



Chowgule Education Society's

Parvatibai Chowgule College of Arts and Science  
Autonomous

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Best Affiliated College-Goa University Silver Jubilee Year Award

# PSYCHOLOGY

## Semester V & VI

### Syllabus

**Course Title:** Psychopathology I

**Course Code:** PSY-III.C-5 (Experimental)

**Marks:** 75

**Credits:** 03

**Course Objectives:**

1. To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
2. To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour and common classification systems,
3. To create awareness about Mental Health problems in society
4. To create a foundation for higher education, and for a career in Clinical Psychology.

**Course Outcomes:** At the completion of the course students will be able to:

CO1: Describe various forms of assessment used to classify mental disorders/conditions

CO2: Analyse maladaptive behaviour from different theoretical perspectives

CO3: Describe different therapeutic approaches to deal with maladaptive behaviour

CO4: Differentiate between symptoms of various mood disorders

CO5: Differentiate between symptoms of various anxiety disorders

CO6: Differentiate between symptoms of various eating disorders.

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

**UNIT I: Abnormal Psychology: An overview**

Number of Hours: 14

- A. What is abnormal psychology
  - a) Triggers of mental health problems
  - b) The stigma of abnormal behaviour
  - c) Adaptive and maladaptive behaviour
- B. Classification of mental disorders
  - a) Why do we need to classify mental disorders
  - b) What are the advantages and disadvantages of classification
  - c) The DSM V and ICD 11
- C. Assessment: the basic classification

a) The interview

- b) Intelligence tests
- c) Neuropsychological tests
- d) Personality, behavioural, cognitive, relational and bodily assessment.

## **UNIT II. Theoretical perspectives and Therapies of maladaptive behaviour**

Number of Hours: 14

- A. Theoretical perspectives
  - a. The biological perspective
  - b. The psychodynamic perspective
  - c. The behavioural perspective
  - d. The cognitive perspective
  - e. The community-cultural perspective
  
- B. The Therapeutic enterprise: Choices, Techniques and Evaluation
  - a. Psychotherapy
  - b. Humanistic and existential therapies
  - c. Brief psychotherapies
  - d. Cognitive-behavioural approaches
  - e. Group approaches
  - f. Biological therapies
  - g. Hospitalization

## **UNIT III: Mood and Anxiety disorders**

Number of Hours: 17

- A. Depression
  - a. Major Depressive Disorder
- B. Bipolar Disorder
  - a. Bipolar I and Bipolar II Disorders
- C. Anxiety Disorders
  - a. Social Anxiety Disorder
  - b. Panic Disorder
  - c. Generalized Anxiety Disorder
  - d. Obsessive Compulsive Disorder
  - e. PTSD
- D. Eating Disorders
  - a. Anorexia Nervosa
  - b. Bulimia Nervosa
  - c. Binge-eating disorder

### **References:**

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.

3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

### **Suggested Reading:**

1. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4<sup>th</sup> edi). Worth publishers. 41 Madison Avenue.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7<sup>th</sup> edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3<sup>rd</sup> Edi) the McGraw-Hill companies, New York.

### **Web Resources:**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC.  
Retrieved from  
<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cac626fc55>
2. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
3. Mental health resources of the World Health Organization ([https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1))

**Course Title:** Psychopathology I

**Course Code:** PSY-III.C-5 (Practical Component)

**Marks:** 25

**Credits:** 1

**No. of Practicals:** 08

**Duration:** 15 Session of 2 hrs

**Practical Session:** one session per week

**Course Objective:**

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

**Course Outcomes:** At the end of this course, students will be able to

CO1: Carry out a survey on mental health and compile a report

CO2: Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

CO3: Administer screening tools and interpret the findings

**Syllabus:**

A. Survey (Mental Health)

B. Case Study Analysis (Mental Disorder)

C. Experiments (Any four, 4 hrs each)

- a. General health questionnaire (depression/anxiety)
- b. Beck's depression inventory
- c. Leobowitz Social Anxiety scale
- d. OCD scale (YBOCS)
- e. Perceived Stress scale (Sheldon Cohen)
- f. Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009

