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

Course Layout

1st Semester

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Subjects</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>1</td>
<td>PGDCP-651 Psychotherapy-I</td>
<td>04</td>
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<tr>
<td>2</td>
<td>PGDCP-652 Psychodiagnosis-I</td>
<td>04</td>
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<td>3</td>
<td>PGDCP-653 Neuropsychology</td>
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<td>4</td>
<td>PGDCP-654 Physiological Psychology</td>
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<td>PGDCP-655 Ethics</td>
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<td>6</td>
<td>PGDCP-656 Internship</td>
<td>04</td>
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Total Credit Hours 20

2nd Semester

<table>
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<tr>
<th>S. No.</th>
<th>Subjects</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>1</td>
<td>PGDCP-657 Psychotherapy-II</td>
<td>04</td>
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<tr>
<td>2</td>
<td>PGDCP-658 Psychodiagnosis-II</td>
<td>04</td>
</tr>
<tr>
<td>3</td>
<td>PGDCP-659 Pharmacology</td>
<td>02</td>
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<tr>
<td>4</td>
<td>PGDCP-660 Child Psychology</td>
<td>03</td>
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<tr>
<td>5</td>
<td>PGDCP-661 Trauma, Resilience &amp; Disaster Management</td>
<td>03</td>
</tr>
<tr>
<td>6</td>
<td>PGDCP-656 Internship</td>
<td>04</td>
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</table>

Total Credit Hours 20
Detailed Course Outline
One year Curricula for Post Graduate Diploma in Clinical Psychology

Semester-I

<table>
<thead>
<tr>
<th>Course title: Psychotherapy- 1</th>
<th>Code: PGDCP-651</th>
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<tbody>
<tr>
<td>Course Structure: Lectures</td>
<td>Credit Hours: 4</td>
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</table>

Course Objective:

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

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.

Intended Learning outcomes ( ILOs)

a) Knowledge and Understanding:
   i. Awareness of the concepts of normality and abnormality
   ii. The existing trends in clinical research area
   iii. Advance concepts of psychotherapy

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 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:

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
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:**


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.

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**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:

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:**

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

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.

Degenerative 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  

<table>
<thead>
<tr>
<th>Course Name: Physiological Psychology</th>
<th>Course Code: PGDCP-654</th>
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<tbody>
<tr>
<td>Course Structure: Lectures</td>
<td>Credit Hours: 3</td>
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</table>

**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**

Course notes: teachers personal notes

<table>
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<tr>
<th><strong>Title:</strong> Ethics</th>
<th><strong>Code:</strong> PGDCP-655</th>
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<tbody>
<tr>
<td><strong>Course Structure:</strong> Lectures</td>
<td><strong>Credit hours:</strong> 02</td>
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</table>
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:
3. Course notes Teachers Personal notes
4. 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

<table>
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<th>Title: Psychotherapy-II</th>
<th>Code: PGDCP-657</th>
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<td>Course Structure: Lectures &amp; Role playing</td>
<td>Credit hours: 4</td>
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</table>

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

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.

Intended Learning outcomes (ILOs)

a) Knowledge and Understanding:
   i. Awareness of the concepts of normality and abnormality
   ii. The existing trends in clinical research area
   iii. Advance concepts of psychotherapy

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 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
   Sharf, R.S. (2008). Theories of psychotherapy & counseling. Concepts and cases

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

Course Objective:

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

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.

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

Course Outline:

Administration and interpretation of Projective Tests:
Rorschach Ink Blot, Children Apperception Test

Administration and Interpretation of Intelligence Tests:
Wechsler Intelligence Scale for Children-IV (WISC-IV), Draw a person (DAP).

Feeding and Eating Disorders
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 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
- Hypersomnia 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 Hypersomnia Disorder
- Unspecified Hypersomnia 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.
ed), Asheville, North Carolina.
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.

<table>
<thead>
<tr>
<th>Course Name: Child Psychology</th>
<th>Course Code: PGDCP 660</th>
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<tbody>
<tr>
<td>Course Structure: Lectures</td>
<td>Credit Hours: 03</td>
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</table>

Course Objectives:

At the end of the course students will be able to

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

Intended Teaching outcomes of Course:

a. Knowledge and Outcomes:
   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

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 DSM IV for childhood disorder diagnosis
   ii. Understanding of disturbed child personality
   iii. Being able to offer psychotherapeutic skills

d. General and transferable skills:
   i. Effective communication
   ii. Genuine and empathic attitude towards child patients

Course Contents:

Introduction to Child Psychology:
Timeline of child Milestones
   Physical
   Social & emotional (emotional competence, language)
   Cognition
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
- a. Course notes Teachers personal notes
- b. Essential Recommended books
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 outcomes 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

Course 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 psychotropic drugs

Factors Influencing the action of psychotropic drugs

Social and psychological aspects of drug treatment
  Patterns of psychotropic 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:

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 Structure:** Lectures  
**Credit Hours:** 03

**Course Objective:**  
At the end of the course the student will be able to:

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

**Intended Learning Outcomes (ILOs):**

**a. Knowledge and Outcomes:**

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:**

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. 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.

**Course Outline:**

Introduction to Disaster, Different Types of Disaster:  
   a) Natural Disaster (e.g. Cyclone, Earthquakes, Landslides etc.)  
   b) Man-made Disaster (e.g. Fire, Industrial Pollution, Nuclear Disaster Accidents, War & Terrorism etc.)

Introduction to disaster Preparedness
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  


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.  


Course notes: Teacher’s personal notes  
And informative website which the teacher goes through and finds beneficial for the students for the particular subject.
<table>
<thead>
<tr>
<th><strong>Course Name:</strong> Internship</th>
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<td><strong>Course Structure:</strong> Lectures</td>
<td><strong>Credit Hours:</strong> 04</td>
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**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