

## BEHAVIORAL NEUROSCIENCE

**Semester: III**

**Paper: XI**

**Course Code: PSY 601-1**

**Credit Hours: 3**

**Teaching Hours: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

This course provides an in-depth look at behavioral neuroscience, examining how brain structures, function, and chemistry influence behavior. Topics include the nervous system's organization, neural mechanisms of homeostasis, emotion, learning, memory, and the neurobiological basis of psychological disorders.

### Course Objectives

After completion of this course, students will be able to:

- Gain an understanding of key neuroscience concepts, including neuroanatomy, neurophysiology, and psychopharmacology
- Understand the brain's role in regulating basic psychological processes: motivation, emotion, learning, and memory
- Analyze the biological foundations of mental disorders.

### Course Contents

#### Unit I. Introduction (3)

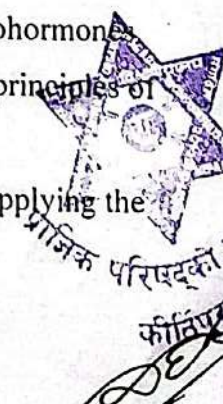
1. Neuroscience: Past, present, and future
2. Neuroscience as an interdisciplinary field
3. Research methods in behavioral neuroscience

#### Unit II. Biological Foundation of Behavior (12)

1. Functional Neuroanatomy: Anatomical directions and planes of section
2. Neurophysiology: Glia and neurons, action potentials, the synapse
3. Psychopharmacology: Neurotransmitters, neuromodulators, and neurohormones
4. Types of neurochemicals, mechanisms of neuropharmacology, basic principles of drug effects, effects of psychoactive drugs
5. Central nervous system, peripheral nervous system, protecting and supplying the nervous system



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**Unit III. Perception and Action**

1. General principles of sensory processing, touch, and pain
2. Hearing, balance, taste, and smell
3. Vision
4. Motor control and plasticity

(9)

**Unit IV. Regulation and Emotion**

1. Homeostasis: Food and fluid
2. Biological rhythms, sleep, and dreaming
3. Sex: Hormonal and neuronal basis
4. Emotion: Stress and aggression

(9)

**Unit V. Learning and Memory**

1. Categorizing learning and memory
2. Mechanisms of synaptic plasticity
3. Neural systems supporting classical conditioning, operant conditioning and social learning
4. Neural systems supporting memory
5. The effects of stress on learning and memory

(9)

**Unit VI. Neuroscience of Psychopathology (brain structure, brain function, and biochemistry)**

1. Autism Spectrum Disorder (ASD)
2. Attention Deficit Hyperactivity Disorder (ADHD)
3. Schizophrenia
4. Bipolar Disorder
5. Major Depressive Disorder (MDD)
6. Anxiety Disorders
7. Obsessive-Compulsive Disorder (OCD)
8. Posttraumatic Stress Disorder (PTSD)

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### Internal Evaluation

Headings	Marks
Attendance	5
Interaction, class participation	5
Presentation	5
Literature Review on an assigned topic	15
End term evaluation	10
Total marks	40

### Recommended Readings

- Bear, M. F., Connors, B. W., & Paradiso, M. A. (2016). *Neuroscience: Exploring the brain* (Fourth Edi). Wolters Kluwer.
- Bredlove, S. M., & Watson, N. V. (2020). *Behavioral Neuroscience* (Ninth Edit). Oxford University Press.
- Carlson, N. R., & Birkett, M. (2021). *Foundations of Behavioral Neuroscience* (Tenth Edit). Pearson Education Limited.
- Freberg, L. A. (2024). *Discovering Behavioral Neuroscience: An Introduction to Biological Psychology* (Fifth Edit). Cengage Learning, Inc.
- Garret, B., & Hough, G. (2018). *Brain & Behavior: An Introduction to Behavioral Neuroscience* (Fifth Edit). SAGE Publications Inc.
- Higgs, S., Cooper, A., & Lee, J. (2020). *Biological Psychology* (Second Edi). SAGE Publications Inc.
- Horvitz, J. C., & Jacobs, B. L. (2023). *Principles of Behavioral Neuroscience*. Cambridge University Press.
- Kalat, J. W. (2019). *Biological Psychology* (Thirteenth). Cengage Learning, Inc.
- Pinel, J. P. J., & Barnes, S. (2022). *Biopsychology* (Eleventh E). Pearson Education Limited.

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## PSYCHOLOGICAL DISORDERS

**Semester: III**

**Paper: XII**

**Course Code: PSY 602-1**

**Credit Hours: 3**

**Teaching Hours: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

This course is designed to provide students with an understanding of psychological disorders and various systems of classifying those disorders. The course also introduces symptoms and psychopathology of various disorders, including anxiety and mood disorders, schizophrenia, intellectual disability, and developmental disorders.

### Course Objectives

After completion of this course, students will be able to,

- Compare the various models of etiology of psychopathologies.
- Acquire knowledge of the classification system of mental disorders
- Demonstrate an understanding of the various psychopathological manifestations

### Course Contents

#### Unit I. Introduction (8)

1. Normality and mental health
2. Historical perspectives
3. Approach to psychopathology

#### Unit II. Anxiety, Somatoform, Dissociative, and Eating Disorders (8)

1. Anxiety Disorders: Phobias; generalized anxiety disorder, obsessive-compulsive disorder, posttraumatic stress disorder, panic disorder
2. Dissociative and somatoform disorders
3. Eating disorders: Anorexia nervosa, bulimia nervosa, binge eating disorder

#### Unit III. Mood Disorders, Personality Disorders, and Sexual and Gender Identity Disorders

1. Mood disorders and suicide
2. Personality disorders
3. Sexual dysfunction, paraphilic disorders, gender dysphoria

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## PSYCHOLOGICAL DISORDERS

Semester: III

Paper: XII

Course Code: PSY 602-1

Credit Hours: 3

Teaching Hours: 48

Internal Evaluation: 40

External Evaluation: 60

### Course Description

This course is designed to provide students with an understanding of psychological disorders and various systems of classifying those disorders. The course also introduces symptoms and psychopathology of various disorders, including anxiety and mood disorders, schizophrenia, intellectual disability, and developmental disorders.

