

UNIVERSITY OF KERALA



DRAFT

**SYLLABUS FOR M.Sc. PSYCHOLOGY
IN AFFILIATED COLLEGES**

(Based on OBE, 2020 Admission onwards)

UNIVERSITY OF KERALA
SYLLABUS FOR M.Sc. PSYCHOLOGY
IN AFFILIATED COLLEGES, 2020 ADMISSION ONWARDS
Course Structure & Mark Distribution

Sem ester	Paper Code	Title of paper	Instructional hour/week		ESA time	Maximum marks				
			Theory	Practical		CA	ESA	Total	Sem Total	
I	PC 211	Psychology in Context	5	1	3 hrs	25	75	100	400	
	PC 212	Theories of Personality	6		3 hrs	25	75	100		
	PC 213	Psychological Research Methods	6		3 hrs	25	75	100		
	PC 214	Cognitive Psychology	7		3 hrs			100		
II	PC 221	Advanced Psychological Processes	7		3 hrs	25	75	100	400	
	PC 222	Psychopathology	7		3 hrs	25	75	100		
	PC 223	Counselling	5	1	3 hrs	25	75	100		
	PC 224	Experimental Psychology		5	3 hrs	25	75	100		
III	PC 231	Psychological Testing	7		3 hrs	25	75	100	400	
		Optional Group A – Clinical Psychology								
	PC 232-A	Clinical Psychology-Theory and Practice	6		3 hrs	25	75	100		
	PC 233-A	Psychodiagnostics and Testing	6		3 hrs	25	75	100		
	PC 234-A	Neuropsychology	6		3 hrs	25	75	100		
		Optional Group B – Organizational Behavior								
	PC 232-B	Organizational Behaviour	6		3 hrs	25	75	100		
	PC 233-B	Assessment and Intervention in Workplaces	6		3 hrs	25	75	100		
	PC 234-B	Human Resource Management	6		3 hrs	25	75	100		
		Optional Group C – School Psychology								
	PC 232-C	Foundations of School Psychology	6		3 hrs	25	75	100		
	PC 233-C	Assessment in School Settings	6		3 hrs	25	75	100		
	PC 234-C	Advanced Developmental Psychological Processes	6		3 hrs	25	75	100		

Cont'd..

Sem ester	Paper Code	Title of paper	Instructional hour/week		ESA time	Maximum marks			
			Theory	Practical		CA	ESA	Total	Sem Total
IV	PC 241	Psychotherapy and Behaviour Modification	7		3 hrs	25	75	100	400
		Optional Group A – Clinical Psychology							
	PC 242-A	Clinical Interventions	7		3 hrs	25	75	100	
	PC 243-A	Training and Practice in Clinical Settings	2	4	3 hrs	25	75	100	
	PC 244-A	Psychological Assessment in Clinical Settings		5	3 hrs		75	100	
		Optional Group B – Organizational Behavior							
	PC 242-B	Current Trends and Applications of Organizational Psychology	7		3 hrs	25	75	100	
	PC 243-B	Training and Practice in Organizational Settings	2	4	3 hrs	25	75	100	
	PC 244-B	Psychological Assessment in Organizational Settings		5	3 hrs	25	75	100	
		Optional Group C – School psychology							
	PC 242-C	Interventions in School Settings	7		3 hrs	25	75	100	
	PC 243-C	Training and Practice in School Settings	2	4	3 hrs	25	75	100	
	PC 244-C	Psychological Assessment in School Settings		5	3 hrs	25	75	100	
		Dissertation							
	Viva Voce								
	Grand Total								
CA: Continuous Assessment, ESA: End Semester Examination									

Overview of the Programme

Name of the Programme: M.Sc. in Psychology

Duration: Four semesters

Admission eligibility: B. A./ B. Sc. graduates in Psychology

The programme aims at enabling the students to acquire the necessary theoretical inputs and practical skills for effective functioning in the field of applied psychology. The program has been conceptualized as a comprehensive one at par with current international trends in college level training of psychology. Guidelines published by American Psychological Association and the Learning Outcome Based Curricular Framework mooted by the University Grants Commission have been incorporated in the designing of the programme. In semesters I and II there are four compulsory courses each. By the beginning of the 3rd semester, the students can choose one among three optional groups, viz. Clinical Psychology, Organizational Behaviour and School Psychology. In the 3rd and 4th semesters, there will be 3 applied courses of the optional group chosen by the student, in addition to one course common for all the groups. The programme comprises 16 courses, containing both theory and practical courses. At the end of the 4th semester, the student is required to submit a dissertation that has to be started at the beginning of the third semester. The student has to appear for a comprehensive viva voce at the end of the last semester. Dissertation and viva voce are evaluated externally.

The syllabus is developed based on the principles of Outcome Based Education (OBE). Accordingly, detailed specification of the contents of the syllabus coming under each course is preceded by a brief statement of the nature of the course, background knowledge required for learning the course, and the specific outcomes/competencies a learner is expected to achieve at the successful completion of the course. These learning outcomes generally belong to two domains, viz., (a) cognitive domain and (b) skills/behavioural domain. Assessment of the learning outcomes belonging to the cognitive domain could be implemented by written examinations, while assessment of learning outcomes belonging to the skills/behavioural domain could be implemented through continuous assessment of practical assignments.

Programme Learning Outcomes of MSc Psychology

At the end of the two year MSc Psychology programme, the students will:

1. Use and evaluate theories to explain and predict behavior.
2. Demonstrate the ability to critically analyze psychology concepts and literature.
3. Interpret, design and conduct basic psychological research.
4. Collect, present and interpret quantitative and qualitative data in psychological research.
5. Exhibit skills for effective communication of psychological concepts and research, for different purposes.
6. Demonstrate the technical skills and ethical decisions that are appropriate for the student's particular specialization.

7. Demonstrate cultural and historical sensibility in the socio-cultural context and diversity of India.
8. Practice self-development and self-regulation skills.
9. Demonstrate the attributes empathy, cooperation, social participation, accountability and rigour.

SCHEME OF EVALUATION

Division of marks in each paper

Continuous Assessment	25 marks
End Semester Assessment	75 marks
Total	100 marks

Division of marks in the Continuous Assessment: Practical

Attendance	5 marks
Record	10 marks
Tests	10 marks

Division of marks in the Continuous Assessment: Theory

Attendance	5 marks
Seminar	5 marks
Assignment	5 marks
Tests	10 marks
Total	25 marks

Division of marks in the End Semester Assessment: Practical

Plan and Procedure	20marks
Conducting	25 marks
Oral	20 marks
Record	10 marks
Total	75 marks

Division of marks in the End Semester Assessment: Theory Question Papers

Section A	2 out of 4 questions, each carrying 15 marks	30 marks
Section B	5 out of 8 questions, each carrying 5 marks	25 marks
Section C	10 out of 14 questions, each carrying 2 marks	20 marks
Total		75 marks

Total marks in each semester 400 marks

Total for all the four semesters 1600 marks

Marks for dissertation 100 marks

Marks for viva voce 100 marks

Total marks for the course 1800 marks

PC 211: PSYCHOLOGY IN CONTEXT

This is an introductory course that discusses the what, how and why of learning psychology. This is a theory cum practicum course that aims to generate an overall awareness of the goals of the M.Sc. program. The course attempts to set the stage for the whole M.Sc. program and helps the student to conceptualize the program in a metacognitive manner.

Unit I: This unit maps the evolution of modern psychology from primitive explanations of mind through Eastern and Western philosophical systems to the present scientific models. This shows how philosophical, positivistic, social constructivist approaches evolved into the present comprehensive explanations and perspectives of mind. At the end of the unit, the student is expected to appreciate the theoretical strength of the discipline acquired through explorations in various perspectives.

Unit II: With the understanding obtained from the previous unit, the student is introduced to the goals and expected outcomes of a PG program in psychology. The knowledge of international standards suggested by APA would help the student to monitor one's own academic process and professional growth. A few best practices in learning psychology are discussed.

Unit III: This unit discusses the essential requirements for the professional development of a psychologist viz. Critical thinking, Empathy, Scientific communication. The student is oriented to the process of personal growth and is guided through the process.

Unit IV: This unit brings psychology to the present Indian context. The need to adopt a culturally sensitive psychology orientation is emphasized.

Unit V: This unit discusses some emerging areas (not an exhaustive list) in psychology.

Pre-requisites

The course presupposes that the student has sufficient knowledge in the following areas: Psychology as a discipline, Goals of Psychology, Schools of psychology, Psychology as a science, Characteristics of Science, Psychology as a social science, Psychologist in policy advocacy.

