



*UNIVERSITY
OF
MANAGEMENT AND TECHNOLOGY*

INSTITUTE of CLINICAL PSYCHOLOGY
We train professionals

A Two Year MS in Clinical Psychology
(Leading to Ph D)

Trainees' Handbook

Session Fall 2016

(PLEASE READ THIS DOCUMENT AND CONSULT REGULARLY)

University of Management and Technology

C-II, Johar Town, Lahore.

UAN:+92 42 111 300 200

Tel.:+92 42 35212801-10 (ext: 3550 & 3551)

Fax: +92 42 35184789

www.umat.edu.pk

Staff Members *(We are all the same; just having different jobs to do!)*

Director Institute of Clinical Psychology

Prof. Dr. Zahid Mahmood

MA (PU), PhD (Lon.), AFBPS, Chartered Clinical Psychologist.

Associate Professor

Dr. Sadia Saleem *M.Sc. (PU), M. Phil. (GCUL), PhD (GCUL)*

Assistant Professor

Dr. Fatima Naeem *B.S. (Hons) (KC) MS. (GCUL), PhD. (UMT)*

Ms. Sara Subhan *B.S. (Hons) (LCWU), M.S. (GCUL), PhD. Scholar (UMT)*

Dr. M. Rafiq Dar *PhD(Neurosciences) (France, Switzerland, Germany)*

Lecturer in Clinical Psychology

Mrs. Ayesha Umer *B.S. (Hons) (PU), MS (GCUL)*

Ms. Maryam Rizvi *B.S. (Hons) (LCWU), M.S. (GCUL)*

Ms. Umaiza Bashir *B.S. (Hons) (PU), MS (GCUL)*

Assistant Manager Academics

Ms Sana Daud *MS (UMT) MSc. (PU), DCG (GCUL)*

Research Associate

Mr. Zohaib Bashir *B.S. (PU) MS (UMT)*

Counselling Coordinator

Ms. Ayesha Asghar *M.Sc (IUB), DCGC (GCU), MS (UMT)*

Clinical Counsellor

Ms. Zobia Amin *M.S (GCUL)*

Visiting Faculty

Dr. Iram Bokharey	Principal Psychologist (Services)
Dr. Ivan Suneel Samuel	Asst. Prof. Head of Psychology Department (FCC)
Dr. Iram Mansoor	Asst. Prof. (CMH)
Dr. Imran Haider	Consultant Psychiatrist Fatima Memorial Hospital
Dr. Nazish Imran	Consultant Psychiatrist (Mayo Hospital)
Mr. Max Babri	Consultant Clinical Psychologist and Hypnotherapist
Mrs. Rubina Mahmood	Consultant Clinical Psychologist (Mayo Hospital)
Ms Tanzeela Tanzeem	Consultant Clinical Psychologist
Dr. Anila Kamal	Head of Psychology NIP, Islamabad
Dr. Urusa Fahim	Consultant Clinical Psychologist

Dr. Altaf Qadir

Consultant Psychiatrist

Ms. Wajeeha Zahra

Senior Clinical Psychologist

Programme Advisors

Dr Rosemary Mulholland, Department of Psychology, Edinburgh University, UK

Dr Evelyn Monk-Millings, Department of Psychology, Glasgow Caledonian University, Glasgow, UK. Mr. Sajjad Ahmad, consultant Clinical Psychologist (Canada)

Welcome to the MS in Clinical Psychology Programme!

We congratulate you on completing the selection process successfully. You have decided to join a small group of highly able, enthusiastic, innovative, resourceful and dedicated professionals who have vowed to serve humanity, honestly and sincerely, for its betterment through your personal and professional skills.

This two year training programme has been designed to inculcate the essential attitudes, knowledge and skills that are required by a professional clinician. We aim to raise the quality of our training to the highest possible level, to improve basic qualifications and enhance the professional standing that clinical psychologists deserve. You, the trainee and we the trainers are going to work together for these aims as a cohesive team.

We train professionals! As you see this is our slogan. All our programs are geared to one goal-*professionalism*. That is why you are *trainees* and not “students”. Don’t let anyone call you otherwise. Once you complete the course successfully, you will become a Professional Clinical Psychologist.