### Course Objectives

After completion of this course, students will be able to,

- Compare the various models of etiology of psychopathologies.
- Acquire knowledge of the classification system of mental disorders
- Demonstrate an understanding of the various psychopathological manifestations

### Course Contents

#### Unit I. Introduction (8)

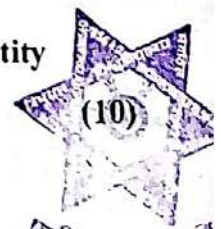
1. Normality and mental health
2. Historical perspectives
3. Approach to psychopathology

#### Unit II. Anxiety, Somatoform, Dissociative, and Eating Disorders (8)

1. Anxiety Disorders: Phobias; generalized anxiety disorder, obsessive-compulsive disorder, posttraumatic stress disorder, panic disorder
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**Unit IV. Psychotic Disorders**

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1. Schizophrenia and related disorders: Schizophrenia, schizoaffective disorder, brief psychotic disorder
2. Delusional disorder

**Unit V. Substance-Related Disorders**

(6)

1. Substance abuse and dependence
2. Alcohol dependence
3. Nicotine dependence
4. Other psychoactive drugs

**Unit VI. Developmental and Cognitive Disorders**

(8)

1. Disruptive behavior disorder: Attention deficit hyperactivity disorder, conduct disorder
2. Learning and communication disorders
3. Disorders of emotional distress
4. Elimination disorder
5. Intellectual disability and autism
4. Cognitive disorder, delirium, and dementia

**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments	5
Class Participation and Presentation	5
Case study	15
Performance in the term-end examination	10
Total marks	40

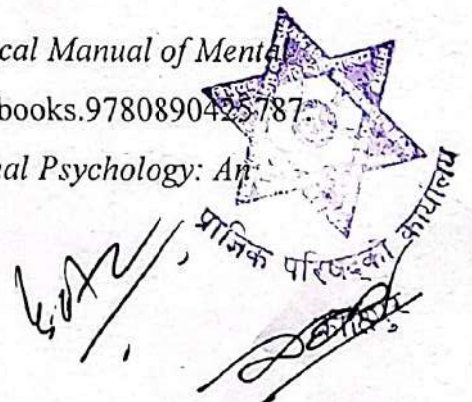
**Recommended Readings**

Alloy, L. B, Riskind, J. H, & Manos, M. J (2006). *Abnormal Psychology. Current Perspectives* (9<sup>th</sup> ed.). TATA McGraw-Hill.

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2016). *Abnormal Psychology: An Integrative Approach* (8<sup>th</sup> ed.). Cengage Learning.

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Kessler, R. C., McLaughlin, K. A., Green, J. G., Gruber, M. J., Sampson, N. A., Zaslavsky, A. M., ... & Williams, D. R. (2010). Childhood adversities and adult psychopathology in the WHO World Mental Health Surveys. *The British Journal of Psychiatry*, 197(5), 378-385.

Sewall, C. J. R., & Parry, D. A. (2024). Social media and youth mental health: Simple narratives produce biased interpretations. *Journal of Psychopathology and Clinical Science*, 133(7), 507-514. <https://doi.org/10.1037/abn0000950>

World Health Organization (2021). *International Statistical Classification of Diseases and Related Health Problems* (11th ed.). <https://icd.who.int/>.

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## PSYCHOLOGICAL ASSESSMENT

Semester: III

Paper: XIII

Course Code: PSY 603-1

Credit Hours: 3

Teaching Hours: 48

Internal Evaluation: 40

External Evaluation: 60

### Course description

This course is designed to introduce students to various concepts and issues in assessment and prepare them to evaluate clients in a clinical or counseling setting.

### Objectives

After completion of the course, students will be able to,

- Understand the assessment process and methods
- Use the assessment process in a clinical or counseling setting

### Course Content

#### Unit I. Introduction

(3)

1. Concept, history, and characteristics of psychological assessment
2. Types of assessment methods
3. Difference between psychological testing and psychological assessment

#### Unit II. Methods and Process of Assessment

(15)

1. Interview
2. Behavioral assessment
3. Case study and mental status examination
4. Community genogram and clinician-made questions
5. Psychological tests and other non-standardized methods
6. Process of assessment
7. Selecting, administering, and communicating assessment results
8. Psychological assessment and treatment planning
9. Report writing

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**Unit III. Psychological Testing**

(6)

1. Nature and use of psychological tests
2. Technical and methodological principles: Norms and meaning of test scores, reliability, and validity

**Unit IV. Use of Psychological Assessment in Different Areas**

(18)

1. Intelligence assessment
2. Achievement and aptitude
3. Personality assessment
4. Assessment of interpersonal relationships
5. Assessment of developmental disability
6. Assessment of neuropsychological functioning
7. Other assessments: Emotional intelligence, quality of life, test anxiety, interest, addiction, suicide risk assessment, stress, well-being

**Unit V. Ethical and Professional Issues**

(6)

1. Ethical issues in psychological assessment
2. Professional and multicultural issues in psychological assessment

**Teaching Methods:** Lecture, case discussion, conference, role play, classroom interaction

**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Psychological assessment report	10
Performance in the term-end examination	10
Total marks	40

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**Recommended Readings**

Coaley, K (2014). *An introduction to psychological assessment and psychometrics* (2<sup>nd</sup> ed.). Sage Publication

Groth-Marnat, G. (2009). *Handbook of psychological assessment* (4<sup>th</sup> ed.). John Wiley & Sons.

Hays, D.G. (2017). *Assessment in counseling procedures and practices* (6<sup>th</sup> ed.). American Counseling Association.

Kaplan, R.B. & Saccuzzo, D.P. (2005). *Psychological testing principles, applications & issues* (6<sup>th</sup> ed.). Wadsworth Cengage Learning.

Whiston, S. (2017). *Principles and application of assessment in counseling* (5<sup>th</sup> ed.). Cengage Learning.

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## CLINICAL PSYCHOLOGY

**Semester: III**

**Paper: XIV**

**Course Code: PSY 604-1-1**

**Credit Hours: 3**

**Teaching Hours: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

This course introduces the field of clinical psychology, its research methods, and various theoretical models. It also introduces students to various ethical, multicultural, and professional issues.