Learning Outcomes:

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Define and explain essential aspects of knowledge paradigm
- Describe how psychology evolved as a discipline

- Demonstrate the use of critical thinking in interpreting psychological phenomena
- Apply the principles of social constructionism in learning psychology
- Appraise the role of culture in the practice of psychology in India
- Design and practice programs of personal growth with the help of the teacher
- Demonstrate and practice professional communication as a psychologist
- Identify and discuss emerging areas in psychology

(b) Affective Domain

- Internalize the values required for a psychologist

(c) Skills Domain

- Prepare and present a professional group poster/ paper based on a psychological phenomenon of contemporary relevance

Detailed Syllabus

Unit I: Evolution of Psychology as a discipline

Early attempt to understand mind: Folk psychology

Psychological thought in some major Eastern systems: Bhagavad Gita, Buddhism, Sufism and Yoga

Essential aspects of knowledge paradigms: Ontology, epistemology, and methodology

Basic ideas of the scientific method: Observation, induction, deduction, theory, law, model, causes, reasons, empirical cycle

Philosophical positions in psychology: Rationalism, Empiricism, Positivism, Post-positivism, Critical perspective, Social constructionism, Existential phenomenology, and Cooperative enquiry

Essential ideas in the philosophy of science: Falsifiability (Popper), Paradigms (Kuhn)

Important Current perspectives on mind: Biopsychological, Evolutionary explanations, Sociocultural view

Evidence based approach in the practice of psychology

Psychology as a science vs. psychology as a social science

Brief history of academic psychology in India and Kerala

~~Instructional strategies: Lecture, audio visual presentation, analogies, illustrations, case analyses~~

Unit II: Learning psychology in the present times

Scientist-Practitioner model in psychology. Boulder model of learning psychology.

Outcomes of a psychology post graduate program- APA guidelines for psychology major program (2013): 5 goals of a psychology program- Knowledge Base in Psychology, Scientific Inquiry and Critical Thinking, Ethical and Social Responsibility in a Diverse World, Communication, Professional Development

Learning psychology effectively in the classroom: Best practices in learning psychology - Applying social constructivism in learning psychology. Some examples- *Case-Based Instruction*- Explain a case with different theories. *Life Change Log*- Apply psychology to change your life. Set targets and apply. *Observational Diary*- Observe a behavior; explain the psychological principle behind it. *Repertory grid*- Synthesizing diverse theories. *Concept map*- Conceptualizing learning material in the form of a map. *Group poster presentations*.

Learning from web sources (with demonstrations): Google scholar, online journals, pubmed, TED lectures, TTC videos, coursera, web resources like PsycInfo, practical psychology, psychcentral and socialpsychology.org

Skills required for psychology students and novice psychologists: Research articles

(i) Professional and personal skills required for students- Nicky Hayes (1996) Researches – (ii) What employers want from psychology graduates- Landrum & Harrold (2010), (iii) Factors that influence the promoting or firing of new college hires- Phil Gardner (2007)

Practicum:

- Prepare an observational diary
- Prepare concept map of a topic

Instructional strategies: lecture, audio visual presentation, analogies, illustrations, case analyses, practice, role play, learner presentations, appraisals

Unit III: Professional development and personal growth of a psychologist

Psychologist as a critical thinker: Components of critical thinking (Wade & Tarris). Haloven's framework for critical thinking- Propensity components, Cognitive elements, metacognition

Tests of scientific reasoning: Falsifiability, logic, comprehensiveness, honesty, replicability, sufficiency

Strategies for overcoming common biases present in our judgment and decision making

Empathy: Components of empathy. Empathy and critical thinking as two essential requirements of a psychologist

Psychologist as a researcher. Using critical thinking to interpret research. How to identify biases, confounding. How to interpret a correlation.

Psychologist as a prevention professional. Promoting mental health literacy and combating stigma

Personal growth of the student. Ideas from psychoanalysis (self-analysis, individuation), CBT (rational thinking), eastern philosophy (looking inward)

Practicum

- Practice communication as a professional using scientific vocabulary.
- Discuss various forms of academic Writing: Abstract writing, summarization, reports.
- Prepare model tables and graphs in APA format.
- Prepare and present a professional group poster/ oral presentation based on a psychological phenomenon of contemporary relevance.
- Design and practice a life change log with the help of the teacher.
- Apply the principles of personal growth based on a school of student's choice in psychology to the life change log.

~~Instructional strategies: lecture, audio visual, presentation, analogies, illustrations, case analyses, practice, role play, learner presentations, appraisals~~

Unit IV: Practicing psychology in the sociocultural context of India

Indigenous psychologies. Integrating culture in psychology. Pioneering works in Cultural Psychology: Kakar (*Culture and Psychology*), Pandey (*Intimate Enemy*), Laungani (*Understanding cross-cultural psychology*)

Some key aspects- Collectivism, Religion, caste, gender differences

Basic Indian values and behavior dispositions (Durganand Sinha); Developmental stages in India (TS Saraswathy)

Modern psychology and culture's account: The Indian experience, Doing psychology in a culturally informed way (Girishwar Misra)

Families and extended family networks in India- connectedness, family structure and child rearing practices in India, impact of globalization on family functioning (Laungani)

Sanskritization vs Westernization in Indian families.

~~Instructional strategies: lecture, audio visual, presentation, analogies, illustrations, case analyses, practice, role play, learner presentations, appraisals~~

Unit V: Some emerging areas of psychology

Issues of gender- LGBTQ+ communities, poverty, disability, migration, global climate change and child abuse.

Psychology and technology interface: Digital learning, Digital etiquette. Cyber bullying, Parental mediation of digital usage

Peace psychology: Violence, conflict resolution at macro level. Role of media in conflict resolution.

Instructional strategies: Lecture, audiovisual presentations, learner presentations

Practicum - Note

A. Personal Growth of Students and Mentoring by Tutor

Each student is allotted to the Class Tutor or a teacher in the Department who will function as a mentor. Mentoring can be aided by a comprehensive psychological assessment (done by senior students, supervised by the teacher or a professional).

Students need to establish a Life change log. Identify psychological applications that help the change. Apply them and practice. Monitor the process with the help of the mentor. Record the progress. At the end of the course, evaluate the progress by oneself. (Set goal, Revise and Evaluate.)

B. Presentation

Group presentation- Survey the potential employers around your place and prepare a list. Interview potential employers and recognize what they look for in a PG pass out. Present the result.

C. Activities

1. Present and critically appraise great ideas / key studies in psychology. Write the summary of a study.
2. Do a survey / qualitative assessment of the issues faced by a marginalized section of the society.

B and C can be used for Continuous Assessment.

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- Mayo, J.A. (2010). *Constructing undergraduate psychology courses*. Washington: APA
- Dunn, D.S. (2009). *Teaching Critical Thinking in Psychology: A Handbook of Best Practices* Wiley Blackwell.
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- Saraswathi, T. S. (2003). Being and Becoming- A child, youth, adult, and respectably aged in India. *In* J.W. Berry, R.C. Mishra and R.C. Tripathi. *Psychology in human and social development*. (Eds.) Delhi: Sage Publications.
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- Dunbar, R. (2003). *Evolutionary psychology: A beginner's guide*. New Delhi: Viva Books.
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- Bell, P. A., Greene, T. C., Fisher, J. D. & Baum, A. (1996). *Environmental psychology, implementing indigenous development in the context*
- Naovi, K.A. (1982). *Problems, strategies and conditions of Asian countries and in particular India* UNESCO, SS-82/WS/74.
- Kakar, S. (2008). *Culture and psyche: Selected Essays*. University Press.
- Hartley, J. (2008). *Academic Writing and Publishing*. New York.
- Leki, L. (2010). *Academic Writing 2/E South Asian Edition*. London: University Press.
- Hinshaw, S. P. (2006). Stigma and mental illness: Developmental issues and further prospects. *In*. D. Cichetti & D. J. Cohen (Ed.). *Developmental psychopathology*. New Jersey: John Wiley.
- Blumberg, H.H., Hare, A. P. & Costin, A. (2006). *Peace Psychology: A Comprehensive Introduction*. Cambridge University Press.

PC 212: THEORIES OF PERSONALITY

This course renders students a platform for understanding human nature and its foundations by introducing major classic and contemporary approaches to personality. Topics such as views about human nature, basic concepts regarding structure and process of personality, and research methods used by personality theorists have been covered in the units. The students are also familiarised with pertinent issues related to understanding personality, such as the role of biological and cultural factors and introduced to current trends in research related to personality theories.

Pre-requisites

- Students should have the basic understanding of various theorists of personality and their school of psychology.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive Domain

- Describe the role of personality theory in psychology.
- Recognize the interaction of situational and individual characteristics on the development of personality
- Compare and contrast theories of personality.
- Evaluate personality theories based on dimensions such as internal consistency, verifiability and functional significance.

(b)Skills Domain

- Explain individual differences on the basis of theories of personality.
- Apply the concepts of personality theories in understanding and facilitating one's own personal growth.
- Apply course concepts to simulated life situations through the analysis case studies, including renowned personalities and film/book-based characters.
- Critically appraise research findings in personality psychology.

