

PhD in Clinical Psychology
 Department of Clinical Psychology, University of Dhaka
2014-2015 and onward

Course length: Three (03) years.

Summary of Course Structure:

Course no.	Course Title	Credits	Marks	Group
CPSY 701.1	Clinical Psychology Service Development Strategies	2	50	Group 1
CPSY 701.2	Policy and Professional Issues of Clinical Psychology in Bangladesh	2	50	
CPSY 702.1	Quantitative Research Design	2	50	Group 2
CPSY 702.2	Qualitative Research Design	2	50	
CPSY 703.1	Clinical Neuropsychology	2	50	Group 3
CPSY 703.2	Community Mental Health	2	50	
CPSY 703.3	Pediatric and Clinical Child Psychology	2	50	
CPSY 704.1	Advancement in Psychotherapy: Theory and Practice	2	50	Group 4
CPSY 704.2	Experimental Psychopathology	2	50	
CPSY 704.3	Psychology of Self and Interpersonal Relationship	2	50	
CPSY 705.1	Philosophy of Research Design	Non-credit		Compulsory

Note:

- PhD Students have to take one course from each of the four groups along with the mandatory non-credit course in their 1st year of enrolment as part of their PhD course work.
- As a mandatory requirement for the completion of PhD, each candidate has to select and work on one specialist area to develop a specialized clinical psychology placement on that area. Selection of such area for specialized placement development should be finalized in consultation with candidate's clinical supervisor and the PhD advisory committee at the Department of clinical psychology, DU. The candidate must submit a satisfactory placement development report detailing on the clinical work, process of development, relevant assessment(s), guideline(s) on intervention delivery, plan on sustainability. The report should be submitted to the PhD advisory committee at the department of clinical psychology
- There will be a yearly review of each PhD candidate's progress towards the achievement of obtaining the PhD degree, which will be organized and monitored by the PhD advisory committee of the department.
- A PhD student would be expected to publish at least two research papers in a standard professional journal related to his/her chosen area or sub-specialty area, either as main author or as co-author, during the studentship of PhD period, to demonstrate his/her growth as a PhD student in the field of clinical psychology.
- Besides this syllabus, all other Dhaka University rules and regulations adopted for PhD candidates will be applicable for the PhD candidates at the Department of Clinical Psychology.

Course syllabus:

CPSY 701.1: Clinical Psychology Service Development Strategies

(Optional, 2 Credits, 50 Marks)

Course Objectives: To make PhD level students in Clinical Psychology to make them familiarize with the recent advancements in clinical psychology topics—from assessment through models of therapy and intervention, up to service delivery model as well as models of service development specially appropriate for the local cultural context.

Course outline:

1. Contemporary trends in Clinical Psychology – professional issues

Psychologists, politics and hospitals

Psychology and health care system

Educational preparation and clinical training within a medical setting

Structure and authority of hospitals

Professionalism in medical setting

2. Assessment and diagnosis of psychopathology from indigenous culture specific context

Critical appraisal of classification models as adopted by DSMs and ICDs

International and cross-cultural perspectives on assessment and diagnosis of abnormality

Different domains of assessment—

Assessment of intelligence

Personality assessment

Behavioral assessment

Clinical judgment process, interpretation, and writing clinical report

3. Models of psychological interventions

Philosophical and theoretical issues

Scientific knowledge base transformed into psychotherapeutic techniques and clinical skills

Course of clinical interventions

Review of psychotherapy process research

What works for whom?

4. Evidence-Based mental Health Practice

Principles of evidence based mental health treatment

Emergence of evidence-based mental health treatment

Clinical decision making and the evidence based practitioner

Evidence in intervention science

What are the common features of evidence-based practices?

How does a practice become evidence-based?

