

**पाटन स्वास्थ्य विज्ञान प्रतिष्ठान सेवा आयोग**  
**प्राज्ञिक सेवा, मनोचिकित्सा समूह, Clinical Psychology उपसमूह, सहायक प्राध्यापक पद, नवौं (१५) तहको खुला**  
**र आन्तरिक प्रतियोगितात्मक परीक्षाको पाठ्यक्रम**

यस पाठ्यक्रम योजनालाई दुई चरणमा विभाजनगरिएको छ :

**प्रथम चरण :-** लिखित परीक्षा (Written Examination)

पूर्णाङ्क :- २००

**द्वितीय चरण :-** अन्तर्वार्ता (Interview)

पूर्णाङ्क :- ३०

**प्रथम चरण (First Phase) : लिखित परीक्षा योजना (Written Examination Scheme)**

Paper	Subject		Marks	Full Marks	Pass Marks	No. Questions & Weightage		Time Allowed
I	General Subject	Part I: Management, General Health Issues, Academic Research and Teaching-Learning Practices	50	100	40	10 × 5 = 50 (Subjective)	1.30 hrs	2.15 hrs
		Part II: Technical Subject (Relevant Subject)	50			50 × 1 = 50 (Objective Multiple Choice)	45 min	
II	Technical Subject (Relevant Subject)			100	40	7 × 10 = 70 (Long answer) 2 × 15 = 30 (Critical Analysis)		3.00 hrs
<b>द्वितीय चरण (Second Phase)</b>								
	Interview			30		Oral		

**द्रष्टव्य :**

- लिखित परीक्षाको माध्यम भाषा नेपाली वा अंग्रेजी अथवा नेपाली र अंग्रेजी दुवै हुन सक्नेछ ।
- प्रतिष्ठानको प्राज्ञिक सेवा अन्तर्गतका सबै समूह/सबै उपसमूहहरूको लागि प्रथमपत्रको Part I को पाठ्यक्रमको विषयवस्तु एउटै हुनेछ । तर प्रथम पत्रको Part II र द्वितीयपत्र Technical Subject को पाठ्यक्रम समूह/उपसमूह अनुरूप फरक फरक हुनेछ ।
- प्रथम र द्वितीय पत्रको लिखित परीक्षा छुट्टाछुट्टै हुनेछ । प्रथम पत्रको Part II र द्वितीय पत्रको विषयवस्तु एउटै समूहको हकमा समान हुनेछ । परीक्षामा सोधिने प्रश्नसंख्या र अङ्कभार यथासम्भव सम्बन्धित पत्र, विषयमा दिईए अनुसार हुनेछ ।
- वस्तुगत बहुवैकल्पिक (Multiple Choice) प्रश्नहरूको गलत उत्तर दिएमा प्रत्येक गलत उत्तर बापत २० प्रतिशत अङ्क कट्टा गरिनेछ । तर उत्तर नदिएमा त्यस बापत अङ्क दिइने छैन र अङ्क कट्टा पनि गरिने छैन ।
- वस्तुगत बहुवैकल्पिक हुने परीक्षामा परीक्षार्थीले उत्तर लेख्दा अंग्रेजी ठूलो अक्षर (Capital letter) A, B, C, D मा लेख्नुपर्नेछ । सानो अक्षर (Small letter) a, b, c, d लेखेको वा अन्य कुनै सङ्केत गरेको भए सबै उत्तरपुस्तिका रद्द हुनेछ ।
- बहुवैकल्पिक प्रश्नहरू हुने परीक्षामा कुनै प्रकारको क्याल्कुलेटर (Calculator) प्रयोग गर्न पाइने छैन ।
- विषयगत प्रश्नहरूको हकमा एउटै प्रश्नका दुई वा दुई भन्दा बढी भाग (Two or more parts of a single question) वा एउटा प्रश्न अन्तर्गत दुई वा बढी टिप्पणीहरू (Short notes) सोध्न सकिने छ ।
- विषयगत प्रश्नमा प्रत्येक पत्र/विषयका प्रत्येक खण्डका लागि छुट्टाछुट्टै उत्तरपुस्तिकाहरू हुनेछन् । परीक्षार्थीले प्रत्येक खण्डका प्रश्नहरूको उत्तर सोही खण्डका उत्तरपुस्तिकामा लेख्नुपर्नेछ ।
- यस पाठ्यक्रम योजना अन्तर्गतका पत्र/विषयका विषयवस्तुमा जेसुकै लेखिएको भएतापनि पाठ्यक्रममा परेका कानून, ऐन, नियम, विनियम तथा नीतिहरू परीक्षाको मितिभन्दा ३ महिना अगाडि (संशोधन भएका वा संशोधन भई हटाईएका वा थप गरी संशोधन भई) कायम रहेकालाई यस पाठ्यक्रममा परेको सम्झनु पर्दछ ।
- प्रथम चरणको परीक्षाबाट छनौट भएका उम्मेदवारहरूलाई मात्र द्वितीय चरणको परीक्षामा सम्मिलित गराइनेछ ।
- पाठ्यक्रम लागू मिति : २०७८/१०/१७

