



# **ST. JOSEPH'S UNIVERSITY**

A Public-Private-Partnership University under RUSA 2.0 of MHRD (Government of India), Established by the Karnataka Govt. Act No. 24 of 2021

## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

### **DEPARTMENT OF PSYCHOLOGY AND COUNSELLING**

#### **SYLLABUS FOR BA PSYCHOLOGY (HONOURS)**

##### **Semester VII**

(As per the Board of Studies held on 08 May 2025)

#### **UNDERGRADUATE PROGRAMME**

**2025-2026**

**CREDITS FOR B.A. PSYCHOLOGY (HONOURS)  
SEMESTER VII**

<b>Semester VII</b>						
<b>Paper Code</b>	<b>Paper Title</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Hours (P+T)</b>	<b>Credits (P+T)</b>	<b>Total Credits</b>
	Cognitive Psychology	4	3	3+4	4+2	6
	Physiological Psychology	4	3	3+4	4+2	6
	Research Methodology	4	-	3	4	4
	Community Psychology	3	-	3	3	3
	Essential Skills for Mental Health Professionals	3	-	3	3	3
	<b>Total credits</b>					<b>22</b>

**SEMESTER VII / B.A. PSYCHOLOGY PROGRAM (HONOURS)**

**PAPER I - COGNITIVE PSYCHOLOGY**

**Paper Code:**

**Hours: 60 hours Credits: 4**

**Course Objectives**

1. To explore the definition of cognitive psychology, its historical development, and an overview of its foundational theories.
2. To investigate cognitive processes and analyse the theories associated with key attention, perception, and memory models.
3. To examine problem-solving and decision-making processes and to understand the cognitive strategies, biases, and heuristics that influence reasoning.
4. To delve into language processing by studying the structure of language, its cognitive functions, and the implications of language disorders.

**Learning Outcomes**

The student will be able to:

1. Define cognitive psychology and articulate its history and foundational theories.
2. Examine cognitive processes and distinguish between the theories of key attention, perception, and memory models.
3. Analyse problem-solving and decision-making and critically assess cognitive strategies, biases, and heuristics influencing reasoning.
4. Investigate language processing and explore the structure of language, its cognitive functions, and the implications of language disorders.

**Unit 1: Introduction to Cognitive Psychology**

**12 hours**

- I. Definition of Cognitive Psychology, Brief history of cognitive psychology- Wilhelm Wundt, Herman Ebbinghaus, Mary Whiton Calkins, Behaviourism, Gestalt approach, Modern Cognitive Psychology, Ulric Neisser, AI and cognitive psychology, Applications and Scope of Cognitive Psychology. (10 hours)
- II. Cognitive Neuroscience Techniques- Computed Tomography (CT), Positron Emission Tomography (PET), Magnetic Resonance Imaging (MRI), Functional Magnetic Resonance Imaging (fMRI), Event-Related Potential Technique (ERP), Electroencephalography (EEG). (2 hours)

**Unit 2: Attention and Perception Processes**

**12 hours**

- I. Attention- Defining attention, Bottleneck theories- Donald Broadbent & Daniel Kahneman Theories of Selective and sustained attention- filter theory, attenuation theory, late selection theory, schema theory, inattentional blindness; Divided attention- dual-task performance, attention hypothesis of automatization, Stroop task, psychological refractory period; Automaticity and effects of practice: Saccadic eye movements during reading. (7 hours)
- II. Perception - Visual and auditory recognition- theories of visual object recognition (feature analysis theory, recognition by components theory); Top-down and bottom-

up processing; Face perception and speech perception. (5 hours)

### **Unit 3: Memory**

**12 hours**

- I. Defining Memory, Models of memory- Atkinson and Shiffrin, Craik and Lockhart, Alan Baddeley and Hitch, Long-term memory (implicit and explicit memory); Memory-enhancing strategies. (7 hours)
- II. Reconstructive nature of memory- Autobiographical memory, flashbulb memory, eyewitness testimony, recovered/ false memory. (3 hours)
- III. Amnesia- retrograde amnesia, anterograde amnesia. (2 hours)

### **Unit 4: Creativity, Problem-solving and Decision-Making**

**12 hours**

- I. Creativity- J.P. Guilford's approach to creativity, individual differences. (2 hours)
- II. Problem-solving- understanding the problem- symbols, matrices, diagrams, visual images, situated cognition and embodied cognition; Strategies for problem-solving- analogy approach, means-end heuristics, hill climbing heuristic. (5 hours)
- III. Decision making- Deductive and inductive reasoning; Strategies for decision making- representative heuristic, availability heuristic, anchoring and adjustment heuristic, framing effect and hindsight bias; Belief bias effect and confirmation bias. (5 hours)