Developing and sustaining evidence-based systems of mental health services

Interface of cultural competency and evidence based practices

Evidence-based practices for families of individuals with severe mental illness

5. Clinical psychology in medical settings

Marketing psychological services in hospitals

Quality assurance and the clinical health psychologist

Financial efficacy of psychological services in health care settings

Computers in psychological practice

6. General clinical issues—practical aspects

Critical issues in consultation and liaison: Pediatrics

Critical issues in consultation and liaison: Adults

Emerging issues in women's health

Emerging issues in the care of elderly

Adherence to self-care regimens: the patient's perspective

7. Issues and Templates for clinical psychology service development

Toward program development: an integration of science and service in medical setting

Psychological evaluation and testing services in medical settings

Development of an eating disorder program

Integration of clinical psychology into adult and pediatric Oncology programmes

Cardiovascular disorders: Hypertension and coronary heart disease

Psychological components rehabilitation programmes for Brain-injured and spinal-cord injured patients

Development of a chronic pain management clinic: psychological assessment and intervention.

Suggested readings

Drake, R. E. , Merrens, M. R. , & Lynde, D. W. (Eds.). (2005). Evidence – Based Mental Health Practice. W. W. Norton & Company, New York.

Sweet, J. J., Rozensky, R. H., & Tovin, S. M. (Eds.). (1991). Handbook of Clinical Psychology in Medical Settings. Plenum Press, New York.

CPSY 701.2: Policy and Professional Issues of Clinical Psychology in Bangladesh

(Optional, 2 Credits, 50 Marks)

Course Objectives: Clinical psychology in Bangladesh is passing through its 2nd decade. The major objective of this course would be to outline and review the historical development of professional issues in clinical psychology in Bangladesh and to outline its emerging potentiality and trend to its role and professional identity. Future strategies for rapid professional growth and development of clinical psychology would be another important objective of this course.

Course outline:

- 1. Understanding the important professional issues in clinical psychology in Bangladesh.**
- 2. Understanding the change and development of professional issues and their influencing factors**
- 3. Outlining the barriers to professional development of clinical psychology in Bangladesh**
- 4. What lessons can we learn by studying professional issues and strategies adopted in developing the profession of psychology in general and clinical psychology in particular in some selected countries of the world**
- 5. International and global issues in psychology as a profession, and clarifying the Bangladesh position**
- 6. Indigenization vs. internationalization-- of psychology and applied psychologies for Bangladesh; what's the way forward?**
- 7. Reactive vs. pro-active psychology for Bangladesh: focus on victim/individual or focus on prevention as well as societal and state level issues, phenomena, factors and strategies?**
- 8. Any other question, including any possible ethical, political or cultural dilemma.**

Reading material for this course will be supplied in the class.

CPSY 702.1: Quantitative Research Design

(2 Credits, 50 Marks)

Course objectives: This course is designed to provide revision and re-enactment of knowledge and skills relating to design and conduction of quantitative research as a well as advanced analysis of quantitative data.

Course outline:

1. Overview of quantitative research methods

Philosophy of quantitative research

Types of quantitative designs

Relevance of quantitative designs in clinical psychology

2. Planning, designing and conducting quantitative research

Forming hypothesis

Defining variables

Selection and development of tools

Sampling and sample size

3. Analyzing quantitative data

Preparing data

Analyzing data (Menu driven and Syntax based analysis)

Interpreting data

Reporting data

4. Advanced statistical analysis

Multivariate analysis

Structural equation modelling

Meta analysis

5. Writing quantitative research report

Suggested readings

Andy Field (2013) *Discovering Statistics using IBM SPSS Statistics (4th Edition)*. Sage
Comer, J. S., & Kendall, P. C. (Eds.). (2013). *The Oxford Handbook of Research Strategies for Clinical Psychology*. Oxford University Press.

Cumming, G. (2012). *Understanding the new statistics: Effect sizes, confidence intervals, and meta-analysis*. Routledge

Joseph F. Hair Jr, William C. Black, Barry J. Babin, Rolph E. Anderson (2010) *Multivariate Data Analysis* (7th Edition). Pearson

Millsap, R. E., & Maydeu-Olivares, A. (Eds.). (2009). *The SAGE handbook of quantitative methods in psychology*. Sage

CPSY 702.2: Qualitative Research Design

(2 Credits, 50 Marks)

Course objectives: This course is aimed at developing advanced knowledge and skills related to conduction of qualitative research in an independent manner.