**Paper I: General Subject**

**Part I:**

**(Management, General Health Issues, Academic Research and Teaching - Learning Practices)**

**Section (A) - 25 Marks**

**1. Management**

- 1.1. Health care management system in Nepal and other parts of the world
- 1.2. Fundamental principles of healthcare institution and hospital management.
- 1.3. Effective hospital management principles
- 1.4. Purpose of medical and non-medical data and records
- 1.5. Ethics and responsibility of management
- 1.6. Concept of management and its application in health care including hospital
  - 1.7.1 Management: Concept, principles, functions, scope and role, level and skills of manager
  - 1.7.2 Planning: Concept, principles, nature, types, instruments and steps
  - 1.7.3 Leadership: Concept, function, leadership styles, leadership and management
  - 1.7.4 Coordination: Concept, types, techniques of effective coordination
  - 1.7.5 Communication and counselling: Concept, communication processes and barrier to effective communication, techniques for improving communication
  - 1.7.6 Decision making: Importance, types, rational process of decision making, problem solving techniques, improving decision making
  - 1.7.7 Participative management: Concept, advantage and disadvantage, techniques of participation
  - 1.7.8 Time management: Concept, essential factors and strategies for effective time management
  - 1.7.9 Conflict management: Concept, approaches to conflict, levels of conflict, causes of conflict and strategies for conflict management
  - 1.7.10 Stress management: Concept, causes and sources of stress, techniques of stress management
  - 1.7.11 Change management: Concept, sources of organizational change, resistance to change, management of resistance to change
  - 1.7.12 Appreciative inquiry: Concept, basic principle and management
  - 1.7.13 Human resource management: Concept, functions and different aspects
  - 1.7.14 Health manpower recruitment and development
  - 1.7.15 Financial management: Concept, approaches, budget formulation and implementation, Auditing and topics related to fiscal administration

**2. General Health Issues**

- 2.1. Present constitution of federal republic of Nepal (including health and welfare issues)
- 2.2. Organizational structure of Ministry of Health at national/federal, regional/state, district (if applicable), municipal and village council level
- 2.3. Professional council and related regulations
- 2.4. National Health Policy
- 2.5. Health Service Act and Regulation
- 2.6. Second Long term health plan
- 2.7. Health Management Information System, forms, indicators, annual reports
- 2.8. Human Development Indices, Sustainable Development Goals
- 2.9. Health volunteers in the national health system, its rationale, use and effectiveness
- 2.10. Local governance and community participation in health service delivery

- 2.11. Health Insurance and financing in health care
- 2.12. Alternative health care system: Ayurveda, homeopathy, Unani, Chinese etc.
- 2.13. Indigenous and traditional faith health and health practices
- 2.14. International Health Agencies: Roles and responsibilities of WHO, UNICEF, UNFPA, Inter-agency relationships, Government-agency coordination: Joint Annual Review meeting
- 2.15. Supervision, types and its usage in health sector
- 2.16. Monitoring and evaluation system in health sector
- 2.17. National Health Training Centre
- 2.18. National and International Disaster Plan, Coordination
- 2.19. Patan Academy of Health Sciences Act, Mission, Goals, Organogram
- 2.20. Scope and function of Patan Academy of Health Sciences executive bodies (senate, executive committee, academic council, faculty board, hospital management committee, subject committee), various other committees