Detailed Syllabus

Unit I Introduction

- Definition of Personality, Goals of Personality Theorists,
- Overview of research methods, Current trends in Personality Research – Big Data Analysis

- Views about Human Nature – Freedom, Optimism, Rationality, Holism, Constitutionalism, Changeability, Subjectivity, Reactivity, Homeostasis, Knowability

(Student must be able to discuss each theory based on these lines)

- Dimensions for evaluating Personality theories – Verifiability, Parsimony, Heuristic Value, Internal Consistency, Comprehensiveness, Functional Significance

(Student must be able to evaluate each theory based on these dimensions)

- Overview of Major Perspectives in Personality Psychology - Psychoanalytic, Trait, Cognitive, Behaviorist, Humanistic and Existential

Unit II Psychoanalytically-oriented Theories

- Sigmund Freud's Classical Psychoanalytic Theory - Structure, Dynamics and Development of Personality, Characteristic research and research methods, Current research and Evaluation
- Carl Jung's Analytic Theory - Systems and Development of personality, Methods, Evaluation
- Psychoanalytic Social Theories –
 - Alfred Adler (Striving for superiority, Styles of life, Fictional finalism)
 - Karen Horney (Basic anxiety, Neurotic needs and trends, feminine psychology)
 - Eric Fromm (Freedom or security, Basic psychological needs, Character types)
 - Harry Stack Sullivan (Structure and development of personality)
 - Henry Murray's Personology (Divisions of personality, Needs, Assessment in Murray's theory)
- Ego Analytic Psychology, Object-relations and Attachment
 - Erik Erikson (Epigenetic principle, Psychosocial stages of development, Methods)
 - Anna Freud (Developmental lines, defense mechanisms)
 - Melanie Klein (Introjects, Role of fantasy, Positions, Splitting, Projective Identification)
 - Donald Winnicott (Transitional Object, Holding environment, Good-enough mother)
 - John Bowlby (Attachment styles, Internal working model)

Unit III Dispositional and Biological Bases of Personality

- Gordon Allport (Traits, Functional autonomy, Proprium)
- Raymond Cattell (Traits, Sources of data about personality, Factor Analysis, Assessment)
- Eysenck (Dimensions), Big Five Theory - Costa & McCrae
- Definition of Temperament, Role of Temperament in Personality Development, Processes through which temperament shapes personality development - Shiner & Caspi
- Models of Child Temperament - Thomas & Chess (NYLS), Kagan (Behavioral Inhibition Model), Rothbart (Psychobiological Approach)
- Models of Adult Temperament- Zuckerman (Sensation seeking), Cloninger (Factors)
- Overview of Findings from Evolutionary Psychology and Genetics (*Refer Engler-Chapter 11 and Cervone & Pervin- Chapter 9*)

Unit IV Behaviouristic, Cognitive and Social-Cognitive Theories

- Skinner (Reinforcement, Functional analysis)
- George Kelley (Constructivism, Assumptions, Fundamental postulates)
- Albert Bandura (Principles of observational learning, Reciprocal determinism, Self efficacy)
- Julian Rotter (Locus of Control), Martin Seligman (Explanatory Styles)

Unit V Humanistic-Existential Theories, Zen Buddhism, Sufism and Yoga Tradition

- Carl Rogers (Phenomenology, Development of the self, Fully functioning person)
- Abraham Maslow (Hierarchy of Needs, Self actualization)
- Viktor Frankl (Existentialism, Will to meaning, Logotherapy)
- Rollo May (Anxiety, Stages of Consciousness)
- Zen Buddhism (Four Noble truths, Eightfold Path)
- Sufism (Stages, Paths, Self, Self-realization)
- Yoga and Hindu Tradition (Eight limbs of Yoga, Schools of Yoga, Stages of Life, Self-realization)

Unit VI Personality in Context

- Role of Interpersonal Relationships – Rejection Sensitivity
- Meeting Challenges in Life – Defensive Pessimism

- Later Years and Personality – Carstensen (Socioemotional Selectivity), Dan McAdams (Life Narratives and Generativity)
- Culture and Personality- Markus & Kitayama (Independent and Interdependent Self Construals)

Instructional Strategies

Lecture, Audio visual, Students' Presentations, Assessment reports, Debate/ Discussion, Role play, Case studies, Creative exercises (spoof)

Reading Assignments

1. Bleidorn, W., Hopwood, C. J. & Wright, A. (2017). *Using big data to advance personality theory*. *Current Opinion in Behavioral Sciences*, 18:79–82. (READING ASSIGNMENT for Unit I)
2. Harlow, L.L. & Oswald, F.L. (2016). *Big Data in Psychology: Introduction to Special Issue*. *Psychol Methods*. 21(4): 447–457. (READING ASSIGNMENT for Unit I)
3. Triandis, H., Bontempo, R., Villareal, M., Asai, M., & Lucca, N. (1988). THE ONE, THE MANY *Individualism and collectivism*. *Cross-cultural perspectives on self-ingroup relationships*. *Journal of Personality and Social Psychology*, 54, 323-338. In Hock, R. R. (2009). *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. Pearson Prentice-Hall. (READING ASSIGNMENT for Unit VI)
4. Markus, H.R., & Kitayama, S. (1991). *Culture and the Self: Implications for Cognition, Emotions and Motivations*. *Psychological Review*. Vol. 98, No. 2, 224-253. (READING ASSIGNMENT For Unit VI)

Writing Assignments

- Personality analysis - Explain a person's personality using different perspectives/theories (for example using Freud's concept of defense mechanism or from Attachment perspective and from a Trait perspective). The person can be a movie or book character or a renowned personality (availability of the background information about the chosen person should be ensured).
- Develop a case study to explain individuals' behavior on the basis of stages of development of any theories of personality
- Critically evaluate theories of personality

Activity

- Conduct a debate based on any 2 approaches/theories of personality
- Create a spoof on the meeting of any two theorists of personality and enact the same

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- Molfese, V.J., & Molfese, D. L. (2000). *Temperament and Personality Development across the lifespan*. New York and London. Psychology Press.

PC 213: PSYCHOLOGICAL RESEARCH METHODS

Research method is offered in the first semester to enrich students with knowledge in scientific research in the field of psychology. It begins with comparing common traditions in quantitative research and qualitative research. Designing a scientific research using both traditions with the strategies to analyze data are emphasized in the course. Training in academic writing skills is also included in the course.

Pre-requisites

1. Basic knowledge in descriptive and inferential statistics
2. Exposure to the field of scientific research in psychology
3. Basic knowledge in research report writing

Learning outcomes

The syllabus is designed to build competency of the learner in the following:

(a)Cognitive domain

1. Critically evaluate the different methods available for gaining knowledge
2. Describe characteristics of scientific research and methods
3. Explain various methods of collecting and analysing qualitative data
4. Compare different types of research designs and its role in scientific research
5. Evaluate articles published in reputed journals in psychology

(b)Skills domain

1. Identify and apply suitable statistical methods for the analysis of data
2. Write a Qualitative / Quantitative research proposal by
 - a. Articulating research question
 - b. Developing Hypotheses / Objectives
 - c. Designing the research by appropriate research strategies
 - d. Demonstrating the knowledge in APA writing style

Detailed Syllabus

Unit 1: Introduction to Research

Methods of knowing, Scientific research, Meaning and purpose of research, Qualitative, Quantitative Research and Mixed Research.

Stages of research, Research question, Hypothesis, Variables and operational definition. Review of literature.

Sampling methods: Population and Sample representativeness. Sample size. Probability and Non-probability sampling techniques, Sampling distribution, standard error.

Ethics in conducting and reporting research.

Political considerations in research: Issues of gender, race, culture.

Activity: Evaluate 5 research articles and write a report mentioning the research gap.

Unit 2: Quantitative approach in psychological research

Research Strategies: Descriptive, Correlational, Experimental Strategies (True Experiment, Quasi and Non-experiment, Developmental designs: Cross sectional and Longitudinal designs)

Experimental Designs: Variance, Partitioning of variance. Methods to control extraneous variance and minimize error variance. Between Group designs, Within Group Designs and Mixed designs.

Popular Designs: Randomized block design, Latin square design, Cohort designs, Time series designs

Small N designs.

Validity of a research: Threats to internal and external validity of the research.

Unit 4: Inferences from the data

Note: Manual calculation is not required

Null Hypothesis Testing: Level of significance, Type I and Type II Error, Power analysis. Degree of freedom, One tailed and Two tailed tests. Parametric and Non Parametric Tests

Concepts, Assumptions and Applications of statistical analyses:

Relationship among variables: Pearson Correlation, Spearman Correlation, Partial Correlation, Multiple correlation, Regression analysis, Biserial Correlation, Point-biserial Correlation, Phi Correlation, Tetrachoric correlation. Chi-square test (Test of association)

Difference among Groups: t test, Mann-Whitney U test, ANOVA, Kruskal-Wallis test, Factorial ANOVA, ANCOVA, Repeated Measures ANOVA, MANOVA, Post-hoc Analyses.

Dimension reduction: Basic Concepts of Factor analysis- Exploratory, Confirmatory factor analysis. Extraction Methods, Rotation, Interpretation

Confidence interval, effect size, odds ratio. Meta analysis

Efficacy, effectiveness and efficiency in clinical research, Randomized Controlled Trials

Unit 3: Qualitative approach in Psychological research

Different traditions in Qualitative Research: Grounded theory, Phenomenology, Narrative approach, Ethnography, Discourse analysis.