Course outline:

1. Introduction to qualitative research

- Overview of qualitative research
- History of qualitative research
- Philosophy of qualitative designs
- Approaches to qualitative research

2. Planning and designing qualitative research

- Analyzing topic, problem analysis, mind map
- Sampling
- Resources
- Quality control

3. Collecting qualitative data

- In depth interview
- Focus group discussion
- Observation
- Projective techniques: Photo elicitation, Zmet,
- Other tools: Mapping, Spider web, Photo voice

4. Analyzing qualitative data

- Content analysis
- Pattern matching
- Discourse analysis
- Using software in analyzing qualitative data

5. Writing qualitative research report

Each student will propose and design a small scale qualitative project. Individual assignment carried out at different parts of the course will contribute to the project. At the end of the course each student will submit a qualitative research report based on the research project carried out throughout the course.

Suggested readings

Glaser, B. & A. Strauss (1967). *The discovery of grounded theory: strategies for qualitative research*. New York: de Gruyter.

Corbin, J. & Strauss, A. (2008) *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3rd Edition) Sage.

Stewart, D. & P. Shamdasani (1990). *Focus groups. Theory and practice*. London: Sage.

Yin, R. K. (1994). *Case study research. Design and methods*. London: Sage.

Wengraf, T. (2001). *Qualitative research interviewing*. Sage Publications.

Wolcott, H. F. (2001). *Writing up qualitative research*. Sage Publications.

CPSY 703.1: Clinical Neuropsychology

(Optional, 2 Credits, 50 Marks)

Course objectives:

1. To get knowledge and skill on neuropsychological assessment, intervention and rehabilitation in the world.
2. To organize some basic/ neuropsychological assessment tools and adapt them in the cultural context of Bangladesh.
3. To write up neuropsychological rehabilitation plan for some TBI or Non-TBI cases, and implement the plan involving clients, family carers, neurologists or neurosurgeons to promote multidisciplinary team work for the betterment of TBI/Non-TBI patients in Bangladesh.

Course outline:

1. Introduction to Neuropsychology

Perspectives and history of neuropsychology
Origins of human brain and behavior
Cognitive neuropsychology and neuroscience
Behavioral neuropsychology
Neuropsychiatry
Clinical neuropsychology
Roles for clinical neuropsychologists

2. Brain-Behavior Relationships

Organization of the nervous system
Cellular organization of nervous system- Brain's electrical activity, Brain imaging
Bio-chemical activity of the brain—Mental illness and neurotransmitters, blood brain barrier
Drugs and barriers to their influences, Classification of psychoactive drugs

3. Cortical Organization of the brain

Principles of Neocortical function
Lobes in the brain
Hemispheres in the brain
Principles of Cerebral Asymmetry

4. Higher order functions of the brain and their disorder

Memory
Language
Emotional process

Spatial behavior

Attention, Imagery and Consciousness

Executive functioning

5. Issues and Abnormalities

Development of functions- brain injury and development

Learning disabilities- Hyperactivity, and causes of learning disabilities

Recovery of function- incidence of brain damage and prospects for recovery, recovery in the cortex, mechanism underlying recovery

Neurological disorders—Traumatic and non Traumatic Brain Injury, Post concussions syndrome, Epilepsy, Tumors, Headache, Infectious disease of the brain , Disorders of motor neurons, Disorders of sleep

Psychiatric and related disorders—Schizophrenia, Affective disorders, Motor disorders, Alzheimer's disease, , Parkinson's disease, Dementia,

6. Neuropsychological Assessment

Major approaches to assessment for cognition, emotion and behavior

Neuropsychological examination: procedures

Neuropsychological examination: interpretations

Neurobehavioral variables and diagnostic issues – problems of differential diagnosis

7. Neuropsychological Assessment Techniques – Test Batteries

Orientation and attention

Perception

Memory

Verbal functions and language skills

Construction

Concept formation and reasoning

Executive functions and motor performance

Batteries for the assessment of brain damage

Observational methods, rating scales, and interventions

Test of personal adjustment

Testing for functional complaints

8. Neuropsychological Interventions and Rehabilitation

Rehabilitation psychology

Principles of neuropsychological interventions and rehabilitation

Approaches to rehabilitation – institutional vs. Community based

Multidisciplinary team in neuropsychological rehabilitation Evaluation of success in neuropsychological rehabilitation