### **Unit 5: Language and Cognition**

**12 hours**

- I. Introduction to language: Psycholinguistics, structure of language (phonology, morphology, syntax, semantics and pragmatics), Chomsky's approach. (2 hours)
- II. Language comprehension: Reading processes- written and spoken language, Theoretical approaches to reading - direct access and indirect access route; Understanding discourse- drawing inferences during reading, constructionist view. (5 hours)
- III. Language production (speaking and writing)- speech errors, cognitive components of writing. (2 hours)
- IV. Bilingualism, Multilingualism, Modularity hypothesis, Whorfian hypothesis. (2 hours)
- V. Aphasia- Broca's, Wernicke's and Conduction aphasia. (1 hour)

### **Essential Reading**

- Galotti, K. M. (2008). *Cognitive psychology in and out of the laboratory* (4th ed.). Wadsworth Publishing Company.
- Matlin, M. W. (2012). *Cognition*. Wiley.
- Sternberg, R. & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Wadsworth Publishing Co. Inc

### **Recommended Reading**

- Eysenck, M. W., & Keane, M. T. (2010). *Cognitive Psychology: A Student's Handbook*.
- Robinson-Riegler, B., & Robinson-Riegler, G. (2016). *Cognitive Psychology: Applying the Science of the Mind*.
- Huberman Lab, Andrew Huberman (Podcasts)  
<https://www.youtube.com/watch?v=HYVeP4F0GNU>

## **CIA Recommendations**

- Historical and philosophical foundations of Cognitive Psychology- Pre-Socratic and Early philosophers
- Trends and current research in cognitive psychology
- Creation of a cognitive psychology experiment using software like PEBL

## COGNITIVE PSYCHOLOGY PRACTICALS

Paper Code:

Credits: 2

Hours/week: 3

### Approved by BOS

1. Pearson's Cognitive Linguistic Quick Test-Plus
2. Cognitive Flexibility Scale
3. Corsi-Block Tapping Test
4. IOWA Gambling Task
5. Neuropsychological Assessment Battery® (NAB®)\r\nAttention Module Kit
6. Quick Neurological Screening Test - 3\r\n(QNST-3R)
7. Wechsler Memory Scale | Third Edition India
8. Pearson's Visual Aural Digit Span Test
9. Zeigarnik Effect- Effect of an Incomplete Task on Memory Retention and Recall
10. Concept Formation
11. Tower of London
12. Wisconsin Card Sorting Test (WCST)
13. Pearson's Expressive Vocabulary Test
14. Pearson's Boston Diagnostic Aphasia Examination | Third Edition/  
Western Aphasia Battery-Revised WAB-R

Note: 8 of the practicals listed above will be selected to be conducted during lab hours.

**SEMESTER VII / B.A. PSYCHOLOGY PROGRAM (HONOURS)**

**PAPER II - PHYSIOLOGICAL PSYCHOLOGY**

**Paper Code:**

**Hours: 60 hours Credits: 4**

**Course objectives:**

1. To introduce the foundational concepts of physiological psychology, including its definition, scope, and interdisciplinary nature.
2. To examine the biological bases of behaviour, with a focus on the structure and functioning of the nervous and endocrine systems.
3. To explore the physiological mechanisms underlying basic biological needs.
4. To investigate the effects of psychopharmacological agents on behaviour and brain function, and related ethical considerations.
5. To deepen understanding of neurological, neurodevelopmental, and neurodegenerative disorders.

**Learning Outcomes:**

By the end of the course, students will be able to:

1. Define and explain the nature of physiological psychology and its relationship with other allied disciplines.
2. Explain the structure and function of neurons, neurotransmission, and the nervous system, and describe the methods used to study brain-behaviour relationships.
3. Examine the role of physiological mechanisms in regulating hunger, thirst, sleep, and sexual behaviour.
4. Investigate the mechanisms of action, applications, and side effects of major psychopharmacological drug classes.
5. Analyse the neurobiological foundations and behavioural symptoms of neurological, neurodevelopmental, and neurodegenerative disorders.

