct disorders
Unspecified Disruptive, Impulse-Control and conduct disorders

Paraphilic Disorders

Voyeuristic Disorder
Exhibitionistic Disorder
Frotteuristic Disorder
Sexual Masochism Disorder
Sexual Sadism Disorder
Fetishistic Disorder
Transvestic Disorder
Other Specified paraphilic Disorder

Unspecified Paraphillic Disorder

Personality Disorders

Paranoid Personality Disorder
Schizoid Personality Disorder
Schizotypal Personality Disorder
Antisocial Personality Disorder
Borderline Personality Disorder
Histrionic Personality Disorder
Narcissistic Personality Disorder
Avoidant Personality Disorder
Dependent Personality Disorder
Obsessive Compulsive Personality Disorder
Other Personality Disorder
Other Specified Personality Disorder
Unspecified Personality Disorder

Sleep Wake Disorders

Insomnia Disorder
Hypersomnolence Disorder
Narcolepsy
Breathing Related Sleep Disorder
Sleep Related Hypoventilation
Circadian Rhythm Sleep Wake Disorder
Parasomnia
Nightmare Disorder
Rapid Eye Movement Sleep Behaviour Disorder
Restless Leg syndrome
Substance/Medication Induced Sleep Disorder
Other Specified Insomnia Disorder
Unspecified Insomnia Disorder
Other Specified Hypersomnolence Disorder
Unspecified Hypersomnolence Disorder
Other Specified Sleep Wake Disorder
Unspecified Sleep Wake Disorder

Elimination Disorders

Enuresis
Encopresis
Other specified Elimination disorders
Unspecified Elimination Disorders

Recommended Books

Course notes.

- i. John E.Exner, jr(2004) A Rorschach Workbook For The Comprehensive System (5th)

- ed), Asheville, North Carolina.
- ii. Diagnostic And Statistical Manual of Mental Disorder(5thEd). Jaypee Brothers Medical Publishers(p) Ltd, New Delhi, India.
- iii. Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject.

Course Name: Child Psychology	Course Code: PGDCP 660
Course Structure: Lectures	Credit Hours: 03
<p>Course Objectives:</p> <p>At the end of the course students will be able to</p> <ul style="list-style-type: none"> i. Familiarize the students with the advance concepts of DSM IV ii. To make the students understand a child development patterns and the hindrances in that way in terms of childhood disorders <p>Intended Teaching outcomes of Course:</p> <p>a. Knowledge and Outcomes:</p> <ul style="list-style-type: none"> i. Awareness of the concepts of normality and abnormality during childhood ii. The existing trends in clinical research area iii. Advance concepts of DSM 5 <p>b. Intellectual Skills:</p> <ul style="list-style-type: none"> i. Emotional Intelligence ii. Social Intelligence iii. Cross Cultural understanding of patients/disorders variations <p>c. Professional and Practical skills:</p> <ul style="list-style-type: none"> i. Use of DSM IV for childhood disorder diagnosis ii. Understanding of disturbed child personality iii. Being able to offer psychotherapeutic skills <p>d. General and transferable skills:</p> <ul style="list-style-type: none"> i. Effective communication ii. Genuine and empathic attitude towards child patients <p>Course Contents:</p> <p>Introduction to Child Psychology: Timeline of child Milestones Physical Social & emotional (emotional competence, language) Cognition</p>	

Themes of development

- Biological versus environmental influences
- Passive versus active child
- Continuity versus discontinuity
- Early versus later experience
- Situational versus individual characteristics

Theoretical perspectives

- Biological theories
- Psychological theories
- Environmental/ social theories

Ecology of child abuse and Parental behavior.