Rehabilitating cognition, emotion and behavior

Rehabilitating progressive and non progressive condition of brain
Rehabilitating cognitive, emotional and behavioral disorders

Suggested readings

Principles of Human Neuropsychology, G. Dennis Rains, McGraw Hill(2002) International Edition

Neuropsychological Rehabilitation, Theory, Models, Therapy and outcome: Barbara A. Wilson, Fergus Gracey, Jonathan J. Evans, Andrew Bateman, Cambridge University Press(2011)

The Brain Injury Workbook Exercises for Cognitive Rehabilitation, Trevor, Powell: Headway, Speechmark, Second Edition,(2013)

Cognitive Rehabilitation Manual: Translating Evidence-Based Recommendations into Practice, Primary. Edmund C. Hasking, American Congress of Rehabilitation Medicine, First Edition(2013)

A Handbook of Neuropsychological Assessment: John R. Crawford, Denis M. Parker and William W. McKinlay, Lawrence Erlbaum Associates, Publishers (1992)

Mild Head Injury, A guide to management. Philip Wrightson and Dorothy Gronwall, Oxford University Press(1999)

INS Dictionary of Neuropsychology, David W. Loring, Second Edition, Oxford University Press, 1999.

Psychological Management of Chronic Headaches, Paul R. Martin Guilford Press 1993

Fundamentals of Human Neuropsychology, Bryan Kolb, Ian Q. Whishaw, Fourth Edition, W.H. Freeman and Company, New York, 1996.

Neuropsychology, A clinical Approach, Kevin Walsh A.O. Third edition, Churchill Livingstone, 1994

Neuropsychological Assessment, Muriel Deutsch Lezak, Third edition, Oxford University Press, 1995.

CPSY 703.2: Community Mental Health

(Optional, 2 Credits, 50 Marks)

Course Objectives: Community Psychology is dedicated to the development of a knowledge base that can be used to implement and evaluate culturally congruent human-service programmes. Community psychology is associated with the community mental health movement. Through this course, PhD level candidates in clinical psychology will learn to think beyond individual approach, and will acquire the perspectives to incorporate Microsystems, organizations, localities, and macro-systems—in their research and services, that would focus on the public health approach, that is, to the prevention of mental illness and mental health problems.

Course outline:

1. Key concepts in community mental health

Community psychology:

Levels of analysis for community psychology: Individuals, micro-systems, organizations, localities, macro-systems etc.

Public health perspective of prevention of mental illness and promotion of mental health.

Action oriented research, culturally congruent services, person-environment fit, ecology, epidemiology, incidence, prevalence etc.

2. Social Psychology of Health

Mental Models of Health and Illness:

Common-Sense Models of Illness: the example of hypertension;

Reciprocal nature of risk behavior cognitions: what you do shapes what you think and vice versa.

Testing four competing theories of health-protective behavior

Health Beliefs and Health Behavior:

Stage theories of health behavior—conceptual and methodological issues;

In search of how people change—application to addictive behaviours;

Reasoned action and social reaction—willingness and intention as independent predictors of health risk;

Health information processing:

Understanding the impact of risk factor test results: insights from basic research programme;

Defensive processing of personally relevant health messages

3. Social influence on health and illness: social comparison and social norms—

Social comparison in adjustment to breast cancer

Predicting young adult's health risk behavior

Pluralistic ignorance and alcohol use on campus: some consequences of misperceiving the social norm

Social comparison and affiliation under threat: effects on recovery from major surgery

4. Social Support and Health and Illness

Social relationship and health

Psychological models of the role of social support in the etiology of physical disease

Psychology of Changing Behavior—

Experimental evidence for stages of health behavior change

Attributions of responsibility and persuasion

Inducing hypocrisy as a means of encouraging to change behavior

Systematic influence of gain-and-loss-framed message on interest in and use of different types of health behavior

5. Culture, Personality and Health

The “Disease-Prone Personality”: a meta-analytic view of the construct

Hostility and health: current status of a psychometric hypothesis

Dispositional optimism and recovery from coronary artery bypass surgery: the beneficial effect on physical and psychological well-being

Writing about emotional experiences as a therapeutic process

Cultural/social cognition—attitude, prejudice and stereotyping and its relation to healthy/unhealthy community relations and behavior: understanding the roots of community violence

