



M.A. III Semester

Psychology

# HARISH CHANDRA POST GRDUATE COLLEGE VARANASI

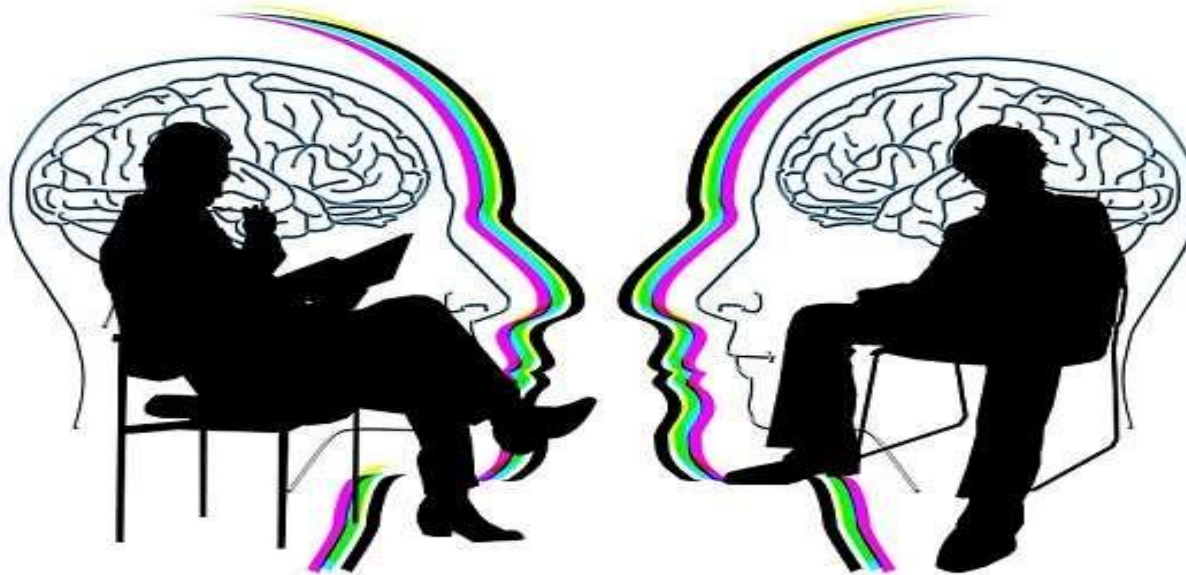
M.Sc. III Semester

Dr. NILAM  
UPADHYAY

# CLINICAL PSYCHOLOGY:PSYCHODIAGNOSTIC TECHIQUES

PAPER IV(A)

Unit-I



# Clinical Psychology

Clinical psychology is an integration of science, theory, and clinical knowledge for the purpose of understanding, preventing and relieving psychological-based distress or dysfunction and to promote subjective well-being and personal development.

---

In the present time, the status of clinical psychology might be improved or better due to technology specially uses of internet in diagnosis, prognosis, and psychodynamics of emotional diseases management and prevention of mental health problems

# Current status of clinical psychology

---

# Role of clinical Psychology in Mental Hospitals

- Assessment
- Psychological testing
- Treatment and Consultancy

# What is a Vocation?

## VOCATION

➔ is a career or calling that is derived from the word VOCARE, which means “to call”.



Famous Proverbs:

“For round holes there should be round pegs, and for square holes there should be square pegs”



Frank Parsons

⇒ Founding Father of  
Vocational Guidance



❖ In 1908 Parson opened the Vocational Bureau of Boston with the purpose of helping people learn of careers

❖ Wrote book called Choosing a Vocation. First published 1908






Vocational Guidance




# Vocational Guidance Means?

---

 the process of assisting an individual to choose an occupation, prepare for it, and progress in it.

-National Vocational Guidance Association-

 a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation.

-John D. Crites-

# What are the Purposes of Vocational Guidance?

Preparing students for successful future!



# Purposes of Vocational Guidance

---

1. To help adapt the schools to the needs of the students and the community.
2. To assist the students in choosing, preparing and training for, entering and making progress in their chosen career or occupation.
3. To disseminate knowledge of competitive and other problems of the business and occupational world as well as their characteristics.

- 
4. To help workers understand their relationship with other workers, and society as a whole.
  5. To secure greater cooperation between the school and various commercial, industrial, and professional pursuits.
  6. To encourage the establishment of courses of study in educational institutions that will harmoniously combine both cultural and practical studies.