Issues of Credibility, trustworthiness, and reflexivity.

Triangulation of Theory, Method and Data.

Sampling in Qualitative research, Theoretical sampling and Concept of saturation.

Methods of collecting qualitative data: Observation, Interview, Focus Group Discussion (FGD), Documents: Organizational Documents, Diaries, Internet communications, Audiovisual materials, Case studies, Life history, Conversation.

Activity: Development of interview Guide: Types, Time frame, Sequencing, and Wording of questions, Line of enquiry, Probes.

Qualitative data analysis: Codes, Different types of coding, Memos, Themes, Diagrams.

Analysis methods: Thematic analysis, Interpretative Phenomenological Analysis (IPA), Content Analysis, Narrative analysis, Discourse analysis, Visual analysis.

Unit 4: Research Report Writing

Writing a research Proposal.

Writing and representation of research Report.

Guidelines for paper and poster presentations

APA style of writing

Assignments and Seminars

Assignments:

1. Submit a research proposal in the prescribed format. (Both Quantitative and Qualitative) (Word limit: 2500).
2. Submit the report of a qualitative exploratory study conducted using observation, semi-structured interview, Case study, Content analysis, Thematic analysis, Narrative analysis or visual analysis, preferably in the intended area of dissertation (Not more than 10 pages)

(Both the assignments are to be submitted in the record of PC 224 Experimental Psychology).

Seminars:

Students are expected to present an article published in a reputed academic journal by critically evaluating the Significance, Rationale and Methods.

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PC 214: COGNITIVE PSYCHOLOGY

The course will provide an arena to develop a deeper appreciation of the major classic and contemporary approaches to basic mental processes like cognition, attention, perception and memory. The focus will be on different models, experimental findings and neurological basis of these mental processes. The course will equip the students to widen their perspective to adapt to real life challenges.

Prerequisites

Students should have the elementary understanding of the basic mental processes.

Learning Outcomes

The syllabus is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Demonstrate a critical understanding of the core concepts of human cognition
- Compare different models of attention, perception and memory
- Explain the neurological processes involved in attention, perception and memory
- Examine the different theories of cognitive organization

(b) Skills Domain

- Utilize strategies to improve problem solving and decision-making skills
- Assess individual differences in cognitive processes
- Evaluate higher order cognitive functioning

Detailed Syllabus

Unit 1: Cognitive Psychology and Attention

- Cognitive Psychology and its relevance
- Different approaches to the study of Cognitive Psychology
- Attention and its Process
- Models of Attention
 - Early Selection Theories - Broadbent's Model of Selective Attention or Filter Theory; Triesman's Attenuation Model
 - Late selection theories - The Pertinence model; Limited capacity models; Neisser's Synthesis Model
- Neurological organization and attention

Unit 2: Perception

- Theories of Perception
 - Bottom up theory of perception- Theory of direct perception (Ecological view)

- Template theories;
 - Prototype theories
 - Feature theories
 - Structural description theory
- Top Down theory of perception
 - Constructive perception
- Computational theory of perception
- Spatio temporal Boundary formation theory
- Classical psychophysics
 - Weber's law, Fechner's law, Steven's power law
- Signal detection theory (SDT), Applications of SDT- Receiver operating curve
- Theories of illusion
- Theories of colour perception
- Theories of pain perception
- Perceptual styles
 - Field dependent Vs Field independent
 - Repressors Vs Sensitizers
 - Levellers Vs Sharpeners
- Perceptual vigilance

Unit 3: Cognition

- Theories of cognitive organization
 - Network models (Collins & Quillian network Model, Collins & Loftus Network model)
 - ACT & ACT*
 - The connectionist model (PDP)
- Representation of knowledge
 - Categories, Prototypes, Schemas, Scripts
- Acquisition of declarative & procedural knowledge
- Knowledge representation model based on human brain (declarative & non declarative knowledge)
- Meta cognition
- Psycholinguistics
- Bilingualism
- Structure of language – Phonology, Syntax, Semantics, Pragmatics
- Language and Cognition
- Modularity Hypothesis • Whorfian hypothesis • Neuropsychological views
- Cognitive approach to language acquisition

Reasoning

- Types- Inductive, Deductive, Propositional, Syllogistic, Analogical, Categorical
- Approaches- The componential, Rules/ Heuristics, Mental models

Problem solving

- Classification of problems - Well defined Vs ill defined, Routine Vs Non routine, Adversary Vs Non Adversary, Knowledge rich Vs knowledge lean problems
- Strategies of problems solving – Algorithms, Heuristics, Search strategy, Means end analysis, Hill climbing, Analogical transfer, Working backward, Back tracking, Schema based models, Multiple trace model
- Factors affecting problem solving - Set effects, Functional fixedness, Incubation effect, Incorrect representations, Lack of expertise

Decision making models

- Utility Models
 - Expected Utility Theory,
 - Multiple Attribute Utility Theory
- Descriptive Model
 - Image Theory
 - Recognition-Primed Decision Making
- Cognitive Psychology and neuroscience
- Computer simulation and Artificial Intelligence

Unit 4: Memory

- Models of memory
 - Atkinson- Shiffrin information processing model (stage model or modal models) of memory
 - Levels of Processing model - (Self- Reference Effect)
 - Transfer appropriate processing.
 - Baddeley- Hitch model of working memory.
 - Newell's SOAR model
 - Tulving's model
- Theories of forgetting
 - Decay Theory /Fading Theory
 - Interference Theory
 - Tulving's Cue Dependent Theory of Forgetting,
 - State Dependent Memory and Forgetting.
 - Retrieval Inhibition as a Theory of Forgetting.
 - Trace Dependent Forgetting
 - Motivated Forgetting Theory
- Biogenic and psychogenic forgetting
 - Alzheimer's disease
 - Infantile Amnesia

- o Korsakoff's Syndrome
- o Posttraumatic amnesia
- Constructive Processes in memory, Eyewitness testimony, Flash bulb memories
- Neurological basis of memory-Encoding and retrieval of declarative and non-declarative memory

Instructional Strategies

- Lecture, Audio visual, Students' Presentations, Assessment reports, Discussion, Case studies

Assignments

- Write a report on how you helped a student in need to choose the stream of study by applying decision making models.
- Plan an interview schedule to identify and interpret perceptual styles.

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PC 221: ADVANCED PSYCHOLOGICAL PROCESSES

The course intends to help the students develop a deeper understanding of the major classic and contemporary approaches to basic mental processes like intelligence, learning, motivation and emotion. The focus is on different models, experimental findings and neurological basis of these mental processes, thereby equipping the students to broaden their outlook in this area to adapt to real life challenges.

Prerequisites

Students should have the elementary understanding of the basic mental processes like intelligence, learning, motivation and emotion.

Learning Outcomes

The syllabus is designed to build competence of the learner in the following:

(a) Cognitive Domain

- Analyse the higher mental processes
- Evaluate the theories of intelligence, learning and motivation
- Explain the neurological processes involved in learning and emotion

(b) Skills Domain

- Utilize the knowledge for assessing higher mental processes
- Explain individual differences on the basis of theories of psychological processes
- Propose theoretical models of psychological processes based on related theories
- On the basis of theoretical models, propose techniques to optimise one's learning and memory

Detailed Syllabus

Unit 1: Intelligence

Theories of intelligence:

- Vernon
- Bruner
- Hunt's problems solving intelligence
- Jensen's theory of intelligence
- PASS model of intelligence
- Cattell Horn Carroll Theory
- Multiple mechanism approach theory
- Parieto-frontal integration theory
- Minimal cognitive architectural theory

- Dual process theory
- Implicit theories
 - Entity Vs Incremental theory
- Critical analysis of Multiple Intelligence theory and the theory of Emotional Intelligence

Mental chronometry- Reaction Time and speed of response

Unit 2: Learning

Habituation and sensitization

Opponent process theory

Verbal Learning – Materials and Methods

Biological influences in learning,

Conditioning

- Pavlovian conditioning and application, Garcia Effect
- Appetitive and Aversive conditioning
- Skinnerian conditioning and application
- Stimulus control of behaviour

Learning and cognition

- Sign learning- Tolman; Latent or hidden learning ; Insight learning ; Set learning; Observational learning; Blocking; Sensory preconditioning; Learned helplessness

Learning Theories

- Hull; Tolman; Guthrie; Mowrer; Razran

Neural mechanisms of learning, Synaptic plasticity

Unit 3: Motivation

Concept of Motivation - Motivational cycle - Homeostasis

Theories of Motivation

- Instinct theory-William James and William McDougall
- Ethology – Konrad Lorenz, Tinbergen
- Hedonistic -Young, McClelland
- Activation theories - Schlosberg, Lindsley
- Motivational aspects involved in
 - Psychoanalytical theory of Freud
 - SR theory-Hull and Spence
 - Cognitive theory of Tolman
 - Field theory of Kurt Lewin

- Self-determination theory and Flow
- Regulatory focus theory: A model of self-regulation
- Exploratory behaviour and curiosity

Unit 4: Emotion

Concept, Components and Measurement of emotion

Facial Feedback hypothesis

Development of emotions

Neural mechanisms of Emotion- Fear, Anger, Aggression

Neural basis of communication of emotions-recognition & expression

Stress and coping

- General Adaptation Syndrome (GAS)
- Sources of stress
- Coping Styles

Instructional strategies

Lecturing, audio-visual and graphic aids, discussions, illustrations, analogies

Assignment

Assess cognitive processes of an individual and make a profile.