Culture, personality and its relation to self-harm or suicide – assessment and prediction of suicide in cultural context

6. Strategy for the prevention of mental illness and promotion of community mental health

Primary prevention, secondary prevention and tertiary prevention

Alternative models of prevention: Research on prevention

Methods of community level intervention for change and development

Consultation

Applying the knowledge of political psychology (e.g., to reveal the roots of powerlessness or learned helplessness of a segment of people in a community), and thus restore the power balance, and thus overcome the learned helplessness of the marginalized group

Building healthy community and promoting community mental health through accumulating indigenous knowledge and negotiating the right balance of power among the community sub-groups, and by empowering them from within and between

Community alternatives to hospitalization

Training of community psychologists, community mental health workers and related paraprofessionals
The future of prevention

Suggested readings

Salovey, P. & Rothman, A. J. (2003). *Social Psychology of Health*. Psychology Press, New York.

Feldman, J. (Eds...). *Community Mental Health Journal*. Springer.

Kressel, N.J. (1993). *Political Psychology: Classic and Contemporary Readings*. Paragon House Publishing, New York.

CPSY 703.3: Pediatric and Clinical Child Psychology

(Optional, 2 Credits, 50 Marks)

Course description and objectives:

The major theme and objectives of this PhD level course in clinical psychology would be to explore empirical and/or clinical evidence to clarify and understand the following issues/questions:

1. What are the similarities and differences between pediatric and clinical child psychology?
2. What are the major differences between providing psychological services to children or adolescents versus adults?
3. What are the major assessment methods used in pediatric and clinical child psychology?
4. What major forms of interventions are employed in the treatment of children and adolescents? What evidence exists regarding the efficacy of these treatments?
5. What future trends can be identified for pediatric and clinical child psychology—in the context of Bangladesh, cross-culturally, and internationally?

Course outline:

1. Introduction to pediatric and clinical child psychology

Definition

History

A developmental perspective

Normal development

Developmental disorders

Developmental psychopathology

Development under poor socioeconomic condition, and under impoverished socio-political environment

Searching for the right models to ensure healthy child mental health development and to recover from psychopathological or deviated development

2. Major activities of pediatric and clinical child psychologist

Training of pediatric and clinical child psychologist

Assessment

Interviewing

Behavioral observations

Neuropsychological assessment

Cognitive assessment

Family assessment

Interventions

- Psychoanalytically oriented therapy
- Play therapy
- Behavior therapy
- Behavioral pediatrics
- Cognitive behavioral therapy
- Psychopharmacological treatment
- Consultation process and models
 - Value of consultation in pediatric and clinical child psychology
 - Independent functions model
 - Indirect consultation model
 - Collaborative team model

3. Major issues and controversy in pediatric and child clinical psychology

- Prevention of childhood behavioral problem
- Disciplining the child with behavioral problem
- Poverty and homeless children—relevance to child rights and societal sensitivity to child protection
- Quality of child care – quality of parenting, quality of child teaching
- Creating “anti-bullying” child mental health friendly culture – starting school mental health movement
- Special education and rehabilitation of children with chronic disability – pediatric and child clinical psychologist in designing the emotional climate of the school and the rehabilitation centers
- National attitude towards children, national budget allocation for child mental health projects, bridging the gap through evidence based practice, and starting campaign for public awareness on healthy child development and child mental health.

4. The future of pediatric and clinical child psychology

- Issues related to ethnicity, race and culture
- Future research topic on pediatric and clinical child psychology
- Innovative treatment model
 - Innovation and indigenization in child psychotherapy
 - Cross-cultural experiences in child psychotherapy
 - Global and international trend in child psychotherapy
 - Increased focus on injury prevention, and prevention of child abuse/neglect— involving communities for promoting child mental health policy, child development act, and good practices.

Suggested readings

Wyse, D. (2004). *Childhood Studies: An Introduction*. Blackwell Publishing, London.

Herbert, M. (199, 2nd Ed.). *Clinical Child Psychology: Social Learning, Development and Behavior*. John Wiley & Sons, New York.

