

**L. D. ARTS COLLEGE (AUTONOMOUS),
AHMEDABAD-09**

**DETAILED SYLLABUS
(w.e.f. Academic Year 2026-27)**



**MASTER OF ARTS (M.A.)
in
CLINICAL PSYCHOLOGY**

Two-Year Full-Time Programme

Preamble

The Master of Arts (M.A.) in Clinical Psychology is a two-year, full-time postgraduate programme designed to provide students with comprehensive theoretical knowledge, research competence, and foundational professional skills in the field of clinical psychology. The programme is structured in accordance with the principles and curricular orientation of the National Education Policy (NEP), with an emphasis on multidisciplinary learning, critical thinking, experiential learning, research orientation, ethical practice, and the application of psychological knowledge to diverse individual and societal contexts.

The programme provides an integrated understanding of human behaviour and psychological functioning through psychosocial, developmental, biological, neuropsychological, psychopathological, health, and cultural perspectives. The curriculum progresses from foundational concepts in psychology and clinical psychology to the systematic study of psychopathology, psychiatric conditions, biological determinants of behaviour, neuropsychology, behavioural medicine, psychological assessment, psychotherapy, counselling, rehabilitation, and psychological research. Particular emphasis is placed on understanding the interaction between biological, psychological, social, cultural, and environmental factors in the development, maintenance, and management of psychological difficulties.

The programme is designed to develop students' competence in psychological assessment through systematic training in case history, mental status examination, behavioural observation, standardized psychological testing, interpretation of assessment findings, clinical formulation, and psychological report writing. Students are introduced to a range of cognitive, personality, emotional, behavioural, clinical, neuropsychological, and psychosocial assessment approaches, with due emphasis on standardized procedures, appropriate use of norms, ethical practice, and the limitations of psychological assessment.

The programme further develops students' understanding of major psychological disorders and related clinical conditions through contemporary classificatory and diagnostic frameworks, including the International Classification of Diseases (ICD) and the Diagnostic and Statistical Manual of Mental Disorders (DSM), while encouraging a critical and culturally sensitive understanding of psychopathology. Exposure to Indian perspectives on mental health, indigenous psychological thought, sociocultural influences, and the Indian mental health context is incorporated to promote culturally responsive psychological practice.

Research and evidence-based practice constitute an integral component of the programme. Students develop competencies in quantitative and qualitative research methods, psychological statistics, research design, critical appraisal of empirical literature, data analysis, scientific writing, and the ethical conduct of research. The curriculum also introduces contemporary developments in psychological science, including applications of statistical software,

computational approaches, and emerging technologies relevant to behavioural and mental health research.

The programme adopts a student-centred, competency-oriented, and application-based approach, integrating classroom teaching with practical exercises, psychological assessment, case-based learning, supervised skill development, research activities, and reflective learning. Throughout the programme, emphasis is placed on professional ethics, human rights, confidentiality, informed consent, cultural sensitivity, respect for diversity, and responsible use of psychological knowledge. The programme seeks to prepare graduates for further professional training, research, academic pursuits, and appropriate roles in mental health and allied settings, within the scope of their training and applicable professional regulations.

Programme Objectives

The M.A. Clinical Psychology programme aims to:

POBJ1. Develop comprehensive theoretical knowledge of clinical psychology and its major biological, psychological, social, developmental, cultural, and environmental foundations.

POBJ2. Develop an integrated understanding of psychopathology, mental health, psychological distress, and behavioural disorders using contemporary scientific, clinical, and culturally informed perspectives.

POBJ3. Develop foundational competencies in psychological assessment, including case history, mental status examination, behavioural observation, standardized test administration, scoring, interpretation, clinical formulation, and psychological report writing.

POBJ4. Familiarize students with major approaches to psychotherapy, counselling, psychoeducation, rehabilitation, and behavioural medicine, with emphasis on evidence-based and ethically appropriate psychological interventions.

POBJ5. Develop understanding of biological determinants of behaviour, neuropsychology, psychopharmacology, and the relationship between brain functioning, behaviour, cognition, emotion, and psychological disorders.

POBJ6. Develop research competence through systematic training in research methodology, quantitative and qualitative approaches, statistical analysis, critical appraisal of psychological literature, and ethical research practices.

POBJ7. Promote culturally responsive and socially informed psychological practice by developing awareness of Indian perspectives, diversity, social determinants of mental health, disability, human rights, and contemporary mental health concerns.

POBJ8. Foster professional competencies, ethical reasoning, critical thinking, communication skills, self-reflection, and responsible application of psychological knowledge in academic, research, and mental health contexts.

Programme Outcomes

At the end of the two-year programme, graduates will be able to:

PO1 – Knowledge: Demonstrate comprehensive knowledge of major concepts, theories, models, and contemporary developments in clinical psychology, psychopathology, neuropsychology, behavioural medicine, psychotherapy, counselling, and psychological assessment.

PO2 – Understanding: Explain psychological functioning and psychopathology through an integrated biopsychosocial, developmental, cultural, and contextual perspective.

PO3 – Application: Apply theoretical knowledge and psychological principles to understand and address psychological, behavioural, interpersonal, and psychosocial concerns in appropriate academic, research, and supervised professional contexts.

PO4 – Psychological Assessment: Demonstrate foundational competence in selecting, administering, scoring, interpreting, and documenting appropriate psychological assessment procedures while recognizing the importance of standardized administration, norms, validity, reliability, and limitations.

PO5 – Clinical Reasoning: Analyze information obtained from case history, mental status examination, behavioural observations, psychological assessments, and other relevant sources to develop preliminary, evidence-informed clinical formulations.

PO6 – Intervention: Explain and appropriately apply foundational principles of evidence-based psychotherapy, counselling, psychoeducation, rehabilitation, and behavioural health interventions within the scope of training and professional competence.

PO7 – Research: Design and conduct basic psychological research using appropriate quantitative and qualitative methodologies, statistical procedures, research software, and ethical standards.

PO8 – Critical Thinking: Critically evaluate psychological theories, empirical evidence, assessment findings, intervention approaches, and contemporary developments in clinical psychology.