**References:**

Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). Abnormal Psychology, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition. [SEP]

1. Salvatore V. Didato. (2003). The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You. Black Dog & Leventhal. [SEP]

2. Sarason, I. G., & Sarason, B.R. (2013). Abnormal Psychology: The Problem of Maladaptive Behavior. (11<sup>th</sup> Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). Atkinson & Hilgards's Introduction to Psychology (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). Case Studies in Abnormal Psychology

**Course Title:** Psychology of Adulthood

**Course Code:** PSY-V.E-12

**Marks:** 100

**Credits:** 4

**Course objectives:**

1. To acquaint students with an understanding of physical and cognitive development in adulthood – young and middle age
2. To acquaint students with an understanding of psychosocial development in adulthood – young and middle age

**Course Outcomes:** At the end of the course students will be able to:

CO1: Analyze the progression of physical development from young to middle adulthood.

CO2: Describe the process of moral development in young adulthood.

CO3: Relate various theories of personality development to young adulthood.

CO4: Describe the various types of psychosocial issues that arise in marital and non-marital relationships.

CO5: Relate the decline in cognitive abilities to changes in daily functioning during middle adulthood.

CO6: Analyze the impact of evolving relationships on psychosocial adjustment in middle adulthood.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I. Physical and Cognitive Development in Young Adulthood**    Number of Hours 15

- A. Physical development
  - a. Health and physical condition
  - b. Sexual and reproductive issues
- B. Cognitive development
  - a. Perspective on adult cognition
  - b. Moral development

**UNIT II. Psychosocial Development in Young Adulthood**

Number of

Hours 15

- A. Personality development: four views
- B. Foundations of intimate relationships



- C. Nonmarital and marital lifestyles
- D. Parenthood
- E. When marriage ends

### **UNIT III. Physical and Cognitive Development in Middle Adulthood**

- A. Physical development Number of Hours 15
  - a. Physical changes
  - b. Health
- B. Cognitive development
  - a. Measuring cognitive abilities in middle age
  - b. Distinctiveness of adult cognition
  - c. Work and education

### **UNIT IV. Psychosocial Development in Middle Adulthood** Number of Hours 15

- A. Looking at the life course in middle age
- B. Change at midlife: classic theoretical approaches
- C. The self at midlife: issues and themes
- D. Changes in relationships at midlife
- E. Consensual relationships
- F. Relationships with maturing children
- G. Other kinship ties

#### **References:**

1. Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

**Course Title:** Neuropsychology I

**Course Code:** PSY-VIE-15

**Marks:** 100

**Credits:** 04

**Course objective:**

1. To acquaint students with the detailed knowledge of neural conduction and transmission.
2. To provide an understanding of the neural process involved in sleep and dreams
3. To provide an understanding of role of biopsychology in psychiatric disorders.

**Course Outcome:** At the end of this course students will be able to:

CO1: Explain the process of neural conduction and synaptic transmission

CO2: Describe the development of the nervous system.

CO3: Describe the organization, structure, and function of the human central nervous system.

CO4: Explain the effects of sleep deprivation and sleep disorders

CO5: Explain the role of biopsychology in psychiatric disorders.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I: Neural Conduction and Synaptic Transmission**

Number of Hours: 15

- A. The neurons resting membrane potential
- B. Generation and conduction of postsynaptic potentials
- C. Integration of postsynaptic potentials and generation of action potential
- D. Conduction of action potential
- E. Synaptic transmission: chemical transmission of signals from one neuron to another

**UNIT II: Development of the Nervous System**

Number of Hours: 15

- A. Phases of neurodevelopment
- B. Postnatal cerebral development in human infants
- C. Effects of experience on the early development, maintenance and reorganisation of neural circuits.
- D. Disorders of neurodevelopment: autism

**UNIT III: Sleep, Circadian Rhythms and Sleep Disorders**

Number of Hours: 15

- A. The physiological and behavioral events of sleep
- B. Effects of deprivation
- C. Four areas of the brain involved in sleep
- D. Sleep disorders
- E. The effects of long –term sleep reduction