# Vocational guidance: Principles, methods, Services

---

## 1. **The Occupational Information Service**

The following is an outline for the study of an occupation:

- a. Importance of an occupation
- b. Nature of the work
- c. Work conditions
- d. Personal Qualities needed
- e. Preparations needed
- f. Opportunities for advancement
- g. Compensation

## 2. The Self-Inventory Service

---

### Means of Providing High School Youth with Vocational Exploration Experience

1. Exploration by means of school subjects
2. Exploration for agricultural occupations
3. Exploration for business occupation
4. Explorations through household art courses
5. Explorations for industrial occupations

### 3. The Personal Data Collecting Service

---

#### Kinds of Personal Data needed

1. General Data - information that will be helpful in locating the individual and in making contacts.
2. Physical Data- information concerning the individual's health and physical characteristics.
3. Psychological Data- information concerning the individual's mental characteristics.



- 
4. *Social environment*- information concerning home and social environment conditions.
  5. *Achievement Data*- information concerning what the individual has done both in school and outside of it.
  6. Data concerning the individual's educational and vocational plans.

# Mental Health

Mental health is not just the absence of mental disorder. It is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

# ***Mental health is important because:***

- It affects your relationships with others:
  - Mental health problems lead to new problems with friends, family, law enforcement or school officials( National Mental Health Association, 1997)
  
- It affects how you learn:
  - Your attentiveness,
  - Your concentration,
  - Your classroom conduct,
  - Your ability to organize,
  - Your ability to communicate.

• Source: SAMHSA. [http://allmentalhealth.samhsa.gov/school\\_modules.html#mod2](http://allmentalhealth.samhsa.gov/school_modules.html#mod2)

# *What is mental health?*

- How you think, feel, and act in order to face life's situations...
  - For example, how you handle stress.
- How you look at yourself, your life and the people in your life...
  - For example, how you relate to others.
- How you evaluate your options and make choices...
  - For example: how you make decisions.

# MENTAL HEALTH COMPONENT

When the human brain is working at its best, it is capable of doing 9 things that contribute to what we might commonly consider, “good mental health.” They are nine component :

1. **Body Regulation**—the ability to keep the organs of the body and the autonomic nervous system (e.g, heart rate, respiration, body temperature) coordinated and balanced. Body regulation isn't just about physical health. Emotions begin as an embodied experience. For example; a racing heart and shallow respiration often precipitate feelings of panic/anxiety. Feelings of exhaustion or under-stimulation often precipitate depression.

**2. Attuned Communication**—the ability to pick up on the meaning of subtle, non-verbal, physical cues (facial expressions, tones of voice, posture) that indicate another person's emotional states and degree of well-being. People with Autism spectrum disorders especially have a difficult time with this.

**3. Emotional Balance**—the ability to maintain optimal emotional functioning. That is, I know how to be emotionally stimulated enough to be aware and engaged in my circumstances and relationships but not so emotionally stimulated that I am regularly flooded by my feelings and carried away by them.

4. Response Flexibility—the ability to pause before acting on my impulses and willfully change the direction of my actions if doing so suits me better than my initial impulses. People with ADHD, pathological anger, addictions, and other impulse control problems struggle with this skill.

5. Fear Modulation—reducing fear. Self-explanatory. People with anxiety and panic disorders, especially, have a difficult time modulating the brain's fear responses. They become easily flooded with anxiety where others might just experience nervousness or even excitement.

6. Insight—the ability to reflect on my life experiences in a way that links my past, present, and future in a coherent, cohesive, compassionate manner. In sight helps me make sense of both the things that have happened to me in the past and the things that are happening to me now.

7. Empathy—Essentially, empathy is the ability to have insight (as defined above) into other people. Empathy is the ability to imagine what it is like to be another person, and to reflect on their experiences in a way that links their past, present, and future in coherent, cohesive, compassionate manner. Empathy helps you make sense of other people's lives, the way they think, and their feelings.

8. Morality—the ability to imagine, reason, and behave from the perspective of the greater good. Includes the ability to delay gratification and find ways to get my needs met while understanding and accommodating the needs of others.

9. Intuition—having access to the input from the body and its non-rational ways of knowing that fuel wisdom. One's "gut sense" of things is actually based on a complex process by which one's right brain makes "quick and dirty" global assessments of one's feelings and circumstances.