**Unit 1: Introduction To Physiological Psychology**

**10 Hours**

- I. Definition and Nature of Physiological Psychology, The Mind-Brain Relationship. *(2 hours)*
- II. Relation with Other Branches: Biopsychology, Psychopharmacology, Neuropsychology. *(2 hours)*
- III. Methods of Studying the Brain: Ablation, Lesioning, Mapping structure and function (CT, MRI, fMRI, PET, EEG, MEG), Stimulation methods (invasive and non-invasive techniques). *(5 hours)*
- IV. Ethical Issues in Physiological Psychology Research. *(1 hour)*

**Unit 2: Foundations Of Physiological Psychology**

**15 Hours**

- I. Cells in the Nervous System- Structure and Function, Support Cells, Mechanism

- of communication within neurons (membrane potentials) and between neurons (synaptic transmission). *(4 hours)*
- II. Neurotransmission: Neurotransmitter release and reuptake, Major neurotransmitters and effects on behaviour- Acetylcholine, Serotonin, Dopamine, Glutamate, GABA, Endorphins. *(3 hours)*
  - III. Organisation of the Human Nervous System: Anatomical Structure and Functions. *(3 hours)*
  - IV. Endocrine Regulation: Glands, hormones, and behaviour, Stress and hypothalamic-pituitary-adrenal axis. *(3 hours)*
  - V. Neural and Endocrine Dysfunctions: Brain damage and behavioural change-overview and case studies- Phineas Gage, Broca's and Wernicke's aphasia, Endocrine imbalance and psychological impact. *(2 hours)*

### **Unit 3: Biological Needs, Arousal, And Rhythms**

**13 Hours**

- I. Hunger and Thirst: Homeostasis, Ingestive behaviour, Two types of thirst - osmotic and volumetric thirst, Physiological and regulatory mechanisms of drinking, Regulatory mechanisms of eating, Satiety, Eating disorders. *(3 hours)*
- II. Sex - a) Hormonal control: Female reproductive cycle, lab animals. b) Effects of Pheromones, c) Activational effects of sex hormones in men and women, Sex, gender, sexuality, and the brain. *(3 hours)*
- III. Physiological and behavioural descriptions of sleep: Wakefulness, REM sleep, Stages of sleep, Sleep disorders, Dreaming. *(5 hours)*
- IV. Biological Rhythms- Circadian rhythms, Zeitgeber, Suprachiasmatic nucleus, Seasonal rhythms, Pineal gland and melatonin, Changes in Circadian Rhythms - Shift work and jet lag. *(2 hours)*

### **Unit 4: Psychopharmacology**

**10 Hours**

- I. Principles of Psychopharmacology: Pharmacokinetics, Drug Effectiveness, Effects of Repeated Administration, Placebo Effect. *(3 hours)*
- II. Classification of Psychotropic Medications: Antipsychotics, Antidepressants, Anxiolytics, Mood stabilisers, Stimulants, Sedatives / Hypnotics, Miscellaneous drugs. *(3 hours)*
- III. Effects of Psychotropic Medications: Drug-drug interactions, Side effects, Orthostatic Hypotension, Sexual dysfunction, Hyperprolactinemia, Liver/Kidney dysfunction. *(3 hours)*
- IV. Ethical Issues in Psychopharmacology. *(1 hour)*

### **Unit 5: Neurodivergence, Neurological Disorders, And Neurodevelopmental Disorders**

**12 Hours**

- I. Neurotypicality and Neurodivergence. *(2 hours)*
- II. Physiology of Neurological Disorders: Seizure disorder, Brain tumours, Cerebrovascular accidents, and traumatic brain injury. *(3 hours)*
- III. Physiology of Neurodevelopmental Disorders: Autism spectrum disorder, Attention deficit hyperactivity disorder. *(3 hours)*

- IV. Physiology of Neurodegenerative disorders: Parkinson's disease, Huntington's disorder, Alzheimer's, Multiple Sclerosis. (3 hours)
- V. Disorders Caused by Infectious Diseases. (1 hour)

**Essential Readings:**

- Carlson, N. R. (2005). Foundations of physiological psychology. Pearson Education.
- Pinel, J. P. (2011). Biopsychology (8th edn). Pearson Education.
- Kalat, J. W. (2016). Biological psychology (12th ed.). Cengage Learning.

**CIA recommendations:**

1. Neurotransmitters and Their Role in Mental Health.
2. Current Research in Physiological Psychology.
3. Interviews and Case studies - Neurological/  
Neurodevelopmental/Neurodegenerative Disorders.
4. Psychoeducation for Sleep Hygiene, ADHD support.
5. Ethical Issues in Neuroscience Research

**Other recommendations:**

1. Field visit to organisations/NGOs working with the neurodivergent population.
2. Workshop/Seminar by psychologists in the field of physiological psychology.