**UNIT IV: Biopsychology of Psychiatric disorders**

Number of Hours: 15

- A. Schizophrenia
- B. Affective disorders: depression and mania
- C. Anxiety disorders
- D. Tourette Syndrome
- E. Clinical trials: Development of new psychotherapeutic drugs

**References**

Mandatory:

1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

# **Semester VI**

**Course Title:** Psychopathology II

**Course Code:** PSY-IV.C-6 (Experimental)

**Marks:** 75

**Credit:** 03

**Course Objective:**

1. To create awareness about mental health problems
2. To provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

**Course Outcomes:** At the completion of the course students will be able to:

CO1: Describe the symptoms of schizophrenia

CO2: Describe the symptoms of dissociative disorders

CO3: Differentiate between various types of somatic symptom based disorders

CO4: Differentiate between various types of personality disorders

CO5: Contrast between addictive, substance-related and non-substance related disorders

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**UNIT I: Schizophrenia, Dissociative and Somatic Disorders**

Number of Hours: 15

A. Schizophrenia

- a. Positive and Negative symptoms
- b. The Development of Schizophrenia
- c. The Schizophrenia spectrum in DSM V

B. Dissociative Disorders

- a) Dissociative Identity Disorder
- b) Other Specified Dissociative Disorder
  - a. Dissociative Trance

C. Somatic Symptom and Related

Disorders a) Somatic Symptom Disorder

- b) Illness Anxiety Disorder
- c) Conversion Disorder

**UNIT II: Personality Disorders**

Number of Hours: 18

A. Classification of Personality Disorders

B. Cluster A Personality Disorders

- a. Paranoid Personality Disorder
- b. Schizoid Personality Disorder
- c. Schizotypal Personality Disorder

C. Cluster B Personality Disorders

- a. Antisocial Personality Disorder
- b. Borderline Personality Disorder
- c. Histrionic Personality Disorder

- d. Narcissistic Personality Disorder
- D. Cluster C Personality Disorders
  - a. Avoidant Personality Disorder
  - b. Dependent Personality Disorder
  - c. Obsessive-Compulsive Personality Disorder

**UNIT III: Addictive, Substance-related and Non-substance related Disorders**

Number of Hours: 12

- A. Substance –Use Disorder
  - a. Features, Severity and Specifiers
  - b. Substance intoxication and withdrawal
  - c. Substance/Medication-Induced Mental Disorders
- B. Alcohol-Related Disorders
  - a. Alcohol Use Disorder
  - b. Alcohol Intoxication
  - c. Alcohol Withdrawal
- C. Other Drugs and related effects
- D. Non-substance related Disorders
  - a. Internet Gaming disorder
  - b. Gambling disorder

**\*Probable CA idea:** Research facts about serious mental illness from 2010

**References: Mandatory:**

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

**Supplementary:**

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7<sup>th</sup> edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3rdEdi) the McGraw-Hill companies, New York.
4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4<sup>th</sup> edi). Worth publishers. 41 Madison Avenue.

**Note:** Additional articles and web resources will be provided to students as required.



**Web Resources:**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. Publications and Databases of the American Psychological Association  
(<https://www.apa.org/pubs/>)
3. Mental health resources of the World Health Organization  
([https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1))

**Paper Title:** Psychopathology II**Paper Code:** PSY-IV.C-6 (Practical Component)**Marks:** 25**Credits:** 1**No. of Practical:** 08**Duration:** 15 Session of 2 hrs**Practical Session:** one session per week**Course Objective:**

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

**Course Outcomes:** At the end of this course, students will be able to

1. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy
2. Administer screening tools and interpret the findings

**Syllabus:**

A. Case Study Analysis (Mental Disorder). B.

Experiments (Any five, 4 hrs each)

- a. Internet Addiction scale (Internet Addiction Test)
- b. Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
- c. Drug Assessment Scale (DAS10)

- d. Severity of Dependence Scale (SDS) By Gossop, M., Darke et al. e. Gambling Scale (Gambling symptoms assessment scale)
- f. Personality Disorder scale (suggestions follow)
  - i. Dependence personality disorder ii. Antisocial personality disorder
  - iii. Narcissistic Personality disorder scale (Jonathan Cheek)

**References:**

1. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.
2. Salvatore V. Didato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
5. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

**Course Title:** Gerontology

**Course Code:** PSY-VI.E-13 (Non-experimental)

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. To raise students' awareness about the later stages of human life cycle.
2. To sensitize students toward issues of old age.