### Section (B) - 25 Marks

#### 3. Academic Research

- 3.1 Ethics, Bio-ethics and Professionalism
- 3.2 Human dignity and Human Right
- 3.3 Benefit and Harm
- 3.4 Autonomy and Individual responsibility
- 3.5 Consent and capacity to consent
- 3.6 Privacy and confidentiality
- 3.7 Respect for humans and personal integrity
- 3.8 Non-discrimination and non-stigmatization
- 3.9 Respect for cultural diversity and pluralism
- 3.10 National Health Research Council (NHRC) and its guidelines
- 3.11 Research process: ethical research proposal development, research principles, methods and materials, conclusion/recommendation/lesson learnt, commonly used referencing styles
- 3.12 IRB/IRC forms, types, use, importance; getting IRB/IRC clearance
- 3.13 Ethics on research methodology: sample selection, sample size calculation, ensuring reliability and validity of the instruments as well as methods proposed for health research
- 3.14 Quantitative and Qualitative studies
- 3.15 Data analysis (data visualization, descriptive statistics, inferential statistics with statistical hypotheses and appropriate tools/methods for quantitative studies; theme and code generation, thematic analysis, content analysis, grounded theory for qualitative and triangulation for mixed method studies)
- 3.16 Research ethics on vulnerable and non-vulnerable population
- 3.17 Research proposal/protocol/publication:
- 3.18 Publication ethics, plagiarism including self-plagiarism

#### 4. Teaching - Learning, Assessment and Evaluation

- 4.1 Lancet Commission Report on Education of Health Professionals
- 4.2 Adult learning: Theories, principles, use, importance and outcomes, Andragogy vs. Pedagogy

- 4.3 Conventional teaching - learning: Didactic lectures, Teacher centred approaches, use and importance
- 4.4 Surface learning, deep learning and metacognition
- 4.5 Integrated teaching: Genesis, use, importance and outcomes
- 4.6 Problem-based learning: Genesis, use, importance and outcomes
- 4.7 SPICES model its use, importance and outcomes
- 4.8 Socialization, self-directed learning, mentoring, role model
- 4.9 Community orientation/community posting, re-orientation of medical education camp, community based learning and community engaged teaching-learning methods/models, use, importance and outcomes
- 4.10 Outcome Based Education (Competency-based Medical/Health Professions Education): Genesis, use, importance and outcomes
- 4.11 Experiential learning, Reflective practice, Feedback and feed-forward, Situated learning, Co-operative learning, Communities of practice
- 4.12 Assessment of students
  - 4.12.1 Blueprinting (Table and specification) : use, importance and outcomes
  - 4.12.2 Bloom's taxonomy of cognitive, psychomotor and affective domains, use and importance
  - 4.12.3 Diagnostic, Formative, Summative and Professional exams
- 4.13 Assessment of knowledge: Selection methods like Multiple Choice Questions, Extended Matching Items and supply methods like Short Answer Question, Problem Based Question, Long Answer Question with or without model answers and marking schemes, unstructured, semi-structured and structured viva-voce examination, advantages and limitations, use and importance, outcomes and its use in quality control
- 4.14 Assessment of performance (in-vitro): Direct observation of skills in the simulated setting, lab, ward etc. with or without checklist, Objective Structured Practical Examination, Objective Structured Clinical Examination, Standardized patients, use and importance, analysis, quality assurance, outcomes and its use in quality control
- 4.15 Assessment of performance (in-vivo): Mini-Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedural Skills (DOPS), Case-Based Discussion (CbD), OSATS/ PBA, Multi-Source feedback (360 degree evaluation) use and importance for competency based health professions education, analysis, quality assurance, outcomes and its use in quality control
- 4.16 Assessment of observable behaviours in small groups e.g. Problem Based Learning sessions, Community Based Learning and Education sessions, Clinical clerkship rotations
- 4.17 Evaluation: Difference between assessment and evaluation, theory of change and its use in health professions education, process and outcome evaluation, qualitative, quantitative and mixed methods used in evaluation of health professions education