### Course Objectives

At the end of the course, students will be able to,

- Develop a basic understanding of assessment, research, theories, and issues in clinical psychology
- Acquire skills in practice and awareness of ethical issues in clinical psychology

### Course Contents

#### Unit I. Introduction

(8)

1. Concept and characteristics of clinical psychology
2. History of clinical psychology
3. Activities and work settings of clinical psychologists
4. Clinical psychology and related professions
5. Training models and specialty areas of clinical psychology

#### Unit II. Research Designs and Methods in Clinical Psychology

(8)

1. Between-group and within-group designs
2. Correlational designs
3. Analogue designs
4. Cross-sectional and longitudinal designs
5. Experimental and quasi-experimental methods
6. Case studies
7. Meta-analysis



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**Unit III. Assessment in Clinical Psychology**

(6)

1. Classification and diagnosis
2. Interview and observation
3. Self-Report and projective measures
4. Case formulation, assessment report, and treatment plan

**Unit IV. Theoretical Models in Clinical Psychology**

(15)

1. Psychodynamic approach
2. Behavioral and cognitive behavioral approaches
3. Humanistic approach
4. Interpersonal approaches
5. The family system approaches

**Unit V. Ethical and Professional Issues in Clinical Psychology**

(5)

1. Ethical issues in clinical practice
2. Professional issues and controversies in clinical psychology

**Unit VI. Multicultural and Legal Issues**

(6)

1. Multicultural counseling competence: Barriers to effective multicultural counseling, counseling considerations for diverse groups (women, older adults, refugees, and people with disability), multicultural counseling competence
2. Relevant legal issues related to clinical services in Nepal

**Teaching Methods:** Lectures, audiovisual, case discussion, classroom discussion.

**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Writing a case formulation report of any three cases using diverse therapeutic models	10
Performance in the term-end examination	10
Total marks	40

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**Unit III. Assessment in Clinical Psychology**

(6)

1. Classification and diagnosis
2. Interview and observation
3. Self-Report and projective measures
4. Case formulation, assessment report, and treatment plan

**Unit IV. Theoretical Models in Clinical Psychology**

(15)

1. Psychodynamic approach
2. Behavioral and cognitive behavioral approaches
3. Humanistic approach
4. Interpersonal approaches
5. The family system approaches

**Unit V. Ethical and Professional Issues in Clinical Psychology**

(5)

1. Ethical issues in clinical practice
2. Professional issues and controversies in clinical psychology

**Unit VI. Multicultural and Legal Issues**

(6)

1. Multicultural counseling competence: Barriers to effective multicultural counseling, counseling considerations for diverse groups (women, older adults, refugees, and people with disability), multicultural counseling competence
2. Relevant legal issues related to clinical services in Nepal

**Teaching Methods:** Lectures, audiovisual, case discussion, classroom discussion.

**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Writing a case formulation report of any three cases using diverse therapeutic models	10
Performance in the term-end examination	10
Total marks	40

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**Note:** Training in communication skills and psychoeducation should be provided to prepare students for clinical intervention. The total training duration would be 24 hours.

### Recommended Readings

Hecker, J.E. & Thorpe, G.L. (2005). *Introduction to Clinical Psychology: Science, Practice and Ethics*. Pearson.

Lee, C.M. & Hunsley, J. (2018). *Introduction to clinical psychology: An evidence-based approach* (4<sup>th</sup> ed.). John Wiley & Sons, Inc.

Pomerantz, A., M. (2020). *Clinical psychology: Science, practice, and diversity* (5<sup>th</sup> ed.). Sage.

Pope-Davis, D. B., Coleman, H.L.K., Liu, W. M. & Toporek, R. L. (2003). *Handbook of multicultural competencies in counseling & psychology* (Eds.). Sage Publications.

Orozco, G. L., Lee, W. M., Blando, J. A., & Shooshani, B. (2014). *Introduction to multicultural counseling for helping professionals* (3<sup>rd</sup> ed.). Routledge.

Rana, M., & Shakya, S. (2022). Towards professional training in clinical psychology in Nepal. In

Adhikari, Y., Shrestha, S., & Sigdel, K. (2022). *Nepalese Psychology: Volume One* (pp.47- 67). Evincepub.

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9<sup>th</sup> ed.). John Wiley & Sons.

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## COUNSELING PSYCHOLOGY

**Semester: III**

**Paper: XIV**

**Course Code: PSY 604-1-2**

**Credit Hours: 3**

**Teaching Hours: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

This course offers an overview of counseling, history, and current trends in Nepal, and goals of mental health, educational, and career counseling. The course deals with various therapeutic approaches, covering their theories, assumptions, goals, and techniques. Additionally, the course emphasizes the counseling process and communication skills.

### Course Objectives

The objectives of this course are,

- To foster counseling competency among students
- to be able to identify the diverse problem situations that require counseling

### Course Contents

#### Unit I. Introduction

(6)

1. History and the current trend of psychological interventions in Nepal
2. Scope of mental health, educational, and career counseling
3. Role of counselor's values in counseling intervention
4. Steps and process of counseling
5. Qualities of a good counselor
6. Ethical standards in counseling

#### Unit II. Approaches to Counseling

(15)

(Theory, Assumptions, Therapeutic goals, and Techniques)

1. Psychodynamic approach
2. Behavioral approach
3. Cognitive behavioral approach
4. Humanistic and existential approach
5. Solution-focused approach
6. Gestalt, eclectic, and other approaches



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**Unit III. Forms of Counseling**

(6)

1. Individual counseling
2. Group counseling
4. Family and couple counseling

**Unit IV. Assessment in Counseling**

(6)

1. Nature of assessment in counseling
2. Case formulation

**Unit V. Counseling Skills**

(15)

1. Effective group participation skills
2. Self-disclosure skills in a group setting
3. Leadership skills in a group setting
5. Changing interpersonal behavior within the group
6. Basic and advanced skills and practices: Attending, listening, empathy, dealing with emotion, questioning, self-reflection, effective feedback, paraphrasing, self-disclosure, integration, responding, owning

**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments	5
Interaction in class participation and presentation	10
Group counseling report of one group	10
Performance in the term-end examination	10
Total marks	40

**Note:** Chapter V will be accompanied by training on communication skills and psychoeducation.

The total duration of training would be 24 hours.

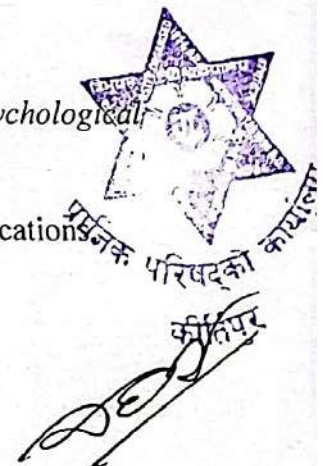
**Recommended Readings**

Chu, R. & Chao, L. (2015). *Counseling psychology: An integrated positive psychological approach*. Wiley-Blackwell.

Clarkson, P., & Cavicchia, S. (2013). *Gestalt counseling in action*. Sage Publications



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DeLucia-Waack, J. L., Kalodner, C. R., & Riva, M. (Eds.). (2013). *Handbook of group counseling and psychotherapy*. Sage Publications.