**Course Outcomes:** At the end of this course, students will be able to understand:

CO1. Explain the concept of ageing from different cultural perspectives

CO2. Describe the concept of ageing from different theoretical perspectives

CO3. Analyze the need for old age homes

CO4. Describe challenges faced by elderly today

CO5. Prepare a proposal for empowering the aged people

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I. Imagining old age: cultural interpretation**

Number of Hours: 15

- A. Social and cultural variables affecting the process of ageing
- B. Time as a relative concept
- C. Ageing across cultures
- D. Changing demography of India

**UNIT II. Theories and concepts of gerontology**

Number of Hours: 18

- A. Biological theories
- B. Psychological theories
- C. Sociological theories and social gerontology
- D. Disengagement theory
- E. Activity theory
- F. Continuity theory
- G. Exchange theory
- H. Modernization theory
- I. Social theories: a critical analysis

J. Recent development in social gerontology

**UNIT III. Issues in old age**

Number of Hours: 14

- A. Physical and mental health
- B. Cognitive development
- C. Living arrangements
- D. Death and loss
  - a) Confronting one's own death
  - b) Patterns of grieving

**UNIT IV. Prospective approach to healthy ageing**

Number of Hours: 13

- A. Epidemiological transition and implications
- B. Health care and ageing
- C. The future perspective of healthy ageing

**References:**

Mandatory:

1. Paltasingh, T. and Tyagi, R. (Eds.) (2015) *Caring for the elderly*, New Delhi, Sage Publications.
2. Papalia et al. (2004). *Human Development* (9th ed.). UNITED States: Tata McGraw Hill.

Supplementary:

1. Sharma, K.L. (Ed) (2007). *Studies in gerontology*, Jaipur, Rawat Publications.

**Course Title:** Neuropsychology II

**Course Code:** PSY-VI.E-18

**Marks:** 100

**Credits:** 04

**Course objectives:**

1. To acquaint students causes of brain damage
2. To provide an understanding of neuroplasticity
3. To provide an understanding of lateralization of the brain.

**Course outcome:** At the end of this course students will be able to:

CO1: Describe Neuroplastic property of the brain in the face of brain damage.

CO2: Apply the phenomena of split brain to the study of personality.

CO3: Examine the role of the nervous system in the development of learning disorders.

CO4: Describe the functioning of the nervous system in drug addicts

CO5: Explain the brain reward circuit and its role in addiction

CO6: Explain various research methods used to study structure and functions of the brain.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I: Brain Damage and neuroplasticity**

Number of Hours: 15

- A. Causes of brain damage
- B. Neuropsychological diseases
- C. Neuroplastic responses to nervous system damage: degeneration, regeneration, reorganisation and recovery.
- D. Neuroplasticity and the treatment of nervous system damage.

**UNIT II: Lateralization, Language, and the Split Brain**

Number of Hours: 15

- A. Cerebral lateralization of function: introduction

- B. The split brain
- C. Differences between the left and the right hemispheres
- D. cortical localization of language: The Wernicke-Geschwind Model
- E. The cognitive neuroscience approach and dyslexia

**UNIT III: Drug addiction and the brains reward circuits**

Number of Hours: 15

- A. Basic principles of drug action
- B. Role of learning in drug tolerance and drug withdrawal
- C. Biopsychological theories of addiction
- D. Intracranial self-stimulation and the pleasure centres of the brain
- E. Neural mechanisms of motivation and addiction.

**UNIT IV: The Research Methods of Biopsychology**

Number of Hours: 15

- A. Methods of visualizing and stimulating the living human brain.
- B. Recording human psychophysiological activity
- C. Invasive physiological research methods
- D. Pharmacological research methods
- E. Genetic engineering

**References**

Mandatory

1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.