Lyman, R. D. ; & Hembree- Kigin, T. L. (1994). *Mental Health Interventions with Preschool Children*. Plenum Press, New York.

CPSY 704.1: Advancement in Psychotherapy: Theory and Practice

(Optional, 2 Credits, 50 Marks)

Course Objectives:

This PhD level course will explore and review all possible models of psychotherapy – starting from the theoretical and philosophical basis of each model to its practice. The course content will focus on the theory of psychopathology, as well as the theory of healing, as described or presented by each psychotherapeutic model. The course will encourage each learner to choose or construct his/her own models of therapy in the cultural context of his/her own clinical practice – at individual level, or at beyond individual small group or larger group level: such as, community, organization or institution.

Course outline:

1. Introduction:

Which psychotherapy? Irreconcilable psychotherapies?

Historical perspective: the evolution of psychotherapy

Principles of theory and practice

Adopting an approach to theory

Steps in personal theory building

2. Major Theory Groups:

Psychoanalytic approaches

Phenomenological approaches

Behavioral and Cognitive-Behavioral approaches – third wave CBT (e.g., ACT, MBCT, MBCBT, MCT)

Systems approaches

Challenges to the current psychotherapeutic paradigms

Integrating psychotherapy skills in clinical practice

3. The Process of Psychotherapy:

The therapeutic relationship

Relationship building strategies and models

Assessment and diagnosis in psychotherapy

Strategies for facilitating and evaluating change

Barriers to actualizing relationships

4. Diversity in Psychotherapeutic Models:

Rational Emotive Behavior Therapy

Existential Psychotherapy

Logo Therapy
The Communicative Approach
Experiential Psychotherapy
Multimodal Therapy
Transpersonal Psychotherapy
Brief Focal Psychotherapy
Conversational Model
Cognitive Analytic Model
Dialectical Behavior Therapy (DBT)
Medistic Psychotherapy
Hypnotherapy and Hypnoanalysis

5. Psychotherapy After 'Schoolism'

Eclectic Vs. Integrative Psychotherapy
Integrating psychotherapies
Constructing indigenous psychotherapy
Psychotherapy research—process research and evaluation research

6. Psychotherapy practice in diverse setting with different client groups

Child psychotherapy
Couples and family therapy
Therapeutic communities
Forensic psychotherapy
Psychotherapy and general practice
Ethical dilemma in psychotherapy practice and research
The relevance of research for practitioners

7. Professional issues in psychotherapy practice

Who is a psychotherapist?

Relation of psychotherapist with other mental health professionals—psychiatrist, clinical psychologist, counseling psychologist, counselor, psychiatric social worker, general social worker, occupational therapist, and others (e.g., speech and language therapist, applied developmental psychologist, school psychologist, educational psychologist etc.)

Psychotherapy and human values

- Development of values and meaning
- Influence of values in psychotherapy
- Increasing client ethical-moral behavior
- Psychotherapy and transcendental values
- Growth problem in confronting values problem
- Accountability and ethical behavior

Values in counseling/psychotherapy

Ethics and moral reasoning

Applying moral principles and ethical codes: from theory to practice

Current trends in psychotherapy

Methodological diversity in psychotherapy research

Goals, values and self-help

New roles and work setting for psychotherapists

Emphasis on prevention and skills training

Alternative models of delivery—time limited psychotherapy, non-professional psychotherapist, telephone psychotherapy, psychotherapy on the internet

The politics of psychotherapy: empowerment, control and differences – the nature of social and interpersonal power, psychotherapy with economically disadvantaged people, psychotherapy and religious commitment

8. How to Ensure Quality in Psychotherapy Practice?

The philosophy of psychotherapy—the relevance of philosophy for counseling and psychotherapy

The value of conceptual analysis for counselors and psychotherapists

The skills and qualities of effective psychotherapists:

Interpersonal skills

Personal beliefs and attitudes

Conceptual ability

Personal “Soundness”

Mastery of techniques

Ability to understand and work within social systems

The journey of a psychotherapist: A developmental model of psychotherapist competence

Training and supervision in psychotherapy

Organizational context of psychotherapy

Past, present and future of counseling, psychotherapy, clinical psychology, and other applied psychologies—evaluation of the past, present and future trend in historical and practical (local as well as global) context

Mind and society—psychopathology and healing: analysis from psycho-socio-politico-cultural dimensions and perspectives

Suggested readings

Brammer, L. M.; Abrego, P. J.; & Shostrom, E. L. (1993). *Therapeutic Counseling and Psychotherapy*. Prentice Hall, New Jersey.