Jones-Smith, E. (2020). *Theories of counseling and psychotherapy: An integrative approach*. Sage Publications.

Lee, C. C. (2013). *Multicultural issues in counseling: New approach to diversity*. American Counseling Association.

Pitta, P. (2014). *Solving Modern family dilemmas: An assimilative therapy model*. Rutledge Publication.

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## PSYCHOSOCIAL COUNSELING

Semester: III

Paper: XIV

Course Code: PSY 604-1-3

Credit Hours: 3

Teaching Hours: 48

Internal Evaluation: 40

External Evaluation: 60

### Course Description

This course provides a comprehensive understanding of psychosocial counseling and interventions, with a focus on the Nepalese context. It explores the historical development, current trends, and integration of Mental Health and Psychosocial Support Services (MHPSS) within Nepal's primary health care system. Students will gain theoretical and practical knowledge of the fundamentals of psychosocial counseling, intervention strategies, and culturally relevant practices. The course addresses issue-specific psychosocial counseling in diverse settings, such as schools, communities, and humanitarian settings, while examining challenges like monitoring, accreditation, and mainstreaming psychosocial counseling.

### Course Objectives

After completion of this course, the students will be able to,

- Explain the evolution, concepts, and scope of psychosocial counseling in the context of Nepal
- Develop essential counseling skills, including communication, problem-solving, and emotional support
- Apply psychosocial intervention principles to assess and address individual and community needs
- Analyze challenges in psychosocial counseling practices and propose strategies for effective implementation and mainstreaming.

### Course Contents

#### Unit I. Introduction

1. History and the current trend of psychological interventions in Nepal
2. Psychosocial wellbeing: Concept, nature, and characteristics
3. Psychosocial intervention: Nature, goal, and scope

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4. Similarities and differences between psychological counseling and psychosocial counseling
5. Integration of MHPSS in primary health care in Nepal
6. Tele-mental health and online counseling
7. Current status of psychosocial counseling in Nepal

**Unit II. Fundamentals of Psychosocial Counseling**

(10)

1. Communication skills
2. Problem-solving skills
3. Emotional support
4. Psychoeducation
5. Case formulation
6. Case management
7. Resource mapping and referral mechanism

**Unit III. Psychosocial Intervention**

(8)

1. Concept, theories, and guiding principles
2. Psychosocial assessment
3. Community awareness and promotion
4. Individual skills development
5. Identification, evaluation, and integration of traditional healing practices

**Unit IV. Specific Psychosocial Counseling Practices in Nepal**

(10)

1. Humanitarian crisis: Refugees and displaced people, victims of abuse, assault, and violence
2. Crisis and emergencies: Earthquake, flood, landslide, avalanches, pandemics
3. School: promotion of psychosocial wellbeing and prevention and management of psychosocial problems
4. Community: Promotion of psychosocial wellbeing and prevention and management of psychosocial problems
5. Institutions: Childcare homes, shelters, transit homes
6. Human trafficking
7. Specific issues: Mass conversion, drug and alcohol abuse, specific mental health problems

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**Unit V. Challenges and Issues**

(8)

1. Monitoring and Supervision
2. Training and Accreditation
3. Grading and Certification
4. Mainstreaming psychosocial counseling
5. Psychosocialization

**Internal Evaluation**

Headings	Marks
Attendance	5
Interaction, class participation	5
Presentation	5
Report of Psychoeducation session in educational settings	15
End term evaluation	10
Total marks	40

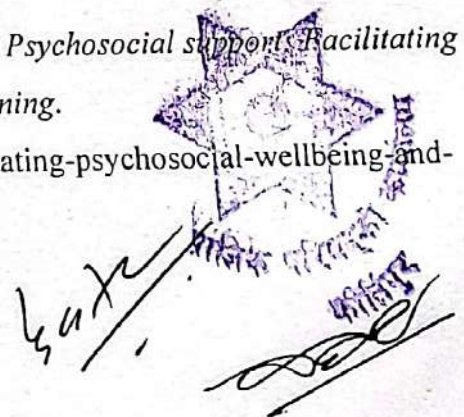
**Note:** Practical (Chapters II and III) are accompanied by communication skills and psychoeducation training. The total duration of the training would be 24 hours.

**Recommended Readings**

Dhimal, M., Thapa, P., Pandit, A., Khatiwada, M., Aryal, K. K., Regmi, J., Sharma, C., Dhakal, P., & Karki, K. B. (2016). *Evaluation of community-based mental health programme in selected districts of Nepal*. Nepal Health Research Council.  
<https://hdl.handle.net/20.500.14356/759elibrary.nhrc.gov.np>

International Organization for Migration. (2019). *Manual on community-based mental health and psychosocial support in emergencies and displacement*. <https://www.iom.int/manual-community-based-mental-health-and-psychosocial-support-emergencies-and-displacement>

Inter-Agency Network for Education in Emergencies. (2018). *Psychosocial support: Facilitating psychosocial wellbeing and social and emotional learning*.  
<https://inee.org/resources/psychosocial-support-facilitating-psychosocial-wellbeing-and-social-and-emotional-learning>



- Jordans, M. J. D., Keen, A. S., Pradhan, H., & Tol, W. A. (2007). Psychosocial counselling in Nepal: Perspectives of counsellors and beneficiaries. *International Journal for the Advancement of Counselling*, 29(1), 57–68. <https://doi.org/10.1007/s10447-006-9028-z>
- Rössler, W., & Haker, H. (2003). Conceptualizing psychosocial interventions. *Current Opinion in Psychiatry*, 16(6), 709–712. <https://doi.org/10.1097/00001504-200311000-00018>
- Tol, W. A., Jordans, M. J. D., Regmi, S., & Sharma, B. (2005). Cultural challenges to psychosocial counselling in Nepal. *Transcultural Psychiatry*, 42(2), 317–333. <https://doi.org/10.1177/1363461505052670>
- UNICEF. (2018). *Community-based mental health and psychosocial support in humanitarian settings: Three-tiered support for children and families*. <https://app.mhps.net/?get=309/unicef-cb-mhps-guidelines1.pdf>
- Upadhaya, N., Luitel, N. P., Koirala, S., Adhikari, R. P., Gurung, D., Shrestha, P., ... & Jordans, M. J. (2014). The role of mental health and psychosocial support nongovernmental organisations: Reflections from post-conflict Nepal. *Intervention Journal of Mental Health and Psychosocial Support in Conflict Affected Areas*, 12(4), 113–128. <https://doi.org/10.1097/WTF.0000000000000064>
- Upadhaya, N., Regmi, U., Gurung, D., Luitel, N. P., Petersen, I., Jordans, M. J. D., & Komproe, I. H. (2020). Mental health and psychosocial support services in primary health care in Nepal: Perceived facilitating factors, barriers and strategies for improvement. *BMC Psychiatry*, 20, 64. <https://doi.org/10.1186/s12888-020-2476-x>
- (Other Readings: Training manuals, project reports, reading materials, proceedings, newsletters published by the governmental and non-governmental agencies)