## PHYSIOLOGICAL PSYCHOLOGY PRACTICALS

Paper Code:

Credits: 2

Hours/week: 3

### Approved by BOS

1. Biofeedback
2. Indian Adult Trailmaking Test
3. Rey Auditory Verbal Learning Test
4. Hooper Visual Organisation Test
5. Morningness-Eveningness Questionnaire
6. Three Factor Eating Questionnaire
7. Sexual Inhibition and Excitation Scales
8. Drug Attitude Inventory (DAI-30)
9. Sleep Quality Scale (SQS)
10. Apraxia Battery for Adults
11. Autism Spectrum Quotient
12. Barkley Adult ADHD Rating Scale

Note: 8 of the practicals listed above will be selected to be conducted during lab hours.

**SEMESTER VII / B.A. PSYCHOLOGY PROGRAM (HONOURS)**

**PAPER III: RESEARCH METHODOLOGY**

**Paper Code:**

**Hours: 60 hours Credits: 4**

**Course Objectives**

1. To provide a foundational understanding of research methodology within the fields of psychology and social sciences.
2. To familiarise students with the ethical considerations and responsibilities involved in conducting research.
3. To explore the process of identifying and selecting a research problem, and to examine the methodologies and instruments necessary for conducting effective research.
4. To equip students with knowledge of various tools and techniques used for data collection and fieldwork.
5. To develop students' ability to design a comprehensive research proposal, including the formulation of research questions, hypotheses, and problem statements.

**Learning Outcomes**

Upon successful completion of this course, students will:

1. have a clear understanding of the fundamentals of research methodology and will be able to apply these principles in academic research and project work,
2. be equipped to independently initiate, plan, and execute research projects or studies,
3. gain practical skills in data collection, data cleaning, and analysis, contributing to their academic growth and preparedness for higher education,
4. develop proficiency in both qualitative and quantitative data analysis, along with effective techniques for presenting research findings,
5. be able to critically evaluate research objectives and select appropriate methodological approaches to address them.

**Unit 1: Foundations of Research**

**8 hours**

- I. Introduction to Research: Methods of knowing and acquiring knowledge; types of logic: deductive and inductive; understanding the scientific method *(2 hours)*
- II. Meaning, purpose, types, and significance of research. *(2 hours)*
- III. The research process: steps and their functions. *(1 hour)*
- IV. Research approaches: qualitative, quantitative, and mixed methods. *(1 hour)*
- V. Ethics in research: criteria of good research; APA guidelines; the role of the institutional research board; ethical problems in research. *(2 hours)*

**Unit 2: Research Problems, Variables, and Hypotheses**

**12 hours**

- I. Research question: meaning of research question; identifying a topic area. *(2 hours)*
- II. Research problem: identifying a research problem; defining a research problem. *(2 hours)*
- III. Variables and their measurement: scales of measurement; definition and types of variables; constructs and operational definitions; validity and reliability of

- measurement; techniques of controlling extraneous variables. (3 hours)
- IV. Literature review: purpose, types, sources. (2 hours)
  - V. Hypothesis: definition; hypothesis vs theory; types of hypotheses; the source and structure of hypothesis; characteristics of good hypotheses; testing errors. (3 hours)

### **Unit 3: Research Strategies and Research Design**

**15 hours**

- I. Research strategies: definitions and types; internal and external validity. (2 hours)
- II. Research designs: basic principles, characteristics of good research design (2 hours)
- III. Experimental designs: basic principles; between-subjects design, within-subjects design. (3 hours)
- IV. Non-experimental and Quasi-experimental designs: non-equivalent groups, pre-post designs, developmental research designs, ex post facto design, time series design. (3 hours)
- V. Relational design: simple correlation studies and prediction studies. (1 hour)
- VI. Factorial designs: between-subjects and within-subjects. (2 hours)
- VII. Qualitative research designs: theoretical perspectives and strategies. (2 hours)

### **Unit 4: Sampling and Data Collection**

**15 hours**

- I. Introduction to sampling: definition of sample, the need of sample, sample vs population. (2 hours)
- II. Classification of sampling techniques: probability and non-probability sampling. (5 hours)
- III. Types of data: primary and secondary. (2 hours)
- IV. Collection of primary data: interview, questionnaire, observation, and case study. (2 hours)
- V. Collection of secondary data: archives, diary, historical records; Biography (2 hours)