Form a journal club and students should review articles in the area of cognitive psychology. Each student should make a presentation of one article review.

References

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PC 222: PSYCHOPATHOLOGY

This course provides the students with a comprehensive understanding of psychopathology based on DSM-5, with emphasis on classification, epidemiology, symptomatology and etiology of mental disorders. It also familiarizes students with tools that aid assessments and diagnostic formulation of mental disorders. After completion of the course the student will be able to apply appropriate diagnostic tools to identify various mental disorders. The student will also be able to differentiate between characteristic features of various mental disorders.

Prerequisites

- Students must have an understanding about the basic Psychological processes.
- Students must have a basic understanding about the concepts of normality and abnormality.

Learning Outcomes

The syllabus is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Describe diagnostic criteria of various psychological disorders
- Compare and contrast etiology of different psychological disorders.

(b) Skills Domain

- Demonstrate the ability to apply DSM-5 to identify mental disorders
- Demonstrate skills in case history taking and mental status examination
- Demonstrate the ability to administer rating scales in various disorders
- Demonstrate the skills required for diagnostic formulation.
- Identify mental health needs in a community

Detailed Syllabus

Unit I: Introduction - Mental Disorders, Stigma and Classification

Definition of Mental Disorder, Stigma: aspects, dimensions.

Epidemiological concepts-incidents, prevalence, lifetime prevalence, risk factors

History and evolution of DSM, Systems of classification: DSM-5 and ICD-10; DSM-5 - from Multi-axial Classification to Single Axis

Unit II: Assessment and Diagnosis of Mental Disorders

Use of Rating Scales and Screening Tools - (Overview)

Case History Taking, Mental Status Examination, Principal Diagnosis, Provisional Diagnosis, Differential Diagnosis, Diagnostic Formulation and Clinical Case Formulation – basics

Instructional Strategy Familiarise the students with administration, scoring and interpretation of various rating scales: BPRS, PANSS, HAM-D, BDI, HAM-A, YBOCS, CAGE, CBCL, and Suicide Risk Assessment

Note: In units III-IX, Diagnostic criteria, Characteristic features, and Etiological factors (biological and psycho-social) of the disorders have been included.

Unit III: Neuro-developmental and Neuro- cognitive Disorders

Intellectual Disabilities, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder

Diagnostic criteria, characteristic features and conditions of Delirium, Alzheimer's disease, Parkinson's Disease and other neuro-cognitive disorders

Unit IV: Schizophrenia Spectrum, Other Psychotic Disorders and Mood Disorders

Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia
Schizoaffective Disorder.

Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder.

Disruptive Mood Dysregulation Disorder Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia)

Unit V: Anxiety Disorders and Obsessive-Compulsive Disorders

Separation Anxiety Disorder, Selective Mutism

Specific Phobia, Social Anxiety Disorder (Social Phobia)

Panic Disorder, Agoraphobia

Generalized Anxiety Disorder

Obsessive-Compulsive Disorder

Unit VI: Somatic Symptom Disorders, Trauma, Stressor-Related Disorders and Dissociative Disorders

Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder

Reactive Attachment Disorder, Disinhibited Social Engagement Disorder

Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders

Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder

Unit VII: Disruptive, Impulse Control and Conduct Disorders

Oppositional Defiant Disorder, Intermittent Explosive Disorder

Conduct Disorder

Pyromania and Kleptomania

Unit VIII: Substance Use and Addictive Disorders

Alcohol Dependence - Related disorders, Psychosocial and biological etiological factors

Other Substances commonly used and their effects – Caffeine, Cocaine, Cannabis, Hallucinogens, Inhalants, Opium, Stimulants, Tobacco

Non-substance related Disorder - Gambling

Unit IX: Personality Disorders

Diagnostic criteria and characteristic features of Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder, Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder

Assignment

- Submit a detailed case report (Case history, MSE and Assessment) on any one Psychological disorder

Activities

- Present and discuss a case report individually (each one presents one specific disorder).
- Conduct a class discussion on changes in DSM-5 vs. DSM-IV TR (e.g. topic on Gender Dysphoria in Children, Adolescents and Adults etc.)
- The students may be instructed to read the report - National Mental Health Survey Review: Nature and prevalence of mental health issues in India - and conduct a discussion related to the topic.
- The students may be instructed to develop a survey schedule and conduct a mental health survey in a small setting. They may be instructed to use the assessment tools discussed in Unit II for this purpose.

References

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Carson, R.C., Butcher, J.N., & Mineka, S. (2014). Abnormal psychology and modern life. 16th edition.

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PC 223: COUNSELLING

This course aims to equip the students with theoretical knowledge and practical skills required for a psychological counsellor. Successful completion of the course will make the student competent enough to take up counselling assignments in a supervised manner.

The course draws upon the helping model of Egan and the process model of Hill for its orientation. Along with these generic models, the skills and processes involved in psychological counselling as described by Patterson and Welfel too are generally followed in the course. The theory cum practical course incorporates activities, lab work and role plays formulated by the authors of the books recommended. Instructions will accompany classroom demonstration and practice of skills and videos containing demonstrations by renowned practitioners.

Pre-requisites

The course presupposes that the student has sufficient knowledge in the areas of personality theory and schools of psychology.

Learning Outcomes:

The syllabus is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Define and explain essential aspects of counselling and helping
- Understand ethical codes in counseling
- Explain helping models by Egan, Hill and Ivey
- Demonstrate the techniques and skills of counselling
- Evaluate counseling skills of peers demonstrated in role play
- Understand the methods of counseling in various settings
- Appraise the contributions of major psychological theories to counselling

(b) Affective Domain

- Internalize the values required for a psychological counsellor

(c) Skills Domain

At the end of the course, the learner will be able to:

- Demonstrate counseling skills by means of a verbatim record of a counseling assignment completed by the student and supervised by the teacher.

Detailed Syllabus

Unit 1: Introduction to Counselling

Definition and scope of counseling. Difference between counseling and psychotherapy.

Guidance. Goals of counselling. Conditions facilitating effective counselling.

Characteristics of an effective counsellor

Process and outcome goals in counselling

Ethical codes- American Counseling Association

Generic Models of Counselling: Gerard Egan, Clara Hill, Allen Ivey

An overview of Egan's Model. Stage 1 – The Current Picture, Stage 2- The preferred picture, Stage 3- The Way Forward

Clara Hill's process model of helping: Exploration through humanistic approach, Insight through psychodynamic approach, Action through cognitive behavioral approach.

Ivey and Ivey: Five stages of counseling session: Empathic relationship, story and strength, goals, restory, action. Basic listening sequence: Attending and empathy skills, observation skills, questions, encouraging, paraphrasing and summarizing, reflecting feelings

Three stages of counseling in perspective (Patterson & Welfel): Initial disclosure, In-depth exploration and Commitment to action.

~~Instructional strategies: lecture, audio visual presentation, analogies, illustrations, case analyses~~

Unit 2: Exploration Stage/ Initial disclosure

What clients bring to the counseling experience. Core conditions of counseling. Counselor actions that impede communication

Goals for the exploration stage: Establishing rapport and developing a therapeutic relationship, Attending, listening and observing, Exploring thoughts, Exploring feelings

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER)

Attending, Listening and Observing Skills

Non-verbal Behaviours: Eye-contact, Facial expressions, Head Nods, Body Postures, Bodily Movements, Space, Tone of Voice, Grammatical Style, Silence

Minimal Verbal Behaviours: Minimal Encouragers, Approval-Reassurance

Non-verbal Behaviours to avoid

Listening and Observation Skills: Verbal Messages, Non-verbal Messages

Skills for Exploring Thoughts: Restatements, Open questions about Thoughts

Skills for Exploring Feelings. Reflection of feelings. How to reflect feelings. Identifying feeling words. Sources of reflections. Open questions about feelings

Paraphrasing & reflecting meaning, Paraphrasing & reflecting feeling, Helping clients manage reluctance and resistance, Probing and Summarizing

Recognizing patterns & themes, Understanding client's frames of reference

Structuring, Leading and Questioning techniques

Difficulties implementing the exploration stage. Coping strategies for managing difficulties.