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## PRACTICAL-CLINICAL PSYCHOLOGY

Semester: III

Paper: XV

Course Code: PSY 605-1-1

Credit Hours: 3

Teaching Hours: 48

Practical Evaluation: 100

### Course Description

This course equips students with practical skills in conducting personality assessments and psycho-diagnostic tests and preparing a test report. Students will learn to apply theories learned in clinical psychology to practice. They will also learn to bind themselves with ethics while providing clinical services. The course emphasizes practical skills aligned with the theoretical concepts covered in the semester.

### Course Objectives

Objectives of the course are,

- To familiarize with psychological assessment and diagnostic testing, and develop the ability to conduct tests and prepare the report
- To encourage students to take the computer-based assessments on brain-behavior relationships
- To develop the ability to use modern methods of psychological assessment and psychodiagnostics skills.
- To promote psychological intervention skills.

### Course Content

#### Unit I. Neuroscience Experiments

(12)

1. Delayed Discounting Task: Decision-making under reward delay
2. Electroencephalography (EEG) measurement/cognitive impairment
3. Assessment of executive functioning (working memory, inhibition, and cognitive flexibility)

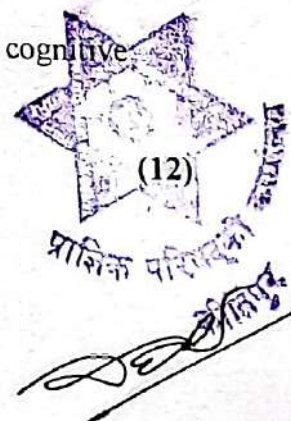
#### Unit II. Psychological Assessments

1. Personality test
2. Test of emotional intelligence
3. Test of intelligence

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**Unit III. Psychodiagnostics Testing****(12)**

1. Bender Gestalt test
3. Rorschach test
4. Test of anxiety
4. Test of depression

**Unit IV. Clinical Intervention****(12)**

Students have to critically evaluate at least five case studies related to clinical psychology. They must then conduct role-plays. Students should also carry out intake interviews and apply interventions learned in the clinical psychology course to at least five individuals. The minimum supervised clinical placement should be at least 150 hours. Out of 150 hours, the minimum hours of client contact should be 50, and the remaining hours can be observation or related activities of supervised clinical placement. The supervisor-to-supervisee ratio will be 1:7, and five hours of practice should be accompanied by one hour of supervision. During their external examination, they must submit reports and demonstrate the skills they have learned (via role-play).

**Evaluation**

The practical marks for each of the four groups will be 25, and the practical examination will be held on separate days. Students should pass each group to pass this course. The external evaluator will assess students for 10 marks, and the internal evaluator will assess against 15 marks.

**Note:**

1. Each section of the practical class contains 15 students, and one teacher will facilitate all activities
2. Students must sit in for supervision for clinical work (for specified hours), and the clinical supervisor will be different from the practical teacher.
3. A lab assistant will assist each practical class.

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## PRACTICAL – COUNSELING PSYCHOLOGY

Semester: III

Paper: XV

Course Code: PSY 605-1-2

Credit Hours: 3

Teaching Hours: 48

Practical Evaluation: 100

### Course Description

This course equips students with practical skills in conducting personality assessments and psycho-diagnostic tests and preparing a test report. Students will also learn to evaluate brain-behavior relationships, cognition, and physiological processes. The course emphasizes practical skills aligned with the theoretical concepts covered in the semester.

### Course Objectives

Objectives of the course are,

- To familiarize with psychological assessment and diagnostic testing, and develop the ability to conduct tests and prepare the report
- To encourage students to take the computer-based assessments on brain-behavior relationships
- To develop the ability to use modern methods of psychological assessment and psychodiagnosics skills
- Promote therapeutic counseling skills.

### Course Contents

#### Unit I. Neuroscience Experiments

(12)

1. Delayed Discounting Task: Decision-making under reward delay
2. Electroencephalography (EEG) measurement/cognitive impairment
3. Assessment of executive functioning (working memory, inhibition, and cognitive flexibility)

#### Unit II. Psychological Assessments

1. Personality test
2. Test of emotional intelligence
3. Test of intelligence

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**Unit III. Psychodiagnostics Testing**

1. Bender Gestalt test (12)
3. Rorschach test
4. Test of anxiety
4. Test of depression

**Unit IV. Counseling Skill**

(12)

Students should participate in role-play activities to demonstrate their learning from the counseling psychology course. Further, they have to complete a minimum of 150 hours of supervised placement. Among these hours, at least 50 hours of individual client contact hours are needed (this also includes preparation and client contact), and students must conduct assessments, formulate cases, and provide counseling support to at least five individuals. The remaining 100 hours can be utilized for observation, other activities allocated by the placement organization, and group sessions for individuals. There will be supervision for all placement work, and the supervisor-to-supervisee ratio will be 1:7. Further, five hours of practice should be accompanied by one hour of supervision. During their external examination, they must submit reports and demonstrate the skills they have learned (via role-play).

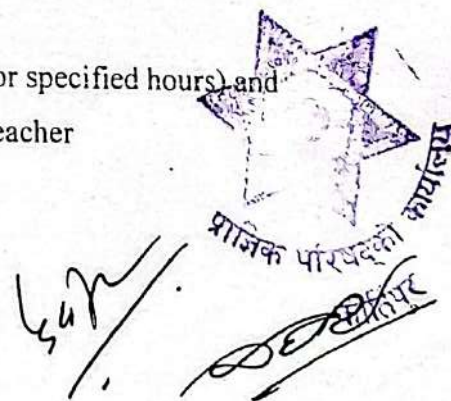
**Evaluation**

The practical marks for each of the four groups will be 25, and the practical examination will be held on separate days. Students should pass each group to pass this course. The external evaluator will assess students for 10 marks, and the internal evaluator will assess against 15 marks.

**Note:**

1. Each section of the practical class contains 15 students, and one teacher will facilitate all activities
2. Students must sit in for supervision for counseling work (for specified hours) and counseling supervisor will be different from the practical teacher
3. A lab assistant will assist each practical class.