### **Unit 5: Writing a Research Paper**

**10 hours**

- I. Citation and Formatting - Definitions, types, and need. (2 hours)
- II. APA style of writing. (3 hours)
- III. Writing a research proposal and research report (includes practical component). (3 hours)
- IV. Publication process- publication ethics, identifying predatory journals. (2 hours)

### **Essential Reading**

- Publication manual of the American Psychological Association: The Official Guide to APA Style (7<sup>th</sup> Ed.).
- Kothari, C. R. (2023). *Research Methodology: Methods and Techniques* (5<sup>th</sup> ed). New Age International Publishers.
- Best, J.W., & Kahn, J.V. (2016). *Research in Education* (10<sup>th</sup> ed). Pearson.
- Singh, A.K. (2019). *Test, measurements and research methods in behavioural sciences*. Patna: Bharathi Bhavan Publishers and Distributors.
- Gravetter, F. J., & Forzano, L. B. (2017). *Research Methods for the Behavioral Sciences* (6<sup>th</sup> edition). Cengage.
- Bordens, K. S., & Abbott, B. B. (2010). *Research design and methods: A*

*Process Approach (11<sup>th</sup> edition)*. McGraw-Hill Medical Publishing.

**CIA Recommendations:**

- Draft a paper to publish
- Mentoring students to exchange papers with other undergraduate students to learn the process of publication and review. For example, <https://compassjournal.org/>
- Hands-on teaching of referencing software such as Mendeley, Zotero

**SEMESTER VII / B.A. PSYCHOLOGY PROGRAM (HONOURS)**

**PAPER IV - COMMUNITY PSYCHOLOGY**

**Paper Code:**

**Hours: 45 hours Credits: 3**

**Course Objectives**

1. To prepare students for working in the community at different levels.
2. To be sensitive to diverse identities and how they affect people and communities.
3. To explore different prevention programs and see how they can work in the Indian context.
4. To reflect on how individuals can help bring about positive change in society.

**Learning Outcomes**

Students will be able to:

1. Understand the role of community psychology and the responsibilities of community psychologists.
2. Assess aspects of human diversity and the interactions of different identities.
3. Analyse various prevention programs and apply it in the Indian context.
4. Reflect on personal growth and the role of individuals in collective change.

**Unit 1: Introduction to Community Psychology**

**10 hours**

- I. Understanding communities- What is a community? Types of Communities, Levels of Communities (Ecological levels of analysis in community) (4 hours)
- II. Community psychology: definition and scope (2 hours)
- III. Core values in community psychology, Role of a community psychologist (2 hours)
- IV. Community psychology in India (2 hours)

**Unit 2: Understanding Human Diversity**

**12 hours**

- I. Key dimensions of human diversity- culture, gender, religion, social class, caste, sexuality, disabilities and neurodivergence (4 hours)
- II. Intersectionality and identity: Systemic inequalities (3 hours)
- III. Diaspora and migrant experiences, Acculturation and bicultural competence (3 hours)
- IV. Concepts of liberation and oppression (2 hours)

**Unit 3: Prevention of Problem Behaviors and Promotion of Social Change 12 hours**

- I. What is prevention? Primary, Secondary & Tertiary; Universal, Selective, and Indicated Measures, Understanding risk factors and protective factors (4 hours)
- II. The role of collaborative, participatory and action research, Organising communities for social change, Elements of effective community change initiatives (5 hours)
- III. Macro-level change- public policy (3 hours)

**Unit 4: Community Psychology in Practice**

**11 hours**

- I. Program development: Examples of successful community programs (3 hours)
- II. Designing interventions, e.g., mental health, violence prevention, youth engagement. (3 hours)
- III. Collaboration and partnership: Engaging with local organisations, government bodies, and community members in the program design process. (3 hours)
- IV. Challenges in implementation, Ethical considerations in community psychology practice (2 hours)

### **Essential Reading**

- Kloos, B., Hill, J., Thomas, E., Case, A. D., Scott, V. C., & Wandersman, A. (2020). Community psychology: Linking individuals and communities. American Psychological Association.
- Rappaport, J., & Seidman, E. (Eds.). (2000). Handbook of community psychology. Kluwer Academic Publishers.