Professionalism brings with it not only a high status, but also extra responsibilities that amateurs don’t have to bother with. As the time goes on you will discover that true professionals always keep up high standards, follow a generally agreed value system, maintain objectivity, observe impartiality, practice justice and respect all fellow human beings. Also, as professionals, we should remain sensitive to feelings, others as well as our own. From now on you will be required to behave with professional dignity and self – respect at all times.

Mission Statement

Our mission statement is:

“We will endeavor to raise the standards of teaching, training and expertise of clinical psychologists to international levels, to meet mental health needs of the

people and serve the community at large with professionalism, dedication and commitment through scientific methods and procedures developed and validated indigenously”.

The Programme

You have read our brochure and you are familiar with our philosophy, the general structure and the contents of the course. The training programme runs continuously for two years (2016- 2018). There are four Semesters, each lasting eighteen weeks, and focusing on a different area of clinical psychology; Basic Foundations, Child, Adult, School and Research.

Time Table

Our normal working timings are 9am-4pm, Monday –Friday.

Each working day is divided in different sections and you will be notified about that in advance and the information will be available on the internet.

Please check the UMT website and the Institute of Clinical Psychology page on the Facebook regularly

The first semester is entirely devoted to the Foundations of clinical psychology to enable the trainee to learn, practice and master the basic skill one needs in everyday clinical work. These skills include ways to approach and handle clients, set up a friendly atmosphere that will enable them to cooperate fully in the assessment or therapy. The second part deals with the causes of disorders, problems and difficulties they face so that appropriate therapeutic intervention could be planned. The third part of the semester will be aimed to make the trainees familiar with different types of psychological therapies are available to choose from. Emphasis will be placed on practicing some of these skills. Throughout this semester the trainees will be given the opportunity to learn about the application of these skills to actual client. At first they will follow other clinicians and observe their work before trying on themselves.

Your weekly time table will include attending lectures, case conferences and workshops, completing assignments, taking class tests and quizzes and your performance on placements. A similar pattern will be followed in the other semesters

Placement Period

In the first semester

At the end of the Induction period your time table will include placements for one morning a week (8am-1pm) academic work will continue in the afternoon

sessions (2:00 - 3:30). Your regular placement period will be about 16 weeks. You will have to develop a **portfolio** (see below for details) detailing all your clinical work during the Semester. From your portfolio you are supposed to reflect your clinical knowledge and skills before the end of the Semester

Semester Evaluation

Although there will be a continuous evaluation of all aspects of your work throughout the Semester. We have a pass percentage of 60% with an aggregate of 60% for each evaluation mentioned below:

i) Written Examinations: At the end of your Semester exams will be held that will include three written papers based on course you will be taught during the Semester (Basic Clinical Skills, Psychopathology, and Psychological Interventions).

ii) Class work: Class work comprises your performance throughout the semester it is based on class tests, assignments, presentations, class participation as well as your punctuality, attendance and general demeanor. Class work is 60 % of your total evaluation for each semester.

iii) Placement evaluation: Your placement supervisor will also provide an evaluation of your overall performance during placement.

v) Portfolio: All trainees are expected to develop an individual portfolio during their placement. This portfolio will reflect the breadth and depth of the work you will do at your placement. Your portfolio will be reviewed by the placement supervisor and evaluated jointly with an external examiner.

The overall Semester performance will be determined by the relative weightage given to all the evaluations. You will be expected to obtain a GPA of 3.00.

Clinical Psychology Courses

For each course/topic the teacher will provide:

- 1- The aims and objective of the course
- 2- The course outcome in terms of competencies that will be learned in that course
- 3- The process of teaching and training those competencies
- 4- The procedure and the practice of a monitoring and evaluation system
- 5- The outcome measures be clearly described
- 6- Main references, notes, bibliography and support material will be provided by the teacher at the *beginning* of the course

Library (Dr. Fatima Naeem)

There is a small collection of books and some journals available in the Department. Use these *with respect*. The guidelines for assessing departmental library books include:

1. Books will be issued only between 12:00- 1:00 pm
2. Not more than two books will issued at a time.
3. Books should be returned within three days.
4. If the books are overdue more than three days, student will be penalized.
5. Reference books, thesis and journals can be consulted in the department and will not be issued.