Feltham, C. (1997). *Which Psychotherapy*. Sage Publications, London.

- Stein, S. M.; Haigh, R.; Stein, Jenifer. (1999). *Essentials of Psychotherapy*. Butterworth Heinemann, Oxford.
- Power Mick. (2010). *Emotion Focused Cognitive Therapy*. Willy-Blackwell, London.
- Small, Leonard. (1979). *The Briefer Psychotherapies*. Brunner/Mazel, Publishers, New York.
- Ahmed, M. U. (1984). *Learn to Hypnotize and Cure*. Psyche Prokashoni, Azimpur, Dhaka.
- Calvert, Teg. (2011). *Hypnotherapy for a Better Life*. Teach Yourself, London.
- Deurzen, E. V.; & Arnold-Baker, C. (2005). *Existential Perspectives on Human Issues: A Handbook for Therapeutic Practice*. Palgrave Macmillan, China.

CPSY 704.2: Experimental Psychopathology

(Optional, 2 Credits, 50 Marks)

Course Objectives:

- 1) Develop experimental designs to test the causal relations of trans-diagnostic processes in the etiology, maintenance and treatment of mental disorders
- 2) Critically review papers with focus on methodological problems typical for experimental research in psychopathology
- 3) Shift from a 'disorder-focus' perspective to a 'trans-diagnostic' perspective (and vice versa).

Course outline:

- 1. Cognitive behavioral processes and neurobiological processes in mental disorders.**
- 2. Processes involved in the etiology of a disorder (i.e. the distal cause), as well as processes involved in the maintenance of a disorder (i.e. the proximal cause or the perpetuating processes)**
- 3. Experimental design and assessment of various indicators of psychopathology**
- 4. Experimental intervention and outcome measures of recovery -- to get the foundation for an evidence based practice approach.**
- 5. Understanding several trans-diagnostic approaches those cut across disorders.**

Suggested readings

Harvey, A., Watkins, E., Mansell, W., & Shafran, W., (2004). Cognitive behavioral processes across psychological disorders: A trans-diagnostic approach to research and treatment. Oxford University Press.

CPSY 704.3: Psychology of Self and Interpersonal Relationship

(Optional, 2 Credits, 50 Marks)

Course description and objectives:

This PhD level course in clinical psychology on the – “Psychology of Self and Inter-Personal Relationship”, will focus on the following questions:

1. How do children and adolescents see themselves, and how their self perceptions and actions are influenced by their relationships with other people?
2. What are the of the development of the self, situated in its natural social context, in relation with others?
3. How do cognitive, social and emotional process work together in constructing pathways for the self?
4. Once a person’s self is formed – how it does influence the pattern of interpersonal relationship, be it formal, informal or close intimate?
5. The origin, development and maintenance of the pattern of self and relationship: whether its due to internal psychological dynamics of the individual, or its due to sociocultural context of norms and conformity?

The course will also focus on the psychopathology of the self and interpersonal relationship—and psychotherapeutic procedures to heal self and relationship pathology.

Course outline:

1. Psychology of self

Defining self

Global versus domain specific evaluation

I-self versus Me-self

Antecedents of the self as a cognitive and social construction

Consequences of self-development

Historical roots of contemporary issues involving self-development

Contribution of the symbolic interactionists

Self psychology in the 20th century

Self regulation

Motivation and the self

Self presentation

Culture and the self

2. Attachment and self development

Attachment and its measurement

Attachment terminology across the life span

Origins and context of attachment theory

Clinical significance and applications of attachment: effect of child abuse on I-self and Me-self processes

Attachment, the reflective self, and borderline status: the predictive specificity of the adults attachment interview, and pathological emotional development

Child maltreatment and attachment organization: implications for intervention

Attachment and psychopathology of the self and relationship

Self development across developmental stages

The normative development of self-representations during childhood and adolescence