- Child abuse (sexual, physical, psychological)
- Parental control & child behavior
- Parental typologies

Classification of Childhood disorders:

- Intellectual Disability Disorder
- Communication Disorder
- Autism Spectrum Disorder
- Attention Deficit/ Hyper Activity Disorder
- Specific Learning Disorder
- Motor Disorders
- Other Neurodevelopmental Disorder

Children Assessment scales and history taking procedure:

- Developmental History Questionnaire (DHQ)
- Coloured Progressive Matrices (CPM)
- Family information Questionnaire
- Child Depression Inventory (CDI)
- Slossan Drawing Coordination Test (SDCT)
- Spence Child Anxiety Scale (SCAS)
- Piers-Harris Children Self Concept Scale(PCSCS)

Therapeutic Measures:

- Communication skills training
- Coping skill training
- Management of feeding/ sleep problems
- Management of elimination problems
- Child anger management
- Play therapy essentials.

Recommended Books

- Course notes Teachers personal notes
- Essential Recommended books
 - Carr. A. (2006). The Handbook of Child and Adolescent Clinical Psychology. A

Contextual Approach (2nd Ed.).Routledge, Taylor & Francis Inc. East Sussex.
 Douglas. J. (1989). Behaviour problems in young children Assessment and Management. Routledge, Taylor & Francis Inc. East Sussex.
 Hetherington. E. M., & Parke. R. D. (1993). Child Psychology, A Contemporary Viewpoint (4th Ed.). Mc Graw-Hill, Inc. USA.
 Herbert. M. (1998). Clinical child psychology, Social Learning, Development and Behaviour (2nd Ed.). John Willey & sons Ltd. England.

Course Name: Pharmacology	Course Code: PGDCP -659
Course Structure: Lectures	Credit Hours: 02

Course Objectives:

At the end of the course students will be able to

- i. To familiarize the students with the advance concepts of pharmacology and effects and use of medicines in clinical settings
- ii. To make the students understand the effects of medicines and their interaction with the psychotherapeutic intervention

Intended Teaching outcomres of Course:

a. Knowledge and Outcomes:

- i. Awareness of the concepts of medicines and their use in clinical settings
- ii. The existing trends in regarding research area
- iii. Advance concepts in Pharmacological area

b. Intellectual Skills:

- i. Emotional Intelligence
- ii. Social Intelligence
- iii. Cross Cultural understanding of patients/disorders variations

c. Professional and Practical skills:

- i. Use of existing knowledge in clinical settings
- ii. Understanding of disturbed individuals especially drug abusers
- iii. Being able to offer and psychotherapeutic skills after knowing the medicine and its addiction along with its side effects

Couse Contents:

Historical Introduction

Pharmacology of Central Nervous System transmission

Neuro hormonal transmission

Transmitters and their receptors

Antidepressants binding sites

2nd messengers

Transmitters, synthesis, release, uptake and metabolism

Mechanism of action of psycho tropic drugs

Factors Influencing the action of psycho tropic drugs

Social and psychological aspects of drug treatment

Patterns of psycho tropic prescribing

Compliance

Non pharmacological factors in drug response

Drugs and driving

Clinical Pharmacology

Schizophrenia and psychosis

Classification of psychotropic drugs

Anti psychotics, Mechanism of action, indication and side effects

Affective Disorders:

Anti depressant classification, indications, Mechanism of action and side effects

Mood Stabilizers Classification, indications, Mechanism of action and side effects

Anxiety Disorders

Anxiolytics and Hypnotics, indications, Mechanism of action and side effects

Anti Parkinsonian drugs, indications, Mechanism of action and side effects

Anti epileptics

Electro Convulsive Therapy

Drug Abuse Disorder and Treatment

Recommended Books:

Harvey, R. A., Howland, R. D., Mycek, M. J., & Champe, P.C.(2005). Lippincot's Illustrated Review: Pharmacology (3rd Ed). Lippincot William & Wilkinson.

Bennet, P.N., & Brown, M.J. (2003). Clinical Pharmacology (9th ed). Churchill Livingston.