In addition to Institute's library, there is a University library and you should become a member to avail this facility. Also, there are many journals available through e-library. We have access to them through the internet use this facility as much as you can.

There are some basic texts each trainee should own a copy of. You would be advised about it soon.

Psychological Tests: (access through Ms. Sara Subhan & Dr. Fatima Naeem)

We have a collection of psychological tests, very few are indigenously developed. Use them *with caution*. Guidelines for having access to tests are:

1. All students are directed to issue the tests one day before they need it for administration.
2. Tests can be issued only between 12:00-1:00 pm daily.
3. Manuals will not be issued to the students
4. No one can issue any test without the written and signed permission of the in-charge of testing lab.
5. Students will have to fill in the issuing register to get the test.
6. The students will have to return the tests to the in charge.
7. On returning the tests, the students will have to get clarification around the condition of the test from the in charge.
8. All the tests are property of the Institute, students are not allowed to photocopy the tests.

We carefully monitor the use of tests that are not valid and reliable for our culture. You will be advised on that too. If you know of any tests, please let us know.

IPC Lab

The University provides facility of computers and they are freely accessible. All the latest software are available there MS Office, SPSS, and In Page. Printing facility was also available in the IPC lab where you can make your own account for printing.

Printing and photocopying

Printing and photocopying requirements will be largely trainee's own responsibility. There are ample facilities available in and around the University.

As trainee professionals please remember

- 1- You are responsible for your own learning. We will provide you with the opportunity to learn; it is your job to make the most of it.
- 2- You have to be punctual and regular at all times. Your attendance will be marked for *every* class and activity. You are required to have at least 80% attendance in every part. We do not have *repeats* of lessons. So if you miss something you have missed it! It is up to yourself to find out from your fellow trainees what you have missed. No allowances can be given for your being absent, regardless the reason.
- 3- The department requires you to follow the 10 minute rule (i.e. attendance will not be marked after first 10 minutes of class starting time) in the morning and 5 minutes rule for the afternoon classes.
- 4- If you are absent, it is your responsibility to inform the office as soon as possible with the reason.
- 5- During the class keep your mobile phones switched off – no not even the silent mode, stand-by or on vibration. It should remain *switched off!!* (That goes for the staff too!).
- 6- Keep the general noise level to the minimum. Eating or drinking in the classrooms and labs is not allowed.
- 7- Students are not allowed to take/use/upload faculty (solo/group) pictures on facebook or any other social network without their permission.
- 8- Students are not allowed to call/text faculty and staff after 4 o'clock and on weekends. In case of emergency only CR's are allowed to call the respective person.
- 9- Intimate and personal messages for teachers are not allowed to share on facebook by students.

10- As soon as you get university identity card, you are required to display it at all times while you are at the university.

11- Follow a decent dress code.

12- We work in an environment of mutual cooperation and coordination at all times.

It is our responsibility to keep it like that. We have same aims and objectives.

Remember we are on the same side.

13- We believe in being mutually courteous and in Clinical psychology we believe that everyone deserves respect.

Code of Ethics

A code of ethics has been developed for the Clinical Psychologists, trainees and students. During your stay at the Institute you are expected to follow these guidelines strictly. *See Appendix A*