**Paper I**  
**Part II: Technical Subject**

**Section (C) - 25 Marks**

1. **Psychosocial Foundations of Behavior**
  - 1.1 Scope of clinical psychology
    - 1.1.1 History and growth
    - 1.1.2 Current issues and trends
    - 1.1.3 Ethical and legal issues; Code of conduct
  - 1.2 Mental health and illness
    - 1.2.1 Mental health care – past and present
    - 1.2.2 Stigma and attitude towards mental illness
    - 1.2.3 Concept of mental health and illness
    - 1.2.4 Perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness
  - 1.3 Epidemiology
    - 1.3.1 Socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life
  - 1.4 Self and relationships
    - 1.4.1 Self-concept, self-image, self-perception and self-regulations in mental health and illness
    - 1.4.2 Learned helplessness and attribution theories
    - 1.4.3 Social skill model; interpersonal and communication models of mental illness; stress diathesis model,
    - 1.4.4 Resilience, coping and social support
  - 1.5 Family influences
    - 1.5.1 Early deprivation and trauma
    - 1.5.2 Neglect and abuse
    - 1.5.3 Attachment; separation
    - 1.5.4 Inadequate parenting styles, Marital discord and divorce
    - 1.5.5 Maladaptive peer relationships; communication style
    - 1.5.6 Family burden
    - 1.5.7 Emotional adaptation; expressed emotions and relapse
  - 1.6 Societal influences
    - 1.6.1 Discrimination in race, gender and ethnicity
    - 1.6.2 Social class and structure, poverty and unemployment
    - 1.6.3 Prejudice, social change and uncertainty, urban stressors
    - 1.6.4 Crime and delinquency; social tension & violence
    - 1.6.5 Torture & terrorism
    - 1.6.6 Culture shock; migration
  - 1.7 Disability
    - 1.7.1 Psychosocial models of disability
    - 1.7.2 Impact, needs and problems
    - 1.7.3 Issues related to assessment/ certification of disability – areas and measures
  - 1.8 Rehabilitation
    - 1.8.1 Approaches and interventions in the rehabilitation processes
    - 1.8.2 Models of adaptation to disability

- 1.8.3 Family and caregivers issues
- 1.8.4 Rights of mentally ill; empowerment issues; support to recovery
- 1.9 Policies and Acts
  - 1.9.1 Rehabilitation Policies and Acts
  - 1.9.2 Ethical and forensic issues in psychiatry practice
  - 1.9.3 Assistance, concessions, social benefits and support from government and voluntary organizations Contemporary challenges
  - 1.9.4 Rehabilitation ethics and professional code of conduct
- 2. **Psychopathology**
  - 2.1 Introduction to psychopathology
    - 2.1.1 Definition and concepts of normality and abnormality
    - 2.1.2 Clinical criteria of abnormality
    - 2.1.3 Continuity (dimensional) versus discontinuity (categorical) and prototype models of psychopathology; classification and taxonomies – reliability and utility
    - 2.1.4 Classificatory systems, currently in use and their advantages and limitations
    - 2.1.5 Approach to clinical interviewing and diagnosis
    - 2.1.6 Case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation
  - 2.2 Psychological theories
    - 2.2.1 Psychodynamic, behavioral, cognitive, humanistic, interpersonal, psychosocial and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders, and culture-specific disorders
  - 2.3 Concept of mental health and illness
    - 2.3.1 Nosology and taxonomy of mental illness
    - 2.3.2 Social identity and stratification
    - 2.3.3 Concept of cognition, emotion, personality, motivation and their disorders
- 3. **Statistics and Research Methodology**
  - 3.1 Problems in measurement in behavioral sciences
  - 3.2 Concept of probability & Sampling
  - 3.3 Hypothesis testing
  - 3.4 Tests of significance: Parametric tests, Non-parametric tests
  - 3.5 Experimental design: Randomization, replication
  - 3.6 Epidemiological studies: Prevalence and incidence; Prospective and retrospective studies; sensitivity, specificity, predictive values; Risk Estimation
  - 3.7 Multivariate analysis: Multiple regressions, logistic regression,
  - 3.8 Sample size estimation; Qualitative analysis of data
- 4. **Biological Foundations of Behavior: Anatomy, Physiology and Biochemistry of CNS**
  - 4.1 Anatomy of the brain, Cells of the nervous system (neurons, supporting cells, blood-brain barrier)
  - 4.2 Biochemical, metabolic and genetic aspect of major mental disorders, mental retardation and behavioural disorders
  - 4.3 Neurobiology of sensory-motor systems and internal environment

- 4.4 Role of limbic, autonomic and the neuroendocrine system in regulating the internal environment reticular formation and other important neural substrates regulating the state of sleep/wakefulness
- 4.5 Neurological aspects of drives, motivation, hunger, thirst, sex, emotions, learning and memory
- 4.6 Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behaviour including learning and memory