Rang, H.P., Ritter, J.M., Dale, M.M., & Flower, R.J.(2009). Rang and Dale's Paharmacology. (6th ed). Churchill Livingston.

Course notes: Teacher's personal notes

And informative website which the teacher goes through and finds beneficial for the students for the particular subject.

Course Name: Trauma, Resilience &

Course Code: PGDCP-661

Disaster Management	
Course Structure: Lectures	Credit Hours: 03
<p>Course Objective: At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> i. apply and integrate related knowledge and skills in promoting the mental health resilience of individuals, families, vulnerable groups, the community, volunteers, first respondents and healthcare providers. ii. conduct psychosocial assessment to identify psychological and psychopathological responses and consequences to a disaster iii. discuss the concepts and principles of crisis intervention in managing psychological crises <p>Intended Learning Outcomes (ILOs):</p> <ul style="list-style-type: none"> a. Knowledge and Outcomes: <ul style="list-style-type: none"> i. Awareness of the concepts of Disaster management and their use in clinical settings ii. The existing trends in Disaster Management regarding research area iii. Advance concepts in Disaster Management b. Intellectual Skills: <ul style="list-style-type: none"> i. Emotional Intelligence ii. Social Intelligence iii. Cross Cultural understanding of patients/disorders variations c. Professional and Practical skills: <ul style="list-style-type: none"> i. Use of existing knowledge in clinical settings ii. Become more skilled at capitalizing on your strengths and generating positive emotions. iii. Being able to apply positive psychology to address a variety of psychological Questions and problems. <p>Course Outline:</p> <p>Introduction to Disaster, Different Types of Disaster :</p> <ul style="list-style-type: none"> a) Natural Disaster (e.g. Cyclone, Earthquakes, Landslides etc.) b) Man-made Disaster (e.g. Fire, Industrial Pollution, Nuclear Disaster Accidents, War & Terrorism etc.) <p>Introduction to disaster Preparedness</p>	

- a) Disaster Management: Prevention, Preparedness and Mitigation
- b) Disaster Preparedness: Concept & Nature
- c) Disaster Preparedness Plan
- d) Disaster Preparedness for People and Infrastructure
- e) Community based Disaster Preparedness Plan

Resilience and Vulnerability

Psychology of Loss and Grief

Psychological responses to a disaster (e.g. acute stress response, post-traumatic stress disorder (PTSD))

Assessment and screening for significant distress, impairment and dysfunction (e.g. PTSD symptom checklist)

Disaster mental health intervention (e.g. critical incident stress management, individual crisis intervention, group crisis intervention)

Psychological interventions (e.g. psychological first aid, cognitive-behavioural interventions, psycho education, coping skills, problem solving, relaxation strategies etc.)

References

Sharma, R.K. & Sharma, G. (2005). Natural Disaster, APH Publishing Corporation, New Delhi.

Everly, G.S. (2006). Assisting Individuals in Crisis. International Critical Incident Stress Foundation, Inc USA.

Everly, G.S. et al. (2008). Mental Health Response to Disaster: Consensus Recommendations: Early Psychological Intervention Subcommittee (EPI), National Volunteer Organizations Active in Disaster (NVOAD). American Red Cross: USA.

Lopez-Ibor, J. et al. (2006). Disasters and Mental Health. John Wiley & Sons Ltd: UK.

Course notes: Teacher's personal notes

And informative website which the teacher goes through and finds beneficial for the students for the particular subject.

Course Name: Internship	Course Code: PGDCP -656
Course Structure: Lectures	Credit Hours: 04
<p>Course Content: 7 Assessment Batteries and 100 therapeutic sessions Role Playing Case conferences Grand Presentations Medication induced movement disorders and other advanced effects of medication Other conditions that may be a focus of clinical attention Other mental disorders Substance related and addictive disorders Assessment Measures Alternative DSM-5 Model for Personality Disorder Cultural Formulation Conditions for Further Study</p>	