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## PRACTICAL – PSYCHOSOCIAL COUNSELING

Semester: III

Paper: XV

Course Code: PSY 605-1-3

Credit Hours: 3

Teaching Hours: 48

Practical Evaluation: 100

### Course Description

This course equips students with practical skills in conducting personality assessments and psycho-diagnostic tests and preparing a test report. Students will also learn to evaluate brain-behavior relationships, cognition, and physiological processes. The course emphasizes practical skills aligned with the theoretical concepts covered in the semester.

### Course Objectives

Objectives of the course are,

- To familiarize with psychological assessment and diagnostic testing, and develop the ability to conduct tests and prepare the report
- To encourage students to take the computer-based assessments on brain-behavior relationships
- To develop the ability to use modern methods of psychological assessment and psychodiagnostics skills
- Promote community intervention skills.

### Course Contents

#### Unit I. Neuroscience Experiments

1. Delayed Discounting Task: Decision-making under reward delay
2. Electroencephalography (EEG) measurement/cognitive impairment
3. Assessment of executive functioning (working memory, inhibition, and cognitive flexibility)



#### Unit II. Psychological Assessments

1. Personality test
2. Test of emotional intelligence
3. Test of intelligence

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**Unit III. Psychodiagnostics Testing**

1. Bender Gestalt test
3. Rorschach test
4. Test of anxiety
4. Test of depression

(12)

**Unit IV Psychosocial Counseling**

(12)

Students are required to plan and implement a supervised psychoeducational session and skill practices at a rural community, following all requirements for community intervention. The minimum total hours would be 72. The duration of supervised fieldwork would be 48 hours. The preparation and reporting hours will be at least 24 hours in duration. Students will work in groups for the psychoeducational program and individually for skill practice. They must prepare, submit, and present a report based on their work. Fieldwork will be supervised by field supervisors, with a supervisor-to-supervisee ratio of 1:7. Supervisors will conduct six hours of orientation classes during fieldwork for each group of students. Students are required to prepare a report that highlights their findings, proposes interventions, and includes a reflection on the theories and techniques employed.

**Evaluation**

The practical marks for each of the four groups will be 25, and the practical examination will be held on separate days. Students have to pass each group of practicals to pass this course. The external evaluator will assess students for 10 marks, and the internal evaluator will assess against 15 marks.

**Note:**

1. Each section of the practical class contains 15 students, and one teacher will facilitate all activities
2. Students must sit in for supervision for counseling work (for specified hours) and counseling supervisor will be different from the practical teacher
3. A lab assistant will assist each practical class.

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## ORGANIZATIONAL PSYCHOLOGY

Semester: III  
 Paper: XI  
 Course Code: PSY 601-2  
 Credit Hours: 3

Teaching Hours: 48  
 Internal Evaluation: 40  
 External Evaluation: 60

### Course Description

This is an applied psychology course. This course is designed to cover the basic areas of human behavior in organizations. It intends to acquaint the students with skills required to analyze a range of problems and challenges facing contemporary organizations, as well as demonstrate critical understanding of individual, group, and organizational variables influencing work behavior.

### Course Objectives

At the end of the course, students will be able to,

- Provide an overview of the major theoretical bases of the behavior at the workplace
- Apply diverse conceptual and theoretical perspectives to analyze, predict, and control behavior in the organization effectively.

### Course Contents

#### Unit I. Introduction to Organizational Behavior (OB)

(6)

1. Defining OB
2. Disciplines that contribute to OB
3. Challenges and opportunities for OB in modern organizations
4. Emerging trends in Organizational Behavior: Remote work, hybrid teams, and diversity

#### Unit II. The Individual and the Organization

(12)

1. Diversity in organizations: Managing diversity for inclusion and performance
2. Work-related attitudes and measurement of job satisfaction
3. Personalities and values: Impact on workplace behavior
4. Perception and individual decision-making processes
5. Motivation: Theories and applications
6. Emotional intelligence, emotional labor, and emotion regulation
7. Positive organizational behavior and psychological capital



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**Unit III. Group Dynamics and Leadership**

(12)

1. Groups and work teams: Formation, norms, and performance
2. Communication: Types, barriers, and effective practices
3. Leadership theories and styles: Leader–Member Exchange (LMX) theory, Charismatic and transformational leadership, Servant, ethical, and authentic leadership, Coaching and complexity leadership, Contingent and situational theory of leadership
4. Politics and power in organizations: Sources, dynamics, and impacts

**Unit IV. Organizational Structure and Culture**

(6)

1. Understanding organizational structure: Frameworks and alternate design options
2. Organizational culture: Functions, learning mechanisms, and importance
3. The role of technology in shaping organizational structure and culture
4. Innovations in organizational structures: Agile and flat organizations

**Unit V. Organizational Development and Change**

(12)

1. Understanding and managing organizational change: Resistance to change, approaches to managing change (Lewin's model, Kotter's 8 steps)
2. Organizational development processes and interventions
3. Special issues in organizational development: Conflict resolution, mergers, and acquisitions
4. Contemporary topics: Sustainability, employee well-being, and organizational resilience

**Teaching Methods:** Lectures, audiovisual, case discussion, role play, simulation, classroom discussion.

**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Case report	10
Performance in the term-end examination	10
Total	40



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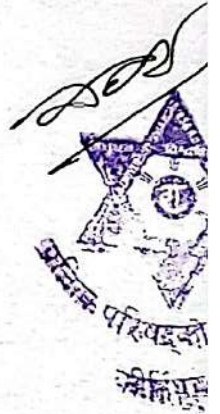
**Recommended Readings**

- Luthans, F. (2021). *Organizational behavior* (14th ed.). Information Age Publishing
- Newstrom, J. W. (2002). *Organizational behavior* (12th ed.). Tata McGraw-Hill Education.
- Robbins, S. P. & Judge T. A (2022) *Organizational behavior* (18th ed.). Pearson Education.
- Shrestha, R. (1990). *A study on work satisfaction and related issues of employed educated Nepalese women* (Unpublished Ph.D. Dissertation). University of Delhi, Delhi, India.

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## INDUSTRIAL RELATIONS

**Semester: III**

**Paper: XII**

**Course Code: PSY 602-2**

**Credit Hours: 3**

**Teaching Hours: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

The course aims to provide an overview of the major theoretical bases of the behaviour at the industry. The course is designed to encourage the application of these diverse conceptual perspectives to the analysis, prediction and control of work behaviour in the industry.