**Section (D) - 25 Marks**

**5. Psychiatric Disorders**

- 5.1 Clinical features, etiology, types and management of:
  - 5.1.1 Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.
  - 5.1.2 Psychoses: Schizophrenia, affective disorders, delusional disorders and other forms of psychotic disorders
  - 5.1.3 Neurotic, stress-related and somatoform disorders:
  - 5.1.4 Disorders of personality and behavior: Specific personality disorders; mental & behavioral disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunctions
  - 5.1.5 Organic mental disorders: Dementia, delirium and other related conditions with neuralgic and systemic disorders
  - 5.1.6 Behavioral, emotional and developmental disorders of childhood and adolescence
  - 5.1.7 Mental retardation
  - 5.1.8 Neurobiology of mental disorders: Neurobiological theories of psychosis, mood disorders, suicide, anxiety disorders, substance use disorders and other emotional and behavioral syndromes
- 5.2 Therapeutic approaches:
  - 5.2.1 Drugs, ECT, psychosurgery, psychotherapy, and behavior therapy, preventive and rehabilitative strategies, sheltered workshop, daycare, and institutionalization
- 5.3 Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting
- 5.4 Special populations/Specialties:
  - 5.4.1 Geriatric, terminally ill, HIV/AIDS, suicidal, abused, violent and non-cooperative patients; psychiatric services in community, and following disaster/calamity
- 5.5 Tests of cognitive functions
  - 5.5.1 Bender gestalt test; Wechsler memory scale; PGI memory scale; Wilcoxon cord sorting test, Bhatia's battery of performance tests of intelligence; Binet's test of intelligence (locally standardized); Raven's progressive matrices (all versions); Wechsler adult intelligence scale – Indian adaptation (WAPIS – Ramalingaswamy's), WAIS-R
- 5.6 Tests for diagnostic clarification
  - 5.6.1 Rorschach psychodiagnostics, Tests for thought disorders, Personality inventory
  - 5.6.2 Screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology
- 5.7 Tests for adjustment and personality assessment: Questionnaires and inventories; Projective tests
- 5.8 Rating scales

- 5.9 Psychological assessment of children
  - 5.9.1 Developmental psychopathology check list, CBCL
  - 5.9.2 Administration, scoring and interpretation of tests of intelligence scale for children, developmental screening test
  - 5.9.3 Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuo-motor gestalt, and integration
  - 5.9.4 Projective tests & Clinical rating scales such as for autism, ADHD etc
- 5.10 Tests for people with disabilities
- 5.11 Neuropsychological assessment
6. **Neuropsychology**
  - 6.1 Relationship between structure and function of the brain
  - 6.2 Approaches and methodologies of clinical and cognitive neuropsychologists
  - 6.3 Frontal lobe syndrome; Temporal lobe syndrome; Parietal and occipital lobe syndromes
  - 6.4 Neuropsychological profile of cortical and subcortical dementia; major mental disorders and substance use disorders.
  - 6.5 Functional human brain mapping
  - 6.6 Principles, relevance, scope and indications for neuropsychological assessment and issues involved in neuropsychological assessment of children.
  - 6.7 Principles, objectives and methods of Neuropsychological rehabilitation
7. **Psychotherapy and Counseling**
  - 7.1 Ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors)
  - 7.2 Therapeutic Relationship: Client and therapist characteristics; illness, technique and other factors influencing the relationship
  - 7.3 Interviewing techniques
  - 7.4 Affective psychotherapies
  - 7.5 Behavior therapies
  - 7.6 Cognitive therapies
  - 7.7 Systemic therapies ; Physiological therapies
  - 7.8 Counseling
  - 7.9 Therapy in special conditions; Therapy with children & adolescents
  - 7.10 Psychoeducation (therapeutic education) & Psychosocial rehabilitation
  - 7.11 Indian approaches to Psychotherapy: Yoga, Meditation, Mindfulness
8. **Behavioral Medicine**
  - 8.1 Psychological and behavioral influences on health and illness,
  - 8.2 Neuroendocrine, neurotransmitter and neuroimmune responses to stress, negative affectivity, behavioral patterns, and coping styles, psychophysiological models of disease, theoretical models of health behavior
  - 8.3 Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia etc.), developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia)
  - 8.4 Psychosocial issues associated with cancer and other illnesses
  - 8.5 Behavior and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, bio-feedback and hypnotic therapies.