Appendix A

Code of Ethics

For Clinical Psychologists, Trainees and students

1. I will treat all human beings with dignity and respect regardless of their gender, age, orientation, color, creed, ethnicity, culture, disability, religion or socioeconomic status and will not violate their human rights.
2. I will not make any false, deceptive or fraudulent statements concerning my training, experience or competence, academic degrees, affiliations, scientific basis for degree of success, fees, or their research findings or publications, nor will I let others believe in my competence that I do not possess. Or make any public statements that are false, deceptive or fraudulent concerning my research practice of persons or organizations with which they are affiliated.
3. I will not claim degrees or credentials unless they are earned from accredited institutions and approved training courses.
4. As a trainee clinical psychologist I will not engage in any clinical activity without a direct supervision of a qualified and experienced Clinical Psychologist.
5. My work will be based on scientific and professional knowledge of the discipline.
6. I will refrain from undertaking any work that might be affected by my personal feelings or emotional or mental state, however temporary.
7. I will not engage in any activity that might be exploitative, harmful or abusive, demeaning to fellow professionals, trainees, colleagues and clients.
8. I will refrain from entering a multiple relationship with the client that might impair my objectivity, competence or effectiveness in my functions as a clinical psychologist. If such a situation has arisen, I will take reasonable steps to resolve it with due regards to the best interests of the client and maximum compliance to the ethical and moral codes.
9. When indicated and professionally appropriate I will cooperate with other professionals in order to serve their clients effectively and appropriately.

10. When undertaking research or provide assessment, therapy, counseling, I will do my utmost to provide an appropriate explanation to the clients and seek the assent of the individuals or their guardians.
11. I will take steps to ensure that the clients continue to receive services in the event of interruption due to absence, illness or relocation.
12. I will undertake every precaution to protect confidential information on my clients however stored.
13. I will not disclose any information of my clients that might betray their identity to a third party without their prior permission, mainly for scientific or professional purposes and only with persons clearly concerned with such matters and disclose only to the extent necessary to achieve the purposes of the consultation.
14. I will always follow time scheduled for session. In case of any emergency inform the client beforehand or leave a message for them.
15. I will not engage directly or indirectly in any form of solicitation of business or credit from those who may be vulnerable to undue influence.
16. I will maintain records of data relating to the clients so that they may be used for evaluation of the service allow for replication of research and analysis to ensure accuracy.
17. I will ensure that the information cannot be accessed by unauthorized persons.
18. I will be responsible to ensure that my training programme provides appropriate knowledge and experience and meets my professional requirement.
19. I will not indulge or involve in any activity that might endanger my professional standing of the professional clinical psychology.
20. In case of my conviction for unlawful or criminal activity I will cease to continue the training in and practice of clinical psychology.
21. The Academic Committee of the Institute of Clinical Psychology, University of Management and Technology Lahore has agreed the following policy on the right of authorship of publication of research, case studies and official planning or policy documents.
 - i. All contributors, assistants and helpers shall be fully acknowledged in all publications.

- ii. In case of a single author only his or her name shall appear on the manuscript.
- iii. In case of multiple authors, the order in which author's name shall appear in the publication shall depend on the relative contribution of each author has made to the publication. Such matters shall be decided by the Institute's Academic Committee before the draft of the manuscript is finalized.
- iv. Normally the first author shall be responsible for handling correspondence with the publisher and shall liaise with other authors as and when necessary. The Institute's Academic Committee may however, deem it necessary to give this responsibility to another author if the main author is unable to discharge this duty.
- v. The corresponding author shall keep the others informed about the progress being made regarding the publication.
- vi. All those whose name do not appear among authors but have helped and assisted in the project shall be fully acknowledged under a separate heading.
- vii. A standard letter from Institute's Academic Committee signed by all authors shall accompany the manuscript sent to the publisher.
- viii. All members of Institute's Academic Committee, students and scholars shall accept the policy of the INSTITUTE.

Trainee Clinical Psychologist

Appendix

Course Outline for MS Clinical Psychology (2016-18)

Semester 1: Basic Foundations of Clinical Psychology

CP-600 Course 1: Basic Clinical Skills

3 CH

Objectives

- Introduce the trainees to the basic clinical skills necessary for managing the clinical cases in general and dealing with individuals suffering from different psychological problems.
- To provide an in depth knowledge to the concept of psychological assessment, its background and different psychological assessment tools.

Course Contents

1. Introduction
2. Basic Clinical Skills
3. Interview techniques
4. Behavioral observation and assessment
5. Psychological assessment
6. Case Formulation
7. Ethical Considerations in Psychological Assessment
8. Report writing

Compulsory Readings

American Psychological Association.(2010). Publication manual of American

Psychological Association (6thed.). Washington, DC: Author.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental

Disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.