PO9 – Communication: Communicate psychological concepts, assessment findings, research outcomes, and clinical observations effectively through academic writing, professional reports, presentations, and appropriate interpersonal communication.

PO10 – Ethics and Professionalism: Demonstrate awareness of professional ethics, confidentiality, informed consent, human rights, professional boundaries, responsible assessment practices, and the ethical use of psychological knowledge.

PO11 – Cultural and Social Responsiveness: Recognize and appropriately consider cultural, social, developmental, gender, socioeconomic, and other contextual factors in understanding psychological functioning and mental health.

PO12 – Lifelong Learning and Professional Development: Demonstrate the ability to engage in reflective practice, independent learning, evidence-based decision-making, and continued professional development in response to emerging knowledge and changing needs in the field of psychology.

Semester-wise Credit points and Evaluation pattern

Semester I

Course Code	Course Title	Credits	Marks		
			Final Assessment (Maximum)	Internal Assessment (Maximum)	Total
PG-C-PSY 411	Psychosocial Foundations of Behavior	4	50	50	100
PG-C-PSY 412	Clinical Psychiatry – I	4	50	50	100
PG-C-PSY 413	Research Methodology	4	50	50	100
PG-C-PSY 414	Psychological Assessments - Practical	4	50	50	100
PG-C-PSY 415	Internship and Case Documentation – I	6	75	75	150
Total		22			550

Semester II

Course Code	Course Title	Credits	Marks		
			Final Assessment (Maximum)	Internal Assessment (Maximum)	Total
PG-C-PSY 421	Psychopathology	4	50	50	100
PG-C-PSY 422	Clinical Psychiatry – II	4	50	50	100
PG-C-PSY 423	Statistical Inference	4	50	50	100
PG-C-PSY 424	Clinical Assessments - Testing	4	50	50	100
PG-C-PSY 425	Internship and Case Documentation – II	6	75	75	150
Total		22			550

Important Note: Clinical Internship and Educational Internship

Clinical Internship and Educational Internship are mandatory and integral components of the M.A. Clinical Psychology programme. Both internships are compulsory for every student and are designed to provide supervised experiential learning across clinical and educational settings.

For administrative and curricular purposes, the two components are placed separately across the semesters: Clinical Internship is offered in Semester I and Educational Internship is offered in Semester II. However, students will be allotted internship placements through a batch-wise rotational system, and every student shall complete both the Clinical and Educational Internship by the end of Semester II. The placement sequence may vary according to institutional requirements, availability of internship sites, and batch allocation.

Internships shall be undertaken under appropriate supervision and will include observation, professional interaction, screening/assessment exposure, psychoeducation, documentation, referral and resource mapping, and other activities appropriate to the respective setting. Students are expected to maintain professional ethics, confidentiality, appropriate boundaries, and reflective records throughout the internship. Detailed objectives, activities, requirements, and evaluation components for each internship are provided under the respective semester.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: I	Course No.: 1	Course Title: Psychosocial Foundations of Behavior
Credits: 04	Course Code: PG-C-PSY 411	Course Category: Major (Core)

Course Objective:

To provide students with a comprehensive understanding of the psychosocial determinants of mental health and illness, the development of psychopathology, and contemporary theoretical frameworks used to understand abnormal behaviour within biological, psychological, social, cultural, and Indian contexts.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

- CO1: Explain the evolution, scope and professional roles of Clinical Psychology.
- CO2: Differentiate mental health, mental illness and abnormal behaviour using multiple theoretical perspectives.
- CO3: Analyze psychological, family, social and cultural determinants of mental health.
- CO4: Explain major concepts and models of psychopathology.
- CO5: Compare different theoretical explanations of psychological disorders.
- CO6: Critically evaluate Indian and Western perspectives of mental health.

Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Foundations of Clinical Psychology • Evolution of Clinical Psychology • Scope • History and growth • Professional roles • Areas of specialization • Mental health services in India • Ethical principles • Contemporary issues and trends Understanding Mental Health • Evolution of mental healthcare • Mental health • Mental illness • Models of mental health • Stigma • Attitudes • Epidemiology • Mental health in India	15

	• Psychological well-being • Quality of Life	
2	Individual Determinants of Mental Health • Self-concept • Self-image • Self-perception • Self-esteem • Self-regulation • Attribution theories • Learned helplessness • Social skill model • Stress diathesis model • Interpersonal and Communication models of mental illness • Coping • Resilience • Social support	15
3	Family and Society • Family influences • Attachment and Separation • Early deprivation and Trauma • Abuse and neglect • Parenting styles • Peer relationships • Marital relationships • Expressed emotion • Family burden • Social determinants • Culture shock • Migration • Religion • Gender and Ethnicity • Social class structure • Poverty and Unemployment • Violence, Crime and Delinquency • Urbanization • Torture and Terrorism • Social change in Indian context	15

4	Disability, Rehabilitation and Rights • Disability • Psychosocial Models • Needs and Problems • Assessment and Certification • Psychosocial impact • Interventions in Rehabilitation • Recovery • Empowerment issues • Family issues • Rights of mentally ill • National policies • UNCRPD • Mental Healthcare Act • RPWD Act • National Trust Act • Juvenile Justice Act • POCSO • Contemporary challenges, ethics and code of conduct	15
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Reference books:

1. Butcher, J. N., Hooley, J. M., Mineka, S., & Nock, M. K. (2017). *Abnormal psychology* (17th ed.). Pearson.
2. Cicchetti, D., & Cohen, D. J. (Eds.). (2006). *Developmental psychopathology: Vol. 1. Theory and method* (2nd ed.). Wiley.
3. Cicchetti, D., & Cohen, D. J. (Eds.). (2006). *Developmental psychopathology: Vol. 3. Risk, disorder, and adaptation* (2nd ed.). Wiley.
4. Casey, P. R., & Kelly, B. D. (Eds.). (2007). *Fish's clinical psychopathology: Signs and symptoms in psychiatry* (3rd ed.). Gaskell.
5. Kuppuswamy, B. (2004). *An introduction to social psychology*. Media Promoters & Publishers.
6. Kuppuswamy, B. (1990). *Elements of ancient Indian psychology*. Konark Publishers.
7. Bennett, P. W. (2021). *Clinical psychology, research and practice: An introductory textbook* (4th ed.). Open University Press.
8. Walker, C. E., & Roberts, M. C. (Eds.). (2001). *Handbook of clinical child psychology* (3rd ed.). Wiley.
9. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11th ed.). Wolters Kluwer.
10. Comer, R. J., & Comer, J. S. (2018). *Abnormal psychology* (10th ed.). Worth Publishers.
11. Matson, J. L. (Ed.). (2023). *Handbook of clinical child psychology: Integrating theory and research into practice*. Springer.
12. Norcross, J. C., VandenBos, G. R., & Freedheim, D. K. (Eds.). (2016). *APA handbook of clinical psychology* (Vols. 1–5). American Psychological Association.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: I	Course No.: 2	Course Title: Clinical Psychiatry – I
Credits: 04	Course Code: PG-C-PSY 412	Course Category: Major (Core)

Course Objective:

To provide students with a comprehensive understanding of major psychiatric disorders, their clinical presentation, etiology, diagnosis, and management from a biopsychosocial perspective, enabling effective collaboration with multidisciplinary mental health teams.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

- CO1: Describe the clinical features and classification of major psychiatric disorders.
- CO2: Differentiate disorders using ICD-11 and DSM-5-TR diagnostic frameworks.
- CO3: Explain the biological, psychological and social determinants of psychiatric disorders.
- CO4: Understand the principles of pharmacological, psychological and psychosocial management.
- CO5: Recognize psychiatric emergencies and referral needs.
- CO6: Collaborate effectively with psychiatrists and other mental health professionals.

Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Introduction to Clinical Psychiatry and Classification • History and evolution of psychiatry • Classification of mental disorders • ICD-11 and DSM-5: purpose, structure and comparison • Descriptive psychopathology • Principles of psychiatric diagnosis • Biopsychosocial approach to psychiatric disorders • Role of the clinical psychologist in psychiatric settings	15
2	Schizophrenia Spectrum, Psychotic and Mood Disorders • Schizophrenia • Other psychotic disorders • Delusional disorder • Bipolar and related disorders • Depressive disorders • Suicide and suicidal behaviour For each disorder: • Types • Clinical features	15

	• Etiology • Diagnostic considerations (ICD-11 & DSM-5) • Management	
3	Anxiety, Obsessive-Compulsive, Trauma and Emotional Disorders • Anxiety disorders • Obsessive-Compulsive and Related Disorders • Trauma- and Stressor-Related Disorders • Somatic Symptom Disorders • Dissociative Disorders • Adjustment Disorders • Emotional disorders For each disorder: • Types • Clinical features • Etiology • Diagnostic considerations (ICD-11 & DSM-5) • Management	15
4	Personality, Behavioural and Substance-Related Disorders • Personality disorders • Substance use disorders • Habit disorders • Impulse control disorders • Sexual disorders and dysfunctions For each disorder: • Types • Clinical features • Etiology • Diagnostic considerations (ICD-11 & DSM-5) • Management	15

Reference books:

1. Boland, R., Verduin, M. L., & Ruiz, P. (Eds.). (2021). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (12th ed.). Wolters Kluwer.
2. Boland, R., & Verduin, M. L. (Eds.). (2024). *Kaplan and Sadock's comprehensive textbook of psychiatry* (11th ed.). Lippincott Williams & Wilkins.
3. Ahuja, N. (2011). *A short textbook of psychiatry* (7th ed.). Jaypee Brothers Medical Publishers.
4. Bhatia, M. S. (2023). *Short textbook of psychiatry* (8th ed.). CBS Publishers & Distributors.
5. Semple, D., & Smyth, R. (2019). *Oxford handbook of psychiatry* (4th ed.). Oxford University Press.
6. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Association Publishing.

7. World Health Organization. (2024). *Clinical descriptions and diagnostic requirements for ICD-11 mental, behavioural and neurodevelopmental disorders*. World Health Organization.
8. Morrison, J. (2023). *DSM-5-TR made easy: The clinician's guide to diagnosis*. The Guilford Press.
9. Casey, P. R., & Kelly, B. D. (Eds.). (2007). *Fish's clinical psychopathology: Signs and symptoms in psychiatry* (3rd ed.). Gaskell.
10. Oyeboode, F. (2022). *Sims' symptoms in the mind: Textbook of descriptive psychopathology* (7th ed.). Elsevier.
11. First, M. B., & Skodol, A. E. (2025). *Learning DSM-5-TR by case example*. American Psychiatric Association Publishing.
12. Galanter, C. A., & Jensen, P. S. (Eds.). (2025). *DSM-5-TR casebook and treatment guide for child mental health*. American Psychiatric Association Publishing.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: I	Course No.: 3	Course Title: Research Methodology
Credits: 04	Course Code: PG-C-PSY 413	Course Category: Major (Core)

Course Objective:

To equip students with the knowledge and practical skills required to design, conduct, analyze, interpret and communicate psychological research using quantitative, qualitative and AI-assisted research methods, with applications in clinical psychology.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

- CO1: Design quantitative and qualitative psychological research studies.
- CO2: Apply appropriate sampling techniques, research designs and statistical analyses.
- CO3: Interpret and critically evaluate research findings in clinical psychology.
- CO4: Conduct basic statistical analyses using statistical software.
- CO5: Apply qualitative methods for psychosocial research.
- CO6: Use AI tools responsibly for research, data analysis and scientific writing.

Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Foundations of Psychological Research • Scientific method • Types of research • Variables and levels of measurement • Hypothesis formulation and testing • Level of significance • Effect size • Confidence intervals • Statistical power • Standard error • Sampling methods • Sampling errors • Reliability • Validity • Norm development • Experimental, quasi-experimental and observational research designs	15
2	Epidemiological Research in Mental Health • Introduction to epidemiology • Incidence • Prevalence	15

	• Morbidity • Mortality • Prospective studies • Retrospective studies • Cohort studies • Case-control studies • Cross-sectional studies • Risk estimation • Relative risk • Odds ratio • Sensitivity • Specificity • Predictive values • Applications in mental health research	
3	Qualitative Research Methods • Foundations of qualitative research • Research designs • Data collection methods • Content analysis • Thematic analysis • Narrative analysis • Grounded theory • Discourse analysis • Stages of qualitative data analysis • Trustworthiness in qualitative research • Reporting qualitative findings	15
4	Artificial Intelligence in Psychological Research • Introduction to AI in behavioural science • Machine learning: basic concepts • Neural networks: overview • AI-assisted literature searching • AI for systematic reviews • AI-assisted data analysis • AI-assisted coding of qualitative data • AI-assisted scientific writing • Ethical issues in AI • Limitations and responsible use of AI in research	15

Reference books:

1. Broota, K. D. (2020). *Experimental design in behavioural research* (2nd ed.). New Age International.
2. Mangal, S. K., & Mangal, S. (2013). *Research methodology in behavioural sciences*. PHI Learning.
3. Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.

4. Singh, A. K. (2019). *Tests, measurements and research methods in behavioural sciences* (6th ed.). Bharati Bhawan Publishers.
5. Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.
6. Howitt, D., & Cramer, D. (2020). *Research methods in psychology* (6th ed.). Pearson.
7. Howitt, D. (2025). *Introduction to qualitative research methods in psychology* (5th ed.). Pearson.
8. Celentano, D. D., & Szklo, M. (2019). *Gordis epidemiology* (6th ed.). Elsevier.
9. Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE.
10. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). *APA handbook of research methods in psychology* (2nd ed., Vols. 1–3). American Psychological Association.

Qualitative Research / Specific Readings

11. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
12. Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE.

Contemporary Research/ AI

13. Kazdin, A. E. (Ed.). (2024). *Methodological issues and strategies in clinical research* (5th ed.). American Psychological Association.
14. Hoffmann, O. (2026). *Psychology and artificial intelligence: Machines, consciousness, and the human psyche*. Springer.

Psychological Testing

15. Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Prentice Hall.
16. Gregory, R. J. (2015). *Psychological testing: History, principles, and applications* (7th ed.). Pearson.
17. Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). McGraw-Hill Education.
18. Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological assessment and theory: Creating and using psychological tests* (9th ed.). Cengage Learning.
19. Urbina, S. (2014). *Essentials of psychological testing* (2nd ed.). Wiley.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: I	Course No.: 4	Course Title: Psychological Assessments - Practical
Credits: 04	Course Code: PG-C-PSY 414	Course Category: Major (Core)

Course Objective:

The course aims to develop foundational competencies in psychological assessment by familiarizing students with the principles and procedures of assessing intellectual, non-verbal cognitive, aptitude, preference, visuo-motor, executive, cognitive flexibility, and learning-related functioning. Students will develop skills in selecting, administering, scoring, interpreting, and documenting psychological assessment procedures using standardized methods, while understanding their appropriate applications, limitations, and ethical considerations.

Course Outcomes:

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

CO1 – Remember: Identify the purpose, domains, basic principles, and administration requirements of selected psychological assessment procedures.

CO2 – Understand: Explain the theoretical basis, psychological constructs assessed, applications, and limitations of cognitive, aptitude, preference, visuomotor, executive, and learning-related assessment procedures.

CO3 – Apply: Demonstrate standardized administration and scoring procedures for selected psychological assessment tools.

CO4 – Analyze: Analyze assessment results to identify patterns of intellectual, cognitive, aptitude, visuomotor, executive, and learning-related functioning.

CO5 – Evaluate: Evaluate the appropriateness, clinical relevance, and limitations of assessment findings while considering normative, contextual, and individual factors.

CO6 – Create: Prepare a structured psychological assessment report integrating behavioural observations, test findings, interpretation, and appropriate conclusions and recommendations.

Course Contents:

No.	Practical	Primary domain
1	Bhatia Battery of Intelligence Test	Intellectual functioning
2	Chatterjee's Non-Language Preference Record	Vocational/interest preferences
3	Non-Verbal Intelligence Test	Non-verbal cognitive ability
4	Differential Aptitude Test (DAT)	Aptitude/cognitive abilities
5	Bender–Gestalt Test	Visuomotor functioning
6	P.G.I. Memory Scale	Memory functioning

Format for writing the Report:

- **Title:** This heading will mention the 'title' or 'name' of the practical e.g.: 16 PF / Span of attention.
- **Aims/Objectives:** This will basically consist of the main objectives or purpose of the practical. For example, if you are performing a test on '16 PF' then the basic objective of the test will be: 'To assess the personality of the subject using 16 PF'.
- **Introduction:** Here the historical background of the test is mentioned. The concept is defined and discussed. For example, in case of 16 PF, the historical background of 16 PF is described. The concept of personality is defined and the theories related to it are discussed.
- **Description of the Test:** Under this, the details with regard to the test are mentioned, like author of the test, basic purpose of the test, number of items, dimensions/ factors included in the test, time limit, reliability, validity, scoring.
- **Materials Required:** The materials required for the administration of the test are mentioned. For example, in case of 16 PF, the test booklet, answer sheet, scoring key, pencil, eraser is required.
- **Participant's Profile:** This will consist of all the detailed information about the participant, like, name of the participant (optional), age, gender, educational qualification and occupation.
- **Procedure and Administration:** The following sub headings are included here
 - Preparation:*** The material required for conduction of the test, like, test booklet, apparatus or instrument, answer sheet, stopwatch are kept ready.
 - Rapport:*** You have to mention that rapport was created with the participant and that s/he was well informed about the details of the test.
 - Instructions:*** Instruction as given in the test manual are included here.
 - Precautions:*** Precautions, if any, to be considered while administration of the test is mentioned under this sub heading.
 - Introspective Report:*** After completion of the test by the participant, an introspective report is to be taken, that is, the participant's feeling and constraints faced by him/her while undergoing the test/ experiment is mentioned under this sub heading in first person.
- **Scoring and Interpretation:** After the participant completes the test, the answer sheet is to be scored with the help of the scoring key and the data is to be interpreted with the help of the norms given in the manual. The scores can then be mentioned and interpreted under this heading. For experiments, the findings are to be analysed and mentioned here.