### **Additional Reading**

- Moritsugu, J., Vera, E., Wong, F. Y., Duffy, K. G., & Duffy, K. G. (2016). Community Psychology (Fifth Edition). Routledge.
- Nandy, A. (2005). Exiled at Home. Oxford University Press.
- Rege, S. (2016). Against the madness of man: B.R. Ambedkar's writings on brahmanical patriarchy. Navayana Publishing Private Limited

### **CIA Recommendations**

- Self-reflective activity on intersecting identities, power and privilege.
- Design a community intervention program modelled after an existing program by adapting it to the Indian context.
- Exploring one's own/neighbourhood communities
- Video presentations from popular media exploring communities
- Exploring interventions by experts

**SEMESTER VII / B.A. PSYCHOLOGY PROGRAM (HONOURS)**  
**PAPER V - ESSENTIAL SKILLS FOR MENTAL HEALTH PROFESSIONALS**

**Paper Code:**

**Hours: 45 hours Credits: 3**

**Course Objectives**

1. To prepare students for internships and the practical aspects of working on the field.
2. To develop awareness about different ethical issues and legal provisions related to mental health in India.
3. To use basic skills for interviewing, case history and MSE.

**Learning Outcomes**

The student will be:

1. Able to maintain documents, draft reports, and letters required for fieldwork.
2. Aware of the ethical principles guiding psychologists and basic laws that can be useful in their practice.
3. Able to use basic interviewing skills to gather information from clients for a case history and MSE.

**Unit 1: Introduction to Mental Health Practice (MHP) 6 hours**

- I. Introduction to mental health professionals- diverse areas of practice (2 hours)
- II. Current trends and developments in MHP (2 hours)
- III. Serving diverse populations: Multicultural and multiethnic considerations (2 hours)

**Unit 2: Documentation and Communication in MHP 11 hours**

- I. Working in a system: Importance of communication, documentation and liaison. Maintaining records of observations/sessions/interventions and activities (4 hours)
- II. Presentation skills, professional and online communication etiquette. Report writing for assessments and observations, academic writing in behavioral sciences using APA Style. (5 hours)
- III. Plagiarism and use of AI. (2 hours)

**Unit 3: Ethical and Legal Aspects in MHP 10 hours**

- I. APA Code of conduct for Psychologists: Ethical principles- Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's Rights and Dignity. Informed consent and Confidentiality- practice, research and observation. (5 hours)
- II. Laws relevant for MHP's in India- Mental Healthcare Act, 2017; The National Commission for Allied and Healthcare Professions Act, 2021; Rights of Persons with Disabilities Act, 2016; The Protection of Children from Sexual Offences Act, 2012; Juvenile Justice (Care and Protection of Children) Act, 2015; The Protection

of Women from Domestic Violence Act, 2005; Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; Transgender Persons (Protection of Rights) Act, 2019. (5 hours)

**Unit 4: Basic Interviewing Skills for MHP 18 hours**

- I. Attending behaviour (Visuals, Vocals, Verbal and Body Language), Observation (Verbal and Non-verbal), Basic Listening Sequence (Questions, Encouraging, Paraphrasing, Summarising and Reflection of feelings). (8 hours)
- II. Introduction to Case history taking and Mental Status Examination (MSE) - interviewing and recording data. (7 hours)
- III. Developing psychoeducation modules. (3 hours)

**Essential Reading**

- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct* (2002, amended effective June 1, 2010, and January 1, 2017). <https://www.apa.org/ethics/code>
- American Psychological Association. (2019). *Concise guide to APA Style: The official APA Style guide for students* (7th ed.).
- *Consensus on Mental State Examination (2023-24)*, Endorsed & Recommended by Indian Psychiatric Society (IPS), <https://indianpsychiatricsociety.org/wp-content/uploads/2023/11/MSE-final.pdf>
- Cormier, S., Nurius, P. S., & Osborn, C. J. (2016). *Interviewing and change strategies for helpers*. Cengage Learning.
- *Digital repository of all central and state acts*. India Code. <https://www.indiacode.nic.in/>
- Ivey, M., & Ivey, A. E. (2013). *Intentional interviewing and counselling: Facilitating client development in a multicultural society*. Cengage Learning.
- *Mental status exam (MSE)*. (2022). PsychDB. <https://www.psychdb.com/teaching/mental-status-exam-mse>

**CIA Recommendations**

- Case studies on ethical dilemmas students might encounter in the field, and their responses and proposed actions in those scenarios.
- Conducting an interview to take a complete case history and MSE of an adult under the supervision of faculty members.