Whitcomb, S.A., & Merrell, K.W. (2013). *Behavioral, social, and emotional*

assessment of children and adolescent (4th ed.). New York: Routledge.

Sparrow, E. P. (2010). *Essentials of behavioral assessments*. United States of

America.

Objectives

- To provide an in-depth knowledge to the nature of psychological disorders, etiology, signs and symptoms and their maintenance.
- Orientate trainees with the bio-psycho-social approach to understand the causation, manifestation and presentation of mental disorders.

Course Contents

1. What is Clinical psychology
2. Perspectives in Clinical Psychology
3. Identification and Diagnosis
4. Psychoses :Schizophrenia and other Psychotic Disorders
5. Mood Disorder
6. Anxiety Disorders
7. Drug Addiction
8. Organic disorders
9. Developmental Disorders

Compulsory Readings.

American Psychiatric Association. (2013). Diagnostic and statistical manual of Mental Disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.

Gray, S. W. & Zide, M. R. (2008). Psychopathology A Competency Based Assessment Model for Social Workers.

Hersen, M., Turner, S. M. & Beidel, D. C. (2007). Adult Psychopathology and Diagnosis.

Schutte, N.S., & Malouff, J.M. (1995). Sourcebook of Adult Assessment Strategies

Objectives

- Trainees will be able to assess, formulate and develop a well designed management plan for a patient.
- Demonstrate the effectiveness of intervention

Course Contents

1. Therapeutic skills
2. History of therapeutic intervention
3. Basic Therapies
 - a. Behavioral therapy
 - b. CBT
4. Individual and Discrete Applications

Compulsory Readings

Leahy, L. R. (2003). *Cognitive Therapy Techniques: A Practitioner's Guide*. New York: Guilford Press.

Miltenberger, R. G. (1997). *Behavior modification: principles and procedures*. Brooks/Cole Publishing Company, Inc.

Abranowitz, J. S (2009). *Getting over OCD: A 10- step workbook for taking back your life*.

Timulak, L (2011). *Developing your counseling and psychotherapy Skills and Practice*.

Objectives

- To equip the students with basic clinical skills
- The trainee will visit clients regularly to collect information and report in a systematic way

Course Content

1. Interview
2. history taking
3. psychological assessment ,and
4. case formulation
5. case presentation
6. Portfolio writing

Compulsory Readings

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Whitcomb, S.A., & Merrell, K.W. (2013). *Behavioral, social, and emotional assessment of children and adolescent* (4th ed.). New York: Routledge.

Leahy, L. R. (2003). *Cognitive Therapy Techniques: A Practitioner's Guide*. New York: Guilford Press.

Miltenberger, R. G. (1997). *Behavior modification: principles and procedures*. Brooks/Cole Publishing Company, Inc.

Semester II: Childhood and Adolescence

CP-620: Developmental Psychopathology

3CH

Objectives

- Understand the nature, manifestation and causation of different childhood developmental disorders
- Able to assess children using different developmental, neurological and manage children with different disabilities using different modalities.
- Able to device and implement ITPs

Course Contents

1. Introduction to developmental psychopathology
2. Theoretical introduction of developmental disorders
3. Assessment of developmental disorders
4. Management of developmental disorders
5. ITP development
6. Report Writing

Compulsory Readings

Kronenberger, W. G. & Meyer, R. G (1996). *The child clinician's handbook*. USA: Allyn and Bacon.

Miltenberger, R. G. (1997). *Behavior modification: principles and procedures*. Brooks/Cole Publishing Company, Inc.

Brafman, A. H. (2009). *Developmental psychology : 5 to 10 year-old child*. London: Karnac Books.

Objectives

- Should comprehend different theoretical perspectives in the field of psychopathology as well as know the empirical support for these theories.
- Should be able to explain psychopathology of cases through the theoretical perspectives
- Able to use DSM-5 classification system to determining the appropriate diagnosis and intervention of clinical cases.
- Able to assess, formulate, provide intervention and manage clinical cases.