### Course Objectives

The course aims to,

- Provide an overview of the major issues related to industries
- Acquaint the students with skills required to analyze, a range of problems and challenges facing contemporary industries and help to solve emerging issues in industries.

### Course Contents

#### Unit I. Introduction to Industrial Relations

(8)

1. Historical development of industrial relations
2. Key actors in industrial relations: Employers, employees, and the government
3. Theories and approaches to industrial relations

#### Unit II. Labor Law and Industrial Relations

(8)

1. Overview of labor law and the legal framework in industrial relations
2. Key labor laws: Employment contracts, minimum wage, working hours, health and safety standards
3. Dispute settlement mechanisms: Mediation, conciliation, and arbitration
4. Role of regulatory bodies in industrial relations

#### Unit III. Trade Union and Employee Participation

1. Concept and role of trade unions
2. Employee participation and involvement: Concepts and importance
3. Mechanisms for collaboration: Work councils, joint consultations, and employee-management committees



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- Grievance handling and conflict resolution mechanisms

#### Unit IV. Employer Organization

(8)

- Role of employer organizations in policy advocacy
- Types and structures of employer organizations
- Interaction with trade unions and government
- Global perspectives on employer organizations

#### Unit V. Industrial Conflict and Resolution

(8)

- Types and causes of industrial disputes
- Forms of industrial action
- Techniques for dispute prevention and resolution
- Collective bargaining and negotiation processes
- Role of government and tribunals in conflict resolution

#### Unit VI. Contemporary Issues and Challenges

(8)

- Impact of globalization on industrial relations
- Technological changes and the future of work
- Labor flexibility, precarious work, and the gig economy
- Ethics in industrial relations and corporate social responsibility

**Teaching Methods:** Lectures, audiovisual, case discussion, role play, simulation, classroom discussion, field visit.

#### Internal Evaluation

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Case report	10
Performance in the term-end examination	10
Total	40

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### Recommended Readings

- Ackers, P. & Wilkinson, A. (2003). *Understanding work & employment: Industrial relations in transition*. Oxford University Press.
- Blyton, P., Bacon, N., Fiorito J. & Heery, E. (2010). *The SAGE handbook of industrial relations*. Sage Publications Ltd.
- Colling, T. & Terry, M (2010). *Industrial Relations: Theory and practice*. Wiley & Sons.
- Edwards, P. (2003). *Industrial relations theory and practice* (2<sup>nd</sup> Ed). Blackwell Publishing.
- Salamon, M. (2001). *Industrial Relations: Theory and practice* (2nd ed.). Prentice Hall.

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## PERSONNEL PSYCHOLOGY

**Semester: III**  
**Paper: XIII**  
**Course Code: PSY 603-2**  
**Credit Hours: 3**

**Teaching Hours: 48**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### Course Description

Personnel psychology is also known as industrial and organizational psychology. This field focuses on the scientific study of human behaviour in organizations and the workplace. It involves areas like employee selection, performance appraisal, training and development, motivation, job satisfaction, leadership, and compensation.

### Course Objectives

After the completion of the course, students will be able to,

- Understand psychological concepts applied in the workplace
- Learn the essentials of effective leadership and communication
- Understand the theory and techniques of applied personnel selection
- Understand the importance of personnel psychology in the Nepalese context.

### Course Contents

#### Unit I. Talent Acquisition, Selection, and Workforce Planning

(6)

1. Concept of personnel psychology
2. Historical background and evolution of personnel psychology
3. Importance and relevance in organizational contexts
4. Strategic role of personnel psychology in competitive advantage
5. Scope and goals of personnel psychology

#### Unit II. Recruitment, Placement, and Talent Management

(12)

1. Job design and modelling: Concept, perspectives, and methods, recruitment and Personnel planning
2. Job analysis: Concept, purpose, techniques, and methods
3. Talent management process: Employer branding and value proposition, onboarding and integration process
4. Employee testing and selection: Personnel selection process, personnel selection tests

#### Unit III. Training, Development, and Performance Management

(12)

1. Introduction to training and development

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2. Training methods: On-the-job training, off-the-job training
3. Factors affecting personnel training programs
4. Performance management and appraisal: Methods and psychological aspects of appraisal, performance appraisal system in Nepal
5. Compensation and reward systems: Designing effective reward mechanisms

#### Unit IV. Personnel Management in Nepal

1. Quality of work life (QWL) (6)
2. Workplace safety and employee well-being
3. Role of public service commissions and other similar organizations in Nepal
4. Emerging trends in Nepalese human resource

#### Unit V. Emerging Issues and Challenges in Personnel Psychology

1. Use of artificial intelligence in personnel selection and monitoring (12)
2. Competency mapping and human resource auditing
3. Appraisal systems for contingent workers
4. Diversity and inclusion in the workplace
5. Psychological implications of remote work
6. Contemporary motivational challenges and client-oriented selection

**Teaching Methods:** Lectures, audiovisual, case discussion, role play, simulation, classroom discussion.

#### Internal Evaluation

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Case report	10
Performance in the term-end examination	10
Total	40

#### Recommended Readings

- Dessler, G. (2020). *Human resource management* (16th ed), Pearson.
- Deconzo, D.A., Stephen, P.R., and Susan, L.V. (2020). *Fundamentals of human resource management* (14th ed.). Wiley.

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Gatewood, R.D., Field, H.S., & Barrick, M. (2018). *Human resource selection* (9th ed.).  
Cengage Learning.

Levy, P. (2016). *Industrial/organizational psychology: Understanding the workplace* (5th  
ed.). Worth Publishers.

Muchinsky, P.M., & Howes, S.S. (2018). *Psychology applied to work* (12th ed.).  
Hypergraphic Press Inc.

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# COUNSELING IN WORKPLACE

Semester: III

Paper: XIV

Course Code: PSY 604-2

Credit Hours: 3

Teaching Hours: 48

Internal Evaluation: 40

External Evaluation: 60

## Course Description

Counseling Psychology focuses on facilitating personal and interpersonal functioning across life span. This course focuses on the emergence of the field, the normal development of hum beings, adjustment, and counseling processes.

## Course Objectives

At the end of this course, the students will be able to,

- Learn and apply counseling in the workplace
- Understand and apply effective communication skills
- Be acquainted with ethics and ethical issues in the counseling profession.