- **Discussion:** You have to discuss the result based on the interpretation. It may be further analysed in the light of the introspective report. In case of experiments, the results may be supported by existing studies conducted in the field.
- **Conclusion:** Under this heading, you have to conclude the findings of the test.

References

References have to be written in APA format. These should be alphabetically listed.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: I	Course No.: 5	Course Title: Internship and Case Documentation – I
Credits: 06	Course Code: PG-C-PSY 415	Course Category: Major (Core)

Course Objective:

The course aims to develop foundational competencies in clinical case documentation through systematic training in case history taking, clinical interviewing, mental status examination, behavioural observation, organization of clinical information, and preparation of comprehensive clinical case reports, while developing students' professional communication, ethical awareness, confidentiality, and ability to document psychological and psychosocial information accurately and objectively.

Course Outcomes:

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

CO1 – Remember: Identify the essential components and principles of clinical case history and mental status examination.

CO2 – Understand: Explain the purpose and clinical significance of different components of case history, clinical interviewing, and MSE.

CO3 – Apply: Demonstrate appropriate skills in conducting a structured clinical interview, obtaining case history, and performing a mental status examination.

CO4 – Analyze: Analyze and organize information obtained from the client, significant others, observations, and available records into a coherent clinical account.

CO5 – Evaluate: Evaluate the adequacy, relevance, consistency, and reliability of information obtained during clinical interviewing and case documentation.

CO6 – Create: Prepare comprehensive and professionally structured clinical case reports incorporating case history, mental status examination, behavioural observations, and relevant clinical information.

Course Contents:

Module I: Clinical Interviewing and Case History

- Purpose and principles of clinical interviewing
- Establishing rapport and professional boundaries
- Informed consent and confidentiality
- Sources of clinical information
- Identification and demographic information
- Chief complaints/presenting concerns
- History of presenting illness
- Past psychiatric/psychological history
- Medical and treatment history
- Personal history
- Educational and occupational history

- Family history
- Interpersonal and social history
- Substance-use history, where relevant
- Premorbid personality and functioning
- Mental health and psychosocial context

Module II: Mental Status Examination

- Purpose and structure of MSE
- General appearance and behaviour
- Psychomotor activity
- Attitude and rapport
- Speech
- Mood and affect
- Thought process and thought content
- Perception
- Cognitive functioning
- Insight
- Judgment
- Impulse control
- Reliability of information
- Documentation of MSE findings

Module III: Clinical Observation and Documentation

- Behavioural observation
- Objective versus interpretive documentation
- Organization of clinical information
- Identification of clinically relevant information
- Use of professional and non-stigmatizing language
- Confidentiality and anonymization
- Common errors in case documentation

Module IV: Case Report Preparation

- Structure of a clinical case report
- Integration of case history and MSE
- Presentation of clinical information
- Summary of findings
- Preliminary clinical understanding without premature diagnosis
- Ethical considerations in case documentation

Practical Component

Students shall complete and submit **five full-length clinical case reports** based on cases encountered in approved/supervised settings.

Format of the Internship Report:

- Title Page (Programme Name, Course Code, Title, Student Name, Enrolment No., Name of the college, Year)
- Completion Certificate
- Student Declaration
- Acknowledgement
- Table of Contents
- Profile of the Organization
 - Name and address
 - Objectives
 - Services provided
 - Organizational structure
- Introduction
 - Purpose of internship
 - Duration and setting
 - Objectives of internship
 - Ethical framework
- Role and Responsibilities of the students in internship
- Case Studies - Each case should include:
 - Identification details (coded for confidentiality)
 - Presenting complaints
 - Case history
 - Mental Status Examination
 - Assessment tools (if used)
 - Provisional Diagnosis (if applicable)
 - Recommended Management / Intervention
- Conclusion
 - Professional learning outcomes
 - Reflections from the experience
- Appendices
 - Appendix – I: Weekly log sheets
 - Appendix – II: Consent Letter (if applicable)
 - Appendix – III: Psychoeducation materials (if applicable)
 - Appendix – IV: Supplementary materials

Important Notes:

- Confidentiality: Strict confidentiality has been maintained in all case studies. Identifying information has been coded or omitted in accordance with professional ethical standards.
- Language: The internship report has been prepared using formal academic language, adhering to psychological and clinical documentation norms.
- Pagination: Proper pagination has been followed:
 - Preliminary pages in Roman numerals (i, ii, iii...)
 - Main report pages in Arabic numerals (1, 2, 3...)
- Binding: The internship report is submitted in spiral/soft binding.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: II	Course No.: 6	Course Title: Psychopathology
Credits: 04	Course Code: PG-C-PSY 421	Course Category: Major (Core)

Course Objective:

To provide students with a comprehensive understanding of the psychosocial determinants of mental health and illness, the development of psychopathology, and contemporary theoretical frameworks used to understand abnormal behaviour within biological, psychological, social, cultural, and Indian contexts.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

- CO1: Explain the evolution, scope and professional roles of Clinical Psychology.
- CO2: Differentiate mental health, mental illness and abnormal behaviour using multiple theoretical perspectives.
- CO3: Analyze psychological, family, social and cultural determinants of mental health.
- CO4: Explain major concepts and models of psychopathology.
- CO5: Compare different theoretical explanations of psychological disorders.
- CO6: Critically evaluate Indian and Western perspectives of mental health.

Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Introduction to Psychopathology • Definition • Normality • Abnormality • Models • Classification • DSM • ICD • Diagnostic principles • Diagnostic formulation • Clinical interviewing	15
2	Theoretical Models of Psychopathology • Psychodynamic • Behavioural • Cognitive • Humanistic • Existential • Interpersonal • Biopsychosocial	15

	• Developmental	
3	Psychopathology Across Disorders • Anxiety disorders • Obsessive–compulsive and related disorders • Trauma- and stress-related disorders • Somatic symptom and dissociative disorders • Mood disorders • Psychotic disorders • Personality disorders • Substance use disorders • Childhood and adolescent disorders • Sexual disorders • Suicide and self-harm • Culture-related disorders	15
4	Indian Perspectives on Mental Health • Indian concepts of mind • Mental health • Mental illness • Indian personality concepts • Emotion • Motivation • Traditional classifications • Varnashrama (critical discussion) • Contemporary Indian psychology • Contribution of Yoga • Contribution of Ayurveda • Indigenous healing systems	15

Reference books:

1. Butcher, J. N., Hooley, J. M., Mineka, S., & Nock, M. K. (2017). *Abnormal psychology* (17th ed.). Pearson.
2. Cicchetti, D., & Cohen, D. J. (Eds.). (2006). *Developmental psychopathology: Vol. 1. Theory and method* (2nd ed.). Wiley.
3. Cicchetti, D., & Cohen, D. J. (Eds.). (2006). *Developmental psychopathology: Vol. 3. Risk, disorder, and adaptation* (2nd ed.). Wiley.
4. Casey, P. R., & Kelly, B. D. (Eds.). (2007). *Fish's clinical psychopathology: Signs and symptoms in psychiatry* (3rd ed.). Gaskell.
5. Kuppuswamy, B. (2004). *An introduction to social psychology*. Media Promoters & Publishers.
6. Kuppuswamy, B. (1990). *Elements of ancient Indian psychology*. Konark Publishers.
7. Bennett, P. W. (2021). *Clinical psychology, research and practice: An introductory textbook* (4th ed.). Open University Press.
8. Walker, C. E., & Roberts, M. C. (Eds.). (2001). *Handbook of clinical child psychology* (3rd ed.). Wiley.

9. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11th ed.). Wolters Kluwer.
10. Comer, R. J., & Comer, J. S. (2018). *Abnormal psychology* (10th ed.). Worth Publishers.
11. Matson, J. L. (Ed.). (2023). *Handbook of clinical child psychology: Integrating theory and research into practice*. Springer.
12. Norcross, J. C., VandenBos, G. R., & Freedheim, D. K. (Eds.). (2016). *APA handbook of clinical psychology* (Vols. 1–5). American Psychological Association.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: II	Course No.: 7	Course Title: Clinical Psychiatry – II
Credits: 04	Course Code: PG-C-PSY 422	Course Category: Major (Core)

Course Objective:

To provide students with a comprehensive understanding of major psychiatric disorders, their clinical presentation, etiology, diagnosis, and management from a biopsychosocial perspective, enabling effective collaboration with multidisciplinary mental health teams.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

- CO1: Describe the clinical features and classification of major psychiatric disorders.
- CO2: Differentiate disorders using ICD-11 and DSM-5-TR diagnostic frameworks.
- CO3: Explain the biological, psychological and social determinants of psychiatric disorders.
- CO4: Understand the principles of pharmacological, psychological and psychosocial management.
- CO5: Recognize psychiatric emergencies and referral needs.
- CO6: Collaborate effectively with psychiatrists and other mental health professionals.

Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Childhood, Neurodevelopmental and Organic Mental Disorders • Intellectual Disability • Neurodevelopmental disorders • Behavioural and emotional disorders of childhood and adolescence • Delirium • Dementia • Organic mental disorders secondary to neurological and systemic disorders For each disorder: • Types • Clinical features • Etiology • Diagnostic considerations (ICD-11 & DSM-5) • Management	15
2	Biological Basis and Treatment of Psychiatric Disorders • Neurobiological basis of major psychiatric disorders • Principles of psychopharmacology • Antipsychotic drugs	15

	• Antidepressants • Mood stabilizers • Anxiolytics • Other commonly used psychotropic medications • Electroconvulsive Therapy • Psychosurgery • Overview of psychological therapies	
3	Rehabilitation and Community Mental Health • Psychiatric rehabilitation • Recovery-oriented care • Half-way homes • Sheltered workshops • Day-care centres • Community-based rehabilitation • Institutional care • Family involvement in rehabilitation • Multidisciplinary mental health team • Role of the Clinical Psychologist in rehabilitation	15
4	Liaison Psychiatry and Psychiatric Specialties • Consultation-Liaison Psychiatry • Psychiatry in general hospitals • Primary care psychiatry • Child and adolescent psychiatry • Geriatric psychiatry • Addiction psychiatry • Forensic psychiatry • Social psychiatry	15

Reference books:

1. Boland, R., Verduin, M. L., & Ruiz, P. (Eds.). (2021). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (12th ed.). Wolters Kluwer.
2. Boland, R., & Verduin, M. L. (Eds.). (2024). *Kaplan and Sadock's comprehensive textbook of psychiatry* (11th ed.). Lippincott Williams & Wilkins.
3. Ahuja, N. (2011). *A short textbook of psychiatry* (7th ed.). Jaypee Brothers Medical Publishers.
4. Bhatia, M. S. (2023). *Short textbook of psychiatry* (8th ed.). CBS Publishers & Distributors.
5. Semple, D., & Smyth, R. (2019). *Oxford handbook of psychiatry* (4th ed.). Oxford University Press.
6. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Association Publishing.
7. World Health Organization. (2024). *Clinical descriptions and diagnostic requirements for ICD-11 mental, behavioural and neurodevelopmental disorders*. World Health Organization.

8. Morrison, J. (2023). *DSM-5-TR made easy: The clinician's guide to diagnosis*. The Guilford Press.
9. Casey, P. R., & Kelly, B. D. (Eds.). (2007). *Fish's clinical psychopathology: Signs and symptoms in psychiatry* (3rd ed.). Gaskell.
10. Oyeboode, F. (2022). *Sims' symptoms in the mind: Textbook of descriptive psychopathology* (7th ed.). Elsevier.
11. First, M. B., & Skodol, A. E. (2025). *Learning DSM-5-TR by case example*. American Psychiatric Association Publishing.
12. Galanter, C. A., & Jensen, P. S. (Eds.). (2025). *DSM-5-TR casebook and treatment guide for child mental health*. American Psychiatric Association Publishing.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: II	Course No.: 8	Course Title: Statistical Inference
Credits: 04	Course Code: PG-C-PSY 423	Course Category: Major (Core)

Course Objective:

To equip students with the knowledge and practical skills required to design, conduct, analyze, interpret and communicate psychological research using quantitative, qualitative and AI-assisted research methods, with applications in clinical psychology.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

- CO1: Design quantitative and qualitative psychological research studies.
- CO2: Apply appropriate sampling techniques, research designs and statistical analyses.
- CO3: Interpret and critically evaluate research findings in clinical psychology.
- CO4: Conduct basic statistical analyses using statistical software.
- CO5: Apply qualitative methods for psychosocial research.
- CO6: Use AI tools responsibly for research, data analysis and scientific writing.

Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Basic Statistical Analysis • Probability distributions • Parametric and non-parametric tests • Correlation • Chi-square • t-tests • Introduction to ANOVA • One-way ANOVA • Assumptions of statistical tests • Interpretation of statistical output	15
2	Advanced Statistical Analysis • Factorial ANOVA • Repeated Measures ANOVA • ANCOVA • MANOVA • Post hoc tests • Linear regression • Multiple regression • Logistic regression	15

3	Multivariate Statistics • Introduction to multivariate analysis • Factor analysis • Principal Component Analysis (PCA) • Discriminant Function Analysis • Cluster Analysis • Path Analysis (introductory) • Survival Analysis (concepts and applications) • Applications in clinical psychology	15
4	Statistical Software for Behavioural Sciences • SPSS • JASP • JAMOVİ • Data entry • Data screening • Statistical analysis • Interpretation of outputs • Presentation of tables and graphs	15

Reference books:

1. Broota, K. D. (2017). *Experimental design in behavioural research*. New Age International.
2. Mangal, S. K. (2002). *Statistics in psychology and education* (2nd ed.). Prentice-Hall of India.
3. Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.
4. King, B. M., & Minium, E. W. (2008). *Statistical reasoning in the behavioral sciences* (5th ed.). John Wiley & Sons.
5. Garrett, H. E. (1973). *Statistics in psychology and education* (6th ed.). Vakils, Feffer and Simons.
6. Aron, A., Aron, E. N., & Coups, E. J. (2013). *Statistics for psychology* (6th ed.). Pearson.
7. Siegel, S., & Castellan, N. J., Jr. (1988). *Nonparametric statistics for the behavioral sciences* (2nd ed.). McGraw-Hill.
8. Field, A. (2024). *Discovering statistics using IBM SPSS statistics* (6th ed.). SAGE Publications.
9. Field, A., van Doorn, J., & Wagenmakers, E.-J. (2025). *Discovering statistics using JASP*. SAGE Publications.
10. Navarro, D. J., Foxcroft, D. R., & Faulkenberry, T. J. (2025). *Learning statistics with JASP: A tutorial for psychology students and other beginners*. Open Book Publishers. <https://doi.org/10.11647/OBP.0333>
11. Denniss, R. (2025). *Statistics with JASP: First steps for psychology students*. University of Sheffield.
12. Mayers, A. (2013). *Introduction to statistics and SPSS for psychology*. Pearson.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: II	Course No.: 9	Course Title: Clinical Assessments - Testing
Credits: 04	Course Code: PG-C-PSY 424	Course Category: Major (Core)

Course Objective:

The course aims to develop foundational competencies in the assessment of emotional, personality, self-concept, family, and other domains relevant to clinical psychology. Students will develop skills in the standardized administration, scoring, interpretation, and clinical integration of selected clinical assessment instruments, while learning to relate assessment findings to presenting concerns and broader psychosocial functioning and to document findings ethically and professionally.

Course Outcomes:

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

CO1 – Remember: Identify the purpose, domains, basic principles, and administration requirements of selected clinical assessment instruments.

CO2 – Understand: Explain the theoretical basis, constructs assessed, clinical applications, and limitations of measures of depression, anxiety, personality, self-concept, and family functioning.

CO3 – Apply: Demonstrate standardized administration and scoring procedures for selected clinical assessment instruments.

CO4 – Analyze: Analyze assessment findings to identify patterns of emotional, personality, interpersonal, family, self-related, and quality-of-life functioning.

CO5 – Evaluate: Evaluate the clinical significance and limitations of assessment findings by integrating test results with relevant case information and behavioural observations.

CO6 – Create: Prepare comprehensive clinical assessment reports integrating assessment findings, interpretation, clinical observations, and appropriate conclusions and recommendations.

Course Contents:

No.	Practical	Primary domain
1	Beck Depression Inventory (BDI)	Depressive symptoms
2	Beck Anxiety Inventory (BAI)	Anxiety symptoms
3	Self-Concept Questionnaire	Self-concept
4	Family Pathology Scale	Family functioning/pathology
5	16 Personality Factor Questionnaire (16 PF)	Personality
6	Thematic Apperception Test (TAT)	Projective technique

Format for writing the Report:

- **Title:** This heading will mention the 'title' or 'name' of the practical e.g.: 16 PF / Span of attention.
- **Aims/Objectives:** This will basically consist of the main objectives or purpose of the practical. For example, if you are performing a test on '16 PF' then the basic objective of the test will be: 'To assess the personality of the subject using 16 PF'.
- **Introduction:** Here the historical background of the test is mentioned. The concept is defined and discussed. For example, in case of 16 PF, the historical background of 16 PF is described. The concept of personality is defined and the theories related to it are discussed.
- **Description of the Test:** Under this, the details with regard to the test are mentioned, like author of the test, basic purpose of the test, number of items, dimensions/ factors included in the test, time limit, reliability, validity, scoring.
- **Materials Required:** The materials required for the administration of the test are mentioned. For example, in case of 16 PF, the test booklet, answer sheet, scoring key, pencil, eraser is required.
- **Participant's Profile:** This will consist of all the detailed information about the participant, like, name of the participant (optional), age, gender, educational qualification and occupation.
- **Procedure and Administration:** The following sub headings are included here
 - Preparation:** The material required for conduction of the test, like, test booklet, apparatus or instrument, answer sheet, stopwatch are kept ready.
 - Rapport:** You have to mention that rapport was created with the participant and that s/he was well informed about the details of the test.
 - Instructions:** Instruction as given in the test manual are included here.
 - Precautions:** Precautions, if any, to be considered while administration of the test is mentioned under this sub heading.
 - Introspective Report:** After completion of the test by the participant, an introspective report is to be taken, that is, the participant's feeling and constraints faced by him/her while undergoing the test/ experiment is mentioned under this sub heading in first person.
- **Scoring and Interpretation:** After the participant completes the test, the answer sheet is to be scored with the help of the scoring key and the data is to be interpreted with the help of the norms given in the manual. The scores can then be mentioned and interpreted under this heading. For experiments, the findings are to be analysed and mentioned here.

