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|  | The Islamia University of Bahawalpur, Pakistan  **Department of Applied Psychology** |  |

# Clinical and Psychosocial Intervention (Psy-01403),

**M.Sc. 4th (3 Credit Hours)**

**Instructor:** Miss Humna Aroob **Email: humnaaroob25@gmail.com**

**Consulting Hours:** By Appointment via email

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1. **Course Descriptions:**

Clinical Intervention contains the history and psychological well-being, behaviors, management and future challenges in Clinical Psychology.

1. **Course Objectives:**

* To understand reflect and critically evaluate basic concepts of therapies.
* To help you better understand things such as how best to study for tests, how to read affectively, and how to remember difficulty to learn material.

1. **Course Material:**
2. **Recommended Text book :**

Trull, T. J., & Prinstein, M. J. (2013). *Clinical Psyhology*. United States of America: Jon-David Hague.

**Supplementary Text**

## Additional Resources

1. **Course Grading Policy:**
   1. It is the policy of the instructor to grade all student performance through examinations, class participation in discussions, individual and /or team presentations, short or major papers requiring research or analysis, and other appropriate means. Individual discussions of the reading material may be held at the discretion of the instructor.
   2. Unless otherwise indicated, each student is evaluated on the basis of his or her work-product (presentation). Please note that the instructor requires that all papers, whether short or long, must be fully explained. Thus any original work must be clearly distinguished from the work of others and properly cited. More guidance will be provided in this matter, as necessary.
   3. **Grading Criteria:**

Mid Term Exam 30

Final Exam 50

Sessional Marks 20

Distribution of sessional marks is as under:

Quizzes (two sudden quizzes; one in each term) 05

Assignments 05

Presentation 05

Class participation and behavior 05

**Total 100**

**\*ABSOLUTE GRADING**

NOTE ON EXAMS: ALL EXAMS ARE IN CLASS, CLOSE BOOK.

1. **The Teaching/Learning Environment & Course Classroom Protocol:**
   1. The instructor manages her classroom as if it is an executive training meeting or session in a business or government setting.
   2. The teaching/learning environment created in the classroom is led by the instructor but it is also understood that the most beneficial learning environment is one where students teach each other through optimum preparation, active classroom participation, and sharing of their own personal insights gained from lifelong experiences.
   3. Electronic gadgets, especially mobile phones must be on flight mode or silent mode.
2. **Statement on Faculty and Student Code of Ethics**

The Code of Ethics sets the parameters for proper conduct in the classroom by both faculty and students. This is basic but it underscores the main principle here that we will follow as a team: The faculty member will do his best to provide the best teaching and learning environment for each student as an individual and for the class as a whole. Students will be fairly evaluated in all their work and the contributions they make to enhance the objectives of the course. Students, on the other hand, will be responsible for their own work-product, will provide proper documentation when they use the work of others as references, and will respect the rights of others to contribute to the teaching/learning environment as best suits their comfort level, the capabilities, and their motivations.

**Course Outline. Clinical and Psychosocial Intervention**

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| **Topic** | **Outcomes of the Topic** | **Activity** | **Schedule** |
| I. Foundation of Clinical Psychology | An introduction, historical overview | **Analytical thinking activity:** | Week 1 |
| I. Foundation of Clinical Psychology | Current Issues in clinical psychology, diagnosis and classification of psychological problems | **Class Activity:** | Week 2 |
| II. Clinical Assessment | Student will learn about The Assessment interview and the assessment of intelligence | **Class Activity:** | Week 3 |
| II. Clinical Assessment | Students will learn about the personality assessment and behavioral assessment | **Assignment:** | Week 4 |
| III. Clinical Interventions | Students will learn about psychological interventions | **Class Activity:**  . | Week 5 |
| IV. Psychotherapy: The Psychodynamic Perspective | Student will learn about the Freudian view | **Class Activity:** | Week 6 |
| IV. Psychotherapy: The Psychodynamic Perspective | Student will learn about the techniques of psychodynamic psychotherapy |  | Week 7 |
| **Final Term** |  |  |  |
| V. Psychotherapy- Phenomenological and humanistic-existential perspectives | Students will learn about Client-centered therapy. |  | Week 8 |
| VI. Psychotherapy- Phenomenological and humanistic-existential perspectives | To learn about the Gestalt Therapy. | **Class activity:** | Week 9 |
| VI. Psychotherapy- Phenomenological and humanistic-existential perspectives | Revision of Client centered therapy and gestalt therapy | **Class activity:** | Week 10 |
| VII. Behavioral Therapy | Origin of behavioral approach and behavioral therapy techniques | **Assignment:** | Week 11 |
| VII. Cognitive Behavioral therapy | Students will learn about CBT techniques | **Class activity:** | Week 12 |
| VII. Group Therapy | Students will learn about The approaches to group therapy | **Class activity:** | Week 13 |
| VII. Family Therapy | Students will learn about Family therapy techniques | **Class activity:** | Week 14 |
|  |  | **Presentation** | Week 15 |
|  |  | **Presentation** | Week 16 |

**Note:** Final Reports will be checked in the plagiarism detect software like TURNITIN.COM available in the university.

The final presentation is due in the last 3 weeks of the class. Students will present their presentations using MS Power Point for their presentations/or any other tool / technique to convince the audience (it is strongly advised that all tools should be tested well before the class presentation to avoid unnecessary delay due to tech issues). Each student will be given 10-15 minutes to complete their presentation and 5 minutes for the class to ask questions about the presentation. Presentation sessions may be little longer than the usual class time. If we are not able to complete all the presentations within the scheduled classes, extra classes will be arranged.

Written report must be according to latest APA writing style.

Instructor wishes you every success and hope you would enjoy the course and find it something that has made you worthy of market as a young researcher, consultant or middle manager.