Practicum

Students pair up and take turns being helper and client. Peers can observe and give feedback using prescribed formats. Practice attending and listening exercises. Practice exploring thoughts. Practice exploring feelings. (Ref: Hill, iLab 4, 5, 6, 7)

~~*Instructional strategies: lecture, audiovisual presentation, analogies, illustrations, case analyses, practice, role play, peer evaluations, feedbacks, audio-video recordings and learner presentations, appraisals*~~

Unit 3: In-depth Exploration / Insight Stage

Goals and methods of in-depth exploration

Feedback as the essential work in stage 2. Principles of giving feedback. Modes of providing feedback: Advanced empathy, Immediacy, Confrontation, Interpretation/ Reframing, Role-playing. Self-disclosure

Skills for fostering awareness: Challenges, Cognitive techniques, Two-chair technique, Humor, Non-verbal referents, Owning responsibility

Skills for facilitating Insight: Open questions, Interpretations, Disclosures of insight

Practicum

Students pair up and take turns being helper and client. Peers can observe and give feedback using prescribed formats.

~~*Instructional strategies: lecture, audiovisual presentation, analogies, illustrations, case analyses, practice, role play, peer evaluations, feedbacks, audio-video recordings and learner presentations, appraisals*~~

Unit 4: Commitment to Action Stage

Goals of stage 3

Skills to implement action goals: Open questions for action, Giving information, Feedback about the client, Process advisement, Direct guidance

Integrating action skills

Termination. Termination skills

~~Instructional strategies: lecture, audio visual presentation, analogies, illustrations, case analyses, practice, role play, peer evaluations, feedbacks, audio-video recordings and learner presentations, appraisals~~

Unit 5: Counseling in various settings:

Psychological First-aid, Crisis Intervention, Suicide Prevention, HIV/AIDS counseling, Marital Counselling, Geriatric counselling, College counseling, Career Counseling and Guidance, Palliative counseling, Group Counselling

~~Instructional strategies: lecture, audio visual presentation, analogies, illustrations, case analyses, practice, role play, peer evaluations, feedbacks, audio-video recordings and learner presentations, appraisals, placements~~

Unit 6: Major Theories of Counseling:

Counselling process and Contributions of the following theories: Person-centered counseling, gestalt counseling, psychoanalytic counseling, Cognitive counseling, Trait-factor counseling, Behaviour counseling

Brief strategic solution focused therapy

~~Instructional strategies: lecture, audio visual presentation, analogies, illustrations, case analyses, practice, learner presentations, appraisals~~

Assignments required

- Submit a verbatim report of a counselling assignment completed by her/ him that depicts most of the skills. Identify and mention the skills used in each response of the counsellor.
 - A model list of skills for observation and marking: Approval and reassurance, Closed questions, Open questions about thoughts, feelings, insight and action, Restatement, Reflection of feelings, Challenge, Interpretation, Disclosure of feelings, insight, strategies, Immediacy, Information, Direct guidance. (Ref: Helping skills system by Clara Hill)

- o Discuss the verbatim record and identify areas for improvement with the help of the teacher.

Submit the assignment in the record of PC 224 Experimental Psychology.

Suggested assignments

- Video-tape in-class role plays, play back them, gain feedback.
- Undertake internship in a counselling centre. Conduct group counselling and make a report of the same.
- Visit places where counselling for a special population is done to get familiarised with such occupations.
- Undertake brief counselling cases in the extension centre of the college under supervision.

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Ivey, A. E., Ivey, M. B., Carlos P. Zalaquett, C.P. (2017). *Intentional Interviewing and Counseling- Facilitating Client Development in a Multicultural Society*. Brooks Cole.

PC 224: EXPERIMENTAL PSYCHOLOGY (Practicals)

The course enables students to implement psychological assessments/tests using apparatus, paper-pencil and computer. The students also analyze research data using statistical tests. The ability of the student to conduct a qualitative exploratory study, counselling session and write a research proposal is also evaluated in the course.

Pre requisites

The student should have a basic knowledge of the psychological processes/phenomena. The student should also have theoretical knowledge of quantitative and qualitative research and counselling skills.

Learning Outcomes

The syllabus is designed to build competency of the learner in the following:

(a)Cognitive Domain

Understand and apply basic concepts of Intelligence, Reasoning, Problem solving and Memory.

Remember facts related to Risk taking, Social functioning and Family functioning and apply them for assessment.

Understand and apply software based statistical tests in analyzing research data.

Understand and apply basic concepts of Counselling.

(b)Skills Domain

Carry out Psychological assessments/tests and interpret the results

Utilize software-based statistical tests in analyzing research data.

Execute a qualitative exploratory study using appropriate methods.

Develop a research proposal for conducting research

Use counselling skills to interview the client in a session and construct the verbatim report of the session.

Detailed Syllabus

1. *Psychological Tests/ Assessments*) (Minimum 8

- **Intelligence** Binet Kamat Test, Bhatia's battery, WAIS, WAPIS, WISC IV, MISIC, Social Intelligence Scale, SPM, Seguin Form Board, Emotional Intelligence Scale
- **Social functioning** Vineland and Social Maturity Scale, Vineland Adaptive Behavior Scale

- **Computerized tests** – Reaction Analogue Risk Task (BART) Risk taking, CORSI Block Tapping Test (Visuospatial working memory, n-BACK (working memory)
- **Reasoning and Problem Solving** – Information test, Pyramid Puzzle
- **Family functioning** – Family Relationship Inventory, Home Environment Inventory, Marital Adjustment Inventory, Parent-Child Relationship Scale

2 Tests that demonstrate research methods utilizing software-based statistics

t-test, One-way ANOVA, Two-way ANOVA, Pearson's Correlation, Spearman Rank Correlation, Regression, Chi-square

Record of Experimental Psychology

Component 1: Reports of Assessments and Statistical Tests

Component 2: Report of a Qualitative Exploratory study conducted using observation, semi-structured interview, Case study, Content analysis, Thematic analysis, Narrative analysis or visual analysis, preferably in the intended area of dissertation (Not more than 10 pages)

Component 3: Research proposal for the student's proposed dissertation in the prescribed format

Component 4: Verbatim record of a counselling session along with the interpretation of skills utilized at various instances (Not more than 10 pages)

Evaluation Criteria

Section 1

Assessments/Tests:- Two questions out of which one is for conducting the experiment/test and the other is for viva.

Section 2

Statistical Tests:- Two questions out of which one is for conducting the test and the other is for viva.

Section 3

Reports of components 2, 3 and 4 will be evaluated internally in their respective theory papers.

A brief viva based on the reports attached will be conducted during practical examination.

NB Students should ensure the participants' (Adult and Child) availability during Practical examination

PC 231: PSYCHOLOGICAL TESTING

This course is aimed to develop skills to construct psychological tests. Item development, Item analysis and establishment of psychometric properties are emphasised in the course. Classification of various psychological tests and its application are also included in the course.

Pre-requisites

- Basic knowledge in descriptive statistics and psychometric properties of a psychological tool
- Familiarity with Likert scales
- Familiarity with administering a psychological instrument

Course outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive domain:

1. Describe issues involved in the measurement of mental processes
2. Apply the principles of CTT and IRT for the development of psychological test
3. Describe steps involved in standardizing psychological tests

(b) Skills domain

1. Choose specific test suitable for the assessment of various characteristics
2. Construct a scale by
 - a. Identifying a construct
 - b. Developing items
 - c. Analysing items
 - d. Establishing reliability and Validity

Detailed Syllabus

Unit I: Introduction to measurement

Measurement in psychological research; Levels of measurement and applications; Definition of a psychological test; Uses of testing; Types of tests; Computerized Testing; Ethical issues in testing.

Unit II: Test Construction

Approaches: Classical Test Theory and Item Response Theory (IRT).

Test construction process: Defining the test, selecting a scaling method, constructing the items, Testing the items, Revising the test, publishing the test.

Attitude scaling: Likert, Thurstone, Semantic Differential, Guttman

Q-sort, Semantic Differential

Activities Discussion of three journal articles explaining the process of test construction of any psychological constructs.

Unit III: Psychometric properties of a Test

Reliability: Measurement error, Sources of measurement error, types of reliability, standard error of measurement. Reliability of speed and power tests.

Validity: Content Validity, Criterion Validity, Construct Validity

Norms: Developmental Norms and Within group norms. Standard scores: Z Scores and T Scores. Stanine, Sten and C scale. Criterion Referenced Vs Norm referenced Tests.

Unit IV: Types of psychological tests

Different types of psychological tests:

Tests of attitude, aptitude, achievement. Interest inventories.

Tests of intelligence- Binet, Wechsler, Culture-fair tests. Indian tests- BKT, Malin's, Bhatia

Tests of personality:

a) Inventories- MMPI, CPI, 16 PF, EPQ.

b) Projective techniques- Classification. Rorschach, TAT, Word association test, Sentence completion test, Drawing tests.

Assignments and Seminars

1. Assignment: Students are expected to construct a psychological scale using Likert / Thurstone scaling methods (Group Assignment: 3-4 students in a team)
2. Seminar: Students are expected to identify journal articles about scale construction and present.