Course Contents

1. Introduction to Adulthood Psychopathology
2. Adulthood Disorders
 - Etiology, assessment, management, pharmacology, and research trends
3. Psychological Assessment of Adulthood disorders
4. Psychological interventions of Adults
5. Report writing: Adult Report Format

Compulsory Reading

Gray, S. W. & Zide, M. R. (2008). *Psychopathology: A competency based assessment model for social workers.*

Ellis, A., & MacLaren. C. (1998). *Rationale emotive behavior therapy: A therapist guide.* California: Impact Publisher.

Abranowitz, J. S (2009). *Getting over OCD a 10- step workbook for taking back your life.*

Timulak, L (2011). *Developing your counseling and psychotherapy Skills and Practice.*

Objectives

- Comprehend the basic essentials of clinical research
- Able to understand the individual and cultural differences influence research
- Learn how to develop, organize and undertake a research project
- Explaining and practicing the format of writing proposal and research reports

Course Contents

1. Introduction to Research
2. Characteristics of Research
3. Basic considerations in Research
4. The Process of Research: From conception to delivery
5. Developing a research project
6. Writing a Research Proposal
7. Writing a Research Report
 - ▶ UMT Research Format

Compulsory Readings

- Kumar, R. (2008). *A Step by Step Guide to Research Methodology*. 3rd Edition
- C. James Goodwin (2010). *Research in Psychology Methods and Design* Sixth Edition. John Wiley & Sons, Inc.

Suggested Readings

Moule, P., & Hek, G. (2012). Making sense of research.

Jackson, S. L. (2008). Research Methods A Modular Approach

Brace, N., Kemp, R., & Snelgar (2006). SPSS for Psychologists

Cleophas, T. J., & Zwinderman, A.H. (2010). SPSS for Starters. Springer Dordrecht
New York

Semester IV: School Psychology

CP-650: School Psychology

3 CH

Objectives

- Trainees will be able to understand problems experienced in everyday life.
- Trainees will be able to assess children keeping in mind the cultural consideration.
- Trainees will be able to understand the rationale/use of psychometric tests.
- Trainees will be able to devise management plan for school children

Course Content

1. Introduction to School Psychology
2. Theories of learning schooling and development
3. Basic Principles and Practice of School psychology
4. Common Problems of School Children
5. Assessment in School Psychology
6. Intervention
7. Report writing and basics of APA

Compulsory Readings

Gerald, K., & Gerald, D.(2005). *Practical counseling skills: An integrative approach*.UK: Macmillian Publishers Limited.

Nelson-Jones, R.(2000).*Six key approaches to counseling and therapy*. London: Sage Publication Limited.

DelCarmen-Wiggins, R., & Carter, A. (Eds.). (2004). *Handbook of infant, toddler, and preschool mental health assessment*. New York: Oxford University Press.

Barwick,N.(2000).*Clinical counseling in schools*. London: Taylor & Francis group.

Evaluation System and Schedule
(Mid and Final term)

<u>Mid Term (1-8 Weeks)</u>	Total Marks 60%	Week
1. Quiz (Three quiz)	20 %	3 , 5 & 7
2. Assignment (Two)	10%	4 & 6
3. Presentations (Two)	20%	2 & 5
4. Class Participation	10%	3 & 7
<u>End Term (9 -16 Weeks)</u>		Total Marks 40% Written Exam
1. 5 subjective questions	10 marks each (2 Theory, 2 Applied)	40%

Clinical Shadowing Evaluation

i- Viva	= 60%
ii- Formulation	= 20%
iii- Clinical log book	= 10%
iv- Clinical portfolio	= 10%

Others topics to be covered in Semester 1

1. MS Office , In-page
2. APA
3. Report writing
4. Presentation Skills (Case presentation, Paper, topics)
5. Searching the literature (cases, articles)
6. General feedback: expectations
7. General club
8. Reflective thinking
9. Identifying research area/ interest (originality, feasibility, utility)

Tutorial topics

1. Attributes for a Good student: how to prepare for MS: study skills: how to summarize
2. Attributes of a Good teacher
3. Time management
4. How to know yourself
5. Presentation skills
6. Stress management
7. Building your self-esteem