## Course Contents

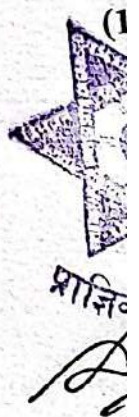
### Unit I. Foundations of Workplace Counseling

(4)

1. Workplace counseling: Concept and history
3. Difference between work counseling and general counseling
4. Specialties, importance, and effectiveness of workplace counseling
5. Influences of counseling at work

### Unit II. Frameworks and Approaches in Workplace Counseling

1. Behavioral approach
2. Humanistic approach
3. Cognitive approach
4. Solution-focused model
5. Work-oriented model
6. Manager-based model



**Unit III. The Practice and Dynamics of Workplace Counseling**

(12)

1. Role of workplace counselor
2. Professional relationships in counseling in the workplace
3. Core issues related to workplace counseling
4. Communication skills in counseling: Verbal skills, listening skills, micro-skills
5. The counseling process
6. Assessment and intervention plan for workplace-related issues

**Unit IV. Workplace Challenges and Work Behavior**

(12)

1. Occupational health: Stress and burnout, occupational stress models – physiological model, engineering model, job demand–control theory, effort–reward imbalance (ERI) model, and iso-strain model
2. Individual well-being challenges: Anxiety, depression, addiction and alcoholism, low self-esteem, poor time management
3. Interpersonal issues: Workplace conflict, bullying, harassment
4. Organization and job-related challenges: Job insecurity, career transition, overwork, lack of motivation, deviant workplace behavior, workplace isolation and loneliness, the family-work-life balance, power and control

**Unit V. Workplace Counseling in Context: Navigating complexity in modern organizations**

(10)

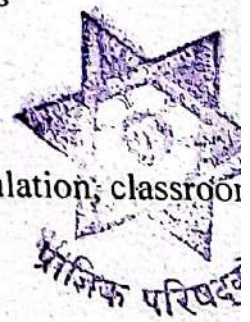
1. Cross-Cultural Issues in workplace counseling
2. Legal and ethical challenges in counseling
3. Virtual reality for stress reduction and counseling
4. The acclimatization process
5. Case management
6. Data-driven employee wellness programs
7. Digital platforms for peer support and employee assistance programs
8. Effect of climate change on the workplace

**Teaching Methods:** Lectures, audiovisual, case discussion, role play, simulation, classroom discussion.

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### Internal Evaluation

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Case report	10
Performance in the term-end examination	10
Total	40

### Recommended Readings

Carroll, M. & Walton, M. (1997). *Handbook of counselling in organizations*. Sage Publications Ltd

Coles, A. (2003). *Counseling in the workplace*. McGraw-Hill Education.

Locke, D. C., Myer, J. E. & Herr, E. L. (2001). *Handbook of counseling*. Sage Publications.

Rao, N. (1981). *Introduction to counseling*. Tata McGraw-Hill.

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Semester: III  
 Paper: XV  
 Course Code: PSY 605-2  
 Credit Hours: 3

Teaching Hours: 48  
 Practical Evaluation: 100

### Course Description

This course combines assessment, training, internships, and field visits to equip students with the skills and knowledge to address workplace dynamics, personnel management, industrial challenges, and employee well-being. Emphasizing psychological assessment, capacity building, counseling, and field research, it prepares students to develop strategies that enhance productivity, safety, and mental health in diverse organizational settings.

### Course Objectives

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

- Conduct workplace assessments
- Develop training and capacity-building skills
- Apply workplace counseling techniques
- Understand human resource management practices
- Investigate industrial and organizational challenges.

### Course Contents

#### Unit I. Training

(12)

1. Basic counseling skills
2. Capacity-building training
3. Competency mapping

The training program will require a minimum of 30 hours of participation. Students will have to participate in the training outlined above. Upon completion of the training, each student's proficiency will be evaluated based on their ability to apply the acquired skills and adapt the training as necessary. For the practical evaluation, students should submit report detailing the training activities, following the guidelines provided by the trainer/supervisor. The external evaluator will assess the student's achievement based on both conceptual and practical aspects, using viva, role-play, or other relevant assessment strategies.

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**Unit II. Assessment/Case Study**

(12)

1. Personality tests
2. Intelligence test/creativity test
3. Subjective well-being test/work-life balance test
4. Emotional intelligence
5. Employee assessment
6. Competency assessment of candidate(s)/employee(s)

Each practical work section consists of a group of 15 students. A teacher facilitates lab or field activities for assessment activities for one section at a time. The assessment activities can also be decided by the respective teacher if needed. Assessment can also be done using survey software and digital tools. A lab assistant will assist each assessment class.

**Unit III. Supervised Internship**

(12)

Activities:

1. Conduct a report on motivational issues, workplace hazards, occupational health risks and safety measures through field visits to observe practices firsthand.
2. Participate in and assist with at least one personnel management activity, followed by a detailed report.
3. Engage in workplace counseling through a supervised placement or internship program. The minimum client observation and contact hours will be 100, and preparation and documentation hours will be 50. Students must submit the duly signed log of these records, which the respective supervisor should verify. Additionally, students should participate in case conferences for a minimum of 20 hours
4. Plan and execute supervised psycho-educational sessions focused on mental health awareness programs.

The students will work under supervision at a ratio of 1:7 (supervisor-to-supervisee ratio), and five hours of work require one hour of supervision. Supervision can be conducted in individual or group settings.. Students should submit internship reports and other required reports for evaluation. Students must sit in for supervision for work (for specified hours), and the supervisor will be different from the internal evaluator.

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**Unit IV. Supervised field visit**

(12)

The duration of supervised fieldwork (national/international) would be of at least 7 days. Before beginning, students will work together to choose a topic such as the application of psychology in workplaces or mental health at work and prepare a proposal outlining their objectives, methods, expected outcomes, and timeline. A detailed orientation program will be held to cover key areas like organizational psychology, ethical guidelines, assessment tools, and how to develop a framework for their study. During the fieldwork, students will engage in various activities including organizational orientation, observational studies, training sessions, and using surveys, interviews, or focus groups to assess issues. They will also use digital tools for data collection and analysis, and provide initial findings and recommendations. The supervisor will conduct daily check-ins, providing feedback and addressing challenges, and the supervisor-supervisee ratio is 1:15. Each group will receive six hours of guided instruction from supervisors during the fieldwork. Afterward, students will review all collected data and prepare comprehensive reports detailing the organization's context, identified challenges, activity feedback, and suggested improvements. These findings will be shared with faculty, peers, and potentially the host organization. A lab assistant will assist in tracking students' performance throughout the field visit.

**Evaluation**

The practical marks for each of the four units will be 25, and the practical examination will be held on separate days. Students have to pass each group of practical to pass this course. The external evaluator will assess students for 10 marks, and the internal evaluator will assess against 15 marks in each section.

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