The developmental emergence of self-conscious emotions

The content, valence, and organization of self-evaluative judgments

Discrepancy between real and ideal self-concepts

Social sources of individual differences in self-evaluation

3. Self and Relationship

Interdependence theory

Self-disclosure

Intimacy – love and addiction

Balance of power

Satisfaction and commitment

Reactions to dissatisfaction

Interpersonal conflict and its resolution

Gender, self and relationship

Theoretical perspectives on gender

Comparing the social behavior of women and men

Changing roles for women and men

Gender gap in high-tech careers

Sources of anger and aggression in close relationship

Intimate violence and its resolution

4. Models to understand self and relationship

Causes, correlates and consequences of global self worth – understanding depression and sociality

Authenticity of the self

Historical emergence of interest in false-self behavior

Contemporary interest in false-self

Lack of voice within the school setting

Level of voice by gender – in relational context; does voice differ by grade level or gender? Gender orientation; Impact of support for voice on the expression of opinion; support and gender orientation

Liabilities of lack of voice as a form of false-self behavior
Meaning as a context of human relationships and vice versa
Social emotions: communication and feeling about other people
Interaction and daily life in long-term relationships
Relationships with relations: families and socializations

5. Intervention strategies to reconstruct self and healthy human relationships

Society and personal growth

From addiction to love

Recent studies in attachment: overview, with selected implications for clinical work

Autonomy and connectedness as dimensions of the self

Western versus eastern view of the self

Three relationship styles – self-focused autonomy, other-focused connection, and mutuality

Who pairs with whom?

How partner support influences the ability to be oneself?

Interventions to promote adaptive self-evaluations

Intervention strategies directed at cognitive determinants

Intervention strategies directed at social factors influencing self-evaluations

Need for effective program evaluation (e.g., “do not put the methodological cart before the theoretical horse”)

Interventions to promote healthy human relationships – current state of art and topics for future investigation

Suggested readings

Duck, S. (1998). *Human Relationships* (3rd Eds). Sage Publications, London.

Goldberg, S., Muir, R., & Kerr, J. (1995). *Attachment Theory: Social Developmental and Clinical Perspectives*. The Analytic Press, London.

Harter, S. (1999). *The Construction of the Self: A Developmental Perspective*. The Guildford Press, New York.

Peele, S. & Brodsky, A. (1977). *Love and Addiction*. Abacus, London.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2000). *Social Psychology* (10th Eds). Prentice Hall, New Jersey.

Lewis, M. D. ; Granic, I. (2000). *Emotion, Development, and Self-Organization: Dynamic System Approaches to Emotional Development*. Cambridge University Press, Cambridge, UK.

Rosenberg, M. B. (2003). *Nonviolent Communication: A Language of Life*. Vigarai Publications, Beschi College, Dindigul, India.

Forward, S.; & Buck, G. (1991). *Obsessive Love: when it hurts too much to let go*. Bantam Books, New York.

CPSY 705.1: Philosophy of Research Design

(Mandatory, Non-credit)

Course objectives: This course is designed to provide the PhD students a deeper understanding of the philosophy, purpose, and reasoning underlying any research activities.

- 1. Foundation of science**
- 2. Spectrum of research**
- 3. Research Paradigms**
- 4. Logic of research design**
- 5. Methods**
 - a. Quantitative research
 - b. Qualitative research
 - c. Mixed method research
- 6. Indigenization of Knowledge**
- 7. Ethical issues in Clinical Psychology Research**

Suggested readings

- Kim, U., Yang, K.-S., & Hwang, K.-K. (2006). *Indigenous and cultural psychology: Understanding people in context*. New York: Springer.
- Liang Tien, Amy Davis, Thomas H. Arnold, G. Andrew H. Benjamin (2012) *Ethics for Psychologists: A Casebook Approach*. SAGE Publications, Inc.
- Dee Danchev & Alistair Ross (2013) *Research Ethics for Counselors, Nurses & Social Workers*. SAGE Publications Ltd.
- Michael Crotty (1998) *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage
- Russel, B. (2001). *The Scientific Outlook*. Routledge, London.
- Somekh & Lewin (2011). *Theory and Methods in Social Research*, 2nd edition, SAGE