- **Discussion:** You have to discuss the result based on the interpretation. It may be further analysed in the light of the introspective report. In case of experiments, the results may be supported by existing studies conducted in the field.
- **Conclusion:** Under this heading, you have to conclude the findings of the test.

References

References have to be written in APA format. These should be alphabetically listed.

Course Details:

Curriculum Designed for: PG		Self-Finance Programme: M.A. Clinical Psychology
Semester: II	Course No.: 10	Course Title: Internship and Case Documentation – II
Credits: 06	Course Code: PG-C-PSY 425	Course Category: Major (Core)

Course Objective:

The internship aims to provide students with supervised, experiential exposure to the application of psychological principles in educational settings. Students will develop competencies in needs assessment, psychological screening, psychoeducation, mental-health promotion, intervention planning, implementation and evaluation while working with students, teaching and non-teaching staff. The internship emphasizes professional communication, ethical practice, confidentiality, informed consent, appropriate referral, professional boundaries and reflective learning.

Course Outcomes:

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

CO1. Identify academic, emotional, behavioural, interpersonal and psychosocial concerns through observation and needs assessment.

CO2. Apply appropriate interviewing, observation and rapport-building skills in educational settings.

CO3. Demonstrate skills in the supervised administration, scoring and preliminary interpretation of psychological screening tools.

CO4. Develop psychoeducational and mental-health literacy materials and conduct appropriate awareness activities.

CO5. Design and implement need-based psychological interventions and experiential activities for individuals and groups.

CO6. Evaluate and document psychological activities using participant feedback and appropriate evaluation methods while maintaining professional and ethical standards.

Course Contents:**Module I: Needs Assessment**

- Orientation to the educational institution and its support systems
- Rapport building and professional communication
- Systematic classroom/institutional observation
- Survey interviews with students, teaching and non-teaching staff
- Identification of academic, emotional, behavioural and psychosocial concerns
- Identification of mental-health and intervention needs
- Compilation and analysis of findings

Module II: Psychological Screening

- Concept and purpose of psychological screening
- Screening versus assessment and diagnosis

- Selection of age- and population-appropriate tools
- Ethical administration, scoring and documentation
- Screening of domains such as depression, anxiety, stress, psychological distress and quality of life
- Preliminary interpretation and identification of concerns requiring referral
- Confidentiality, informed consent/assent and professional boundaries
- Referral procedures

Possible tools: DASS-21, GHQ-12, WHOQOL-BREF, PWBS, GAD-7, Perceived Stress Scale, as appropriate and under supervision.

Module III: Psychoeducation and Mental-Health Literacy

- Mental-health literacy and promotion
- Mental-health myths and stigma reduction
- Help-seeking and referral awareness
- Development of age-appropriate psychoeducational materials
- Posters, pamphlets, infographics, awareness boards and short videos
- Development of mental-health resource/helpline directories
- Individual and group psychoeducation

Possible themes: Stress, anxiety, depression, emotional regulation, emotional intelligence, self-esteem, sleep, screen/social-media use, academic stress, burnout, communication, suicide prevention and help-seeking.

Module IV: Intervention, Feedback and Evaluation

- Identification of intervention needs based on Modules I–III
- Formulation of intervention objectives
- Planning and implementation of individual/group activities
- Experiential activities and basic psychological skills training
- Stress management, relaxation, emotional regulation, communication, self-esteem, coping, digital well-being and other need-based interventions
- Collection of participant feedback
- Pre/post or process evaluation, wherever feasible
- Reflection on effectiveness and limitations
- Recommendations for continued institutional support

Practical Component

Students shall complete and submit **full-length psychological case report** based on the work completed in approved/supervised settings.

Format of the Internship Report:

- Title Page (Programme Name, Course Code, Title, Student Name, Enrolment No., Name of the college, Year)
- Completion Certificate
- Student Declaration
- Acknowledgement
- Table of Contents
- Profile of the Organization
 - Name and address
 - Objectives
 - Services provided
 - Organizational structure
- Introduction
 - Purpose of internship
 - Duration and setting
 - Objectives of internship
 - Ethical framework
- Role and Responsibilities of the students in internship
- Evaluation of the school / college students:
 - Needs Assessment
 - Method (Observation, Interview, Survey)
 - Findings
 - Screening
 - Instruments used
 - Administration and scoring
 - Aggregate findings
 - Use tables/charts where appropriate
 - Limitations
 - Psychoeducation - For each activity:
 - Topic
 - Target population
 - Objective
 - Content
 - Method
 - Materials
 - Number reached
 - Feedback
 - Intervention
 - Identified problem
 - Intervention rationale and design
 - Activities
 - Implementation
 - Participant response
 - Feedback
 - Outcome/evaluation

- Conclusion
 - Professional learning outcomes
 - Reflections from the experience
- Appendices Section
 - Appendix – I: Weekly log sheets
 - Appendix – II: Consent Letter
 - Appendix – III: Survey questionnaires / interview schedule
 - Appendix – IV: Assessment forms
 - Appendix – V: Psychoeducation materials
 - Appendix – VI: Interventional materials

Important Notes:

- Confidentiality: Strict confidentiality has been maintained in all case studies. Identifying information has been coded or omitted in accordance with professional ethical standards.
- Language: The internship report has been prepared using formal academic language, adhering to psychological and clinical documentation norms.
- Pagination: Proper pagination has been followed:
 - Preliminary pages in Roman numerals (i, ii, iii...)
 - Main report pages in Arabic numerals (1, 2, 3...)
- Binding: The internship report is submitted in spiral/soft binding.