References

- Anastasi A., & Urbina, S. (2017). *Psychological Testing* (7th ed.). Noida: Pearson India Education Services Pvt. Ltd.
- Gregory, R.J (2013). *Psychological Testing: History Principles and Applications*. Noida: Pearson India Education Services Pvt. Ltd.
- Kline, T. (2015). *Psychological Testing: A practical Approach to Design and Evaluation*. Delhi: Sage Publications India Pvt. Ltd.
- Miller, L.A., McIntire, S.A., Lovler, R.L. (Eds.) (2011). *Foundations of Psychological Testing: A Practical Approach* (3rd ed.). New Delhi: SAGE Publications India Pvt Ltd.
- American Educational Research Association., American Psychological Association., National Council on Measurement in Education., & Joint Committee on Standards for Educational and Psychological Testing (U.S.). (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

PC 232-A: CLINICAL PSYCHOLOGY- THEORY AND PRACTICE

The course intends to introduce and provide a broad overview of the field of Clinical Psychology with a focus on theory and practice. Students will be familiarised with the origins and current trends of this field and the relevance of Clinical Psychologists in various settings. The ethical and practical aspects involved in clinical practice will also be discussed.

Pre-requisites

Basic knowledge regarding the diagnostic criteria and features of various mental disorders, major perspectives and classification systems of maladaptive behaviour is required.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive domain

- Describe the historical background of Clinical Psychology
- Explain the theoretical and practical advancements in Clinical Psychology
- Recognise the role of Clinical Psychologist in various settings
- Compare and contrast the activities of Clinical Psychologists employed in different settings
- Identify the general ethical principles and standards required in Clinical practice
- Identify the laws and guidelines to execute ethically correct practices in Clinical settings

Detailed Syllabus

Unit I: Introduction to Clinical Psychology

Brief History of Clinical Psychology: Contributions of Lightner Witmer and William Healy

Definition and Characteristics of clinical psychology: Emphasis on science, maladjustment, individual, and helping

Professional activities and employment settings of clinical psychologists: Research, Teaching, Assessment, Psychotherapy, Consultation, Administration

Influence of major theoretical models on Clinical Psychology: Psychoanalysis, Interpersonal models, Humanism, Behavioural model, Cognitive model (*Current status and Implications in clinical practice need only be discussed*)

Unit II: Current trends in Clinical Psychology

New approaches in understanding psychopathology: Diagnostic perspective; Network approach; Developmental pathway; Culture and psychopathology

Developments in Clinical Assessment: Cross-cutting symptom measures (Advantages and potential areas of growth), Evidence-based assessment (Criteria, Issues in building Evidence-based assessment)

Advancements in Psychotherapy (Evidence-based practice (Concept; Three circles of evidence-based clinical practice; Strengths, Challenges, Implementation and Applications of Evidence-based Psychotherapy); Temperament in Psychotherapy (Implications in individual, child and couple psychotherapy); Role of innovative technologies in treatment delivery (Computerized CBT, Virtual reality, Mobile technology, Social networking)

Psychosomatic Medicine (The psycho-social model of Health, Stress and Illness)

Positive Psychology in Clinical Practice (Assumptions; Conceptual organization (The pleasant life, The engaged life, and The meaningful life); Assessment (Measuring Subjective wellbeing, Strengths of character, Engagement and Flow, Meaning); Evidence-based positive interventions)

Unit III: Role of Clinical Psychologist in various settings

Psychiatric settings (Assessment, Diagnosis and Psychosocial interventions. Working in a team.

Community settings (Needs assessment, Resilience building in the community, Prevention Programs – Social Engineering for Change, Interventions for stigma reduction, Prevention-Intervention-Research Cycle (Mrazek & Haggerty, 1994)

Health/Hospital settings (Counseling, Consulting, Stress-Management, Promoting healthy behaviours, Decreasing negative health behaviours)

Educational settings (Clinical Psychologist as a Consultant – Teaming, Collaborating, Response-to-intervention Model)

Unit IV: Ethical and legal considerations in Clinical Practice

General ethical principles (APA): Beneficence and Non-maleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's Rights and Dignity

Ethical standards: Resolving Ethical Issues, Competence, Human Relations, Privacy and Confidentiality, Advertising and Other Public Statements, Record Keeping and Fees, Education and Training, Research and Publication, Assessment, Therapy

Laws and guidelines (Mental health care act 2017; Rights of Persons with Disabilities Act, 2016; RCI Regulations and Act 2000, Process of getting license for clinical practice)

Assignments

- Interview a Clinical Psychologist who is currently practicing in a clinic/hospital and identify the nature of practice, work settings, ethical and legal issues he/she deals with on a day-to-day basis. Write a report of the same and present in the class.
- Plan and conduct a psychosocial/educational needs assessment in the college community and present your findings. This can be carried out as a group activity.

References

- Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics* (4th ed.), India: Dorling Kindersley Pvt. Ltd.
- Korchin, J. S. (2004). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing.
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- van Bork, R., van Borkulo, C., Waldorp, L. & Cramer, A. (2018). Network models for Clinical Psychology. In *Stevens Handbook of Experimental Psychology and Cognitive Neuroscience*, 1-35
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- Cicchetti, D. & Cohen, D.J. (2006). *Developmental psychopathology, Volume 3: Risk, disorder and adaptation* (2nd ed.) John Wiley & Sons, Inc.
- Cook, S.C., Schwartz, A.C., & Kaslow, N.J. (2017). Evidence-based psychotherapy: Advantages and challenges. *Neurotherapeutics*, 14, 531-545.
- Spring, B. (2007). Evidence-based practice in Clinical Psychology: what it is, why it matters, what you need to know. *Journal of Clinical Psychology*, 63, 621-631.
- Clarke, D.E. & Kuhl, D.A. (2014). DSM 5 Cross-cutting symptom measures: a step towards the future of psychiatric care. *World Psychiatry*, 13(3), pp. 314-316.
- Youngstrom, E.A., Choukas-Bradley, S. & Calhoun, C.D. (2014). Clinical guide to the evidence-based assessment approach to diagnosis and treatment. *Cognitive and behavioral practice*. Retrieved from <http://dx.doi.org/10.1016/j.cbpra.2013.12.005>
- American Psychological Association. (2010). *Ethical Principles of Psychologists and Code of Conduct*. <http://www.apa.org/ethics/code/principles.pdf>
- Bhola, P. & Raguram, A. (Eds.) (2016). *Ethical Issues in Counselling and Psychotherapy Practice: Walking the line*. New Delhi: Springer
- Rehabilitation Council of India (2000). *RCI Amendment Act 2000*. Retrieved from http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf
- Sarafino, P.E. *Health Psychology: Bio- psychosocial interactions*, 2nd Edition, Boston, MA: Allyn and Bacon, 2002.
- Taylor, E. *Health Psychology*, 2nd Edn, McGraw Hill.
- Reynolds, W. M., Miller, G. E., & Weiner, I. B. (2003). *Handbook of psychology: Volume 7 Educational psychology*. New York: Wiley & Sons.

PC 232-B: ORGANISATIONAL BEHAVIOUR

This is an important course for the students who choose Organizational Behavior as their specialization. The aim of the present course is to provide a thorough understanding of the various concepts which will help the learner to switch the theoretical knowledge to the practical domain. The contents of the syllabus organized into various Units are intended to achieve this goal.

Unit I maps the historical milestones in the development of OB as a distinct subject and tells the story about how other areas of knowledge blends with it. The course is intended to orient the students to the challenges that can be expected when starting a career in the corporate sector. Unit II is intended to give students a clear understanding about the human and Social capital and will equip them to understand and manage the work force within the organization. Unit III discusses organizational culture which will help the students to understand the basic changes that happen in organization with its effects. The need and significance of inculcating culture is highlighted here. Unit IV equips the students to develop perspectives involved in different opinions and learn to process different conceptions when they deal with the workforce. Unit V will help the students comprehend the group formation procedures and build confidence to develop intervention programmes to increase effectiveness. Unit VI deals with the role of motivation in achieving success and self-development. Unit VII is intended to empower the students to facilitate leadership qualities and promote skills to intervene effectively in conflict situations. Unit VIII helps build insight to develop career, and Unit IX is intended to develop effective management strategies to increase the efficiency of organizations.

Pre-requisites

The learners are expected to be familiar with the basic concepts of OB.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain:

1. Demonstrate facts and ideas of OB, Human and Social Capital, Group Development, and Organizational Structure.
2. Make use and solve problems by applying acquired knowledge of Organizational Culture, and Work Motivation.
3. Distinguish the information of understanding Social Perception.

4. Classify various concepts in Leadership, and Career Development.

(b) Skills Domain:

1. Understanding of facts and ideas by organizing, comparing, interpreting various concepts of OB, Group Development, and Organizational Structure.
2. Solve problems by applying acquired knowledge in Organizational Culture, and Work Motivation.

Detailed Syllabus

Unit I: Introduction – Field of Organizational Behavior: Past and Present. Contribution of Behavioral Sciences, Characteristics of OB, Challenges and Opportunities in OB, Human Relations Movement, Total Quality Management Movement. Emerging area of positive OB, Internet Revolution and OB

Unit II Human & Social capital

Definition of human capital and social capital. The strategic importance and dimensions of human and social capital.

Unit III: Organizational culture, socialization and developing Global Managers, Layers of organizational culture, Functions of organizational culture, Ethnocentrism, Removing ethnocentrism, Hofstede study GLOBE projects.

Unit IV Understanding social perception & Managing diversity, Social cognition model of perception, Attribution theory, Managing diversity in organizations.

Unit V Stages of group development, Group properties, Group decision making, Group Vs Teams, Communication: Types, Communication network, Communication process-barriers to effective communication.

Unit VI Work Motivation - needs, early and contemporary theories, Job satisfaction, Equity, Expectancy and goal setting, Organizational application of motivational concepts, Self-development in organizations.

Unit VII Leadership: Concepts, trait, behavioral, contingency and contemporary theories of leadership, Power and politics, Causes and consequences of political behavior, Role and Strategies for becoming an effective administrator.

Managing conflict and negotiations: Modern view of conflict, A conflict continuum,

Functional Vs Dysfunctional conflict, Desired outcomes of conflict, Managing conflict, Programming functional conflict, Impact of conflict on organizational Behavior.

Unit VIII Career Development: Career change, turnover, retirement, retrenchment, lay off,

Nature of career, career anchors, outsourcing. The career development

Programme - career problem, Employee Retention - meaning, strategies for retaining employees. Employee Attrition- meaning, Causes and consequences of employee attrition, Significance of exit

Interviews in attrition scenario.

Unit IX Organizational Structure, Organizational Design, Managing evolving organizations: Organization chart, Organization as military/ mechanical bureaucracies, Organization as biological system, Organization as cognitive systems, Contingency approach to designing organization, Virtual organizations.

References:

- John S., & Stewart M. (2012). Human Resource Management: Amazon Asia Pacific Holding Pvt.
- Kinicki, A., & Kreitner, R. (2006). Organizational Behaviour: Concept, skill, practices, 2nd edition. New Delhi: Tata Mc-Graw Hill.
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- Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2014). Human Resource Management, Pearson Publications.
- Anderson, N., Ones, D.S., Sinagil, H.K., & Viswesvaran, C. (2001). Handbook of Industrial and Organizational Psychology (vol. 1. & 2). Sage Publishers.

PC 232-C: FOUNDATIONS OF SCHOOL PSYCHOLOGY

This is an introductory course in School Psychology. It intends to orient the students to the field of School Psychology, its origins, roles of a School Psychologist, prominent models of the field and ethical principles involved in the practice of School Psychology. This course will help the students acquire foundational knowledge about the field.

Pre-requisites

As prerequisites, students are expected to have basic knowledge of principles of general psychology, child functioning and developmental processes.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive Domain

- Describe the history and origins of the field of School Psychology
- List the role and functions of a School Psychologist
- Describe prominent models related to the practice of School Psychology
- Describe ethical principles pertaining to the practice of School Psychology

(b)Skills Domain

- Demonstrate the ability for problem-solving in school-based mental health/psychological issues
- Plan preventive and targeted interventions aimed at supporting parents and teachers dealing with school-based issues
- Demonstrate ethical responsibility in planning and implementing interventions within school settings

Detailed Syllabus

Unit I School Psychology - Introduction and Historical Context

Definition of School Psychology, Related fields in Psychology and Education

History and Development of the field of School Psychology, Movements related to School Psychology, National Association of School Psychology

Domains of School Psychology (NASP)

Role and functions of School Psychologist – Assessment, Consultation and Intervention

(Refer: School Psychology for Century and Oxford Handbook)

Instructional Strategies – Lectures, Visual Presentations, Learner presentations.

Unit II Role of a School Psychologist

School Psychologist's Role in Assessment – Assessment as a Problem-Solving Process

School Psychologist's Role in Prevention and Intervention –

- Evidence-based Instruction Strategies, Prevention and Intervention for Effective Teaching
- Evidence based Practices in Prevention and Management of commonly seen mental health problems (Overview)

School Psychologist's Role in Systems Change - Systems Change Theory, Phases of Systems Change Process

(Refer: School Psychology for 21st Century)

Instructional Strategies – Lectures, Visual Presentations, Case analyses, Illustrations, Learner presentations.

Unit III Problem Solving, Response-to-Intervention and Positive Behaviour Support Models

Problem-Solving Model – Definition, Stages, Problem-Solving teams.

Response-to-Intervention – Definition, Tier-based Service Delivery, Assessment and Intervention methods within RTI.

School-wide Positive Behavior Supports – Theoretical and Conceptual Characteristics

(Refer: School Psychology for 21st Century, Handbook of Positive Behavior Support)

Instructional Strategies – Lectures, Visual Presentations, Case analyses, Illustrations, Learner presentations.

Unit IV School Consultation Models

School Consultation – Definition, Theoretical Bases - Community Mental Health Consultation Bases, Behavioral Consultation Bases, Integrated Model of School Consultation (Summary)

Teachers as Consultees – Reasons why teachers seek consultation, Teacher expectations of consultation and what teachers do before seeking consultation, Providing consultative support to teachers

Family-School Collaboration in Prevention and Intervention – Theoretical Bases, 4 A's of Family-School Partnership, Goals and Objectives of Conjoint-Behavioural Consultation, Stages of Conjoint-Behavioural Consultation

(Refer: School Consultation, Conjoint Behavior Consultation)

Instructional Strategies – Lectures, Visual Presentations, Case analyses, Illustrations, Learner presentations.

Unit V Ethical Principles in School Psychology

NASP Principles for Professional Ethics –

- Respecting the Dignity and Rights of all Persons
- Professional Competencies and Responsibility
- Honesty and Integrity in Professional Relationships
- Responsibility to Schools, Families, Communities, the Profession, and Society

Definition of terms related to Ethical Guidelines – Assent, Informed consent, Client, Parent, Advocacy.

(Refer: *School Psychology for the 21st Century*)

Instructional Strategies – Lectures, Visual Presentations, Case analyses, Illustrations, Learner presentations.

Reading Assignments

- For Unit II - Addressing mental health issues from Problem-Solving Stance (Refer: *School Psychology for the 21st Century*)
- For Unit III - Context for development of the RTI and Problem-Solving Consultation models – Prevention as a Philosophical Influence, Legislative influences (NCLB and IDEA), Empirical Influences. (Refer: *School Psychology for the 21st Century*).
- For Unit IV - Assessment in School Consultation – Functional Behaviour Assessment – Indirect and Direct Phases, Systematic Formative Evaluation, Brief Experimental Analysis (Refer *School Consultation*)

Writing Assignments

- Conduct an interview with a school counselor with the objective of exploring the roles and functions of a school counselor in our settings.
- Conduct an interview with a teacher with the objectives of exploring 1. awareness of child development and mental health aspects, 2. concerns with regard to classroom management, problem behaviour management. The students could be divided into groups (each group conducting interviews with teachers from different sections - primary/secondary/higher secondary or from different streams - State/CBSE/ICSE). The report of the same has to be submitted by the students. The report must also contain a plan of action or recommendations. The students could also present the same work so that these issues could be brought up for discussion in class. The report must contain references regarding ethical guidelines/principles followed while conducting interviews and writing the reports.

References

- Merrell, K.W., Ervin, R.A. & Peacock, G. G. (2012). *School Psychology for the 21st Century: Foundations and Practices*. 2nd Edition. The Guilford Press, New York.
- Bray, M.A., & Kehle, T.J. (2011). *The Oxford Handbook of School Psychology*. University Press.
- Erchul, W. P & Martens B. K. (2010). *School Consultation: Conceptual and Empirical Bases of Practice*. Issues in Clinical Child Psychology (Series). 3rd Edition. Springer, New York.
- Sheridan, S. M. & Ktarchowill, T. R. (2007). *Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions*. 2nd Edition. Springer, NY.

Sailor, W., Dunlap, G., Sugai, G. & Horner, R. (2009). *Handbook of Positive Behavior Support*. Springer.

Peacock, G.G., Erwin R.A., Daly III, E.J., & Merrell, K.W. (2010). *Practical Handbook of School Psychology - Effective Practices for Core 21*. The Guilford Press.

National Association of School Psychology - 10 Domains with detailed descriptions.

National Association of School Psychologists - Model for Comprehensive and Integrated School Psychological Services 2010.

PC 233-A: PSYCHODIAGNOSTICS AND TESTING IN VARIED SETTINGS

This paper will cover various assessment tools using self-report measures, cognitive and neuropsychological functions in different settings. After the completion of the paper the students get familiarized and equipped with skills of selecting, administering, scoring, interpreting and conveying reports on clinical use. They also understand the psychometric properties of psychological tests.

Prerequisites

Students must have an understanding about the basic Psychological processes.

Students must have a basic understanding about the concept of normality and abnormality.

Students must have an understanding of basic theories and principles of Psychology.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Describe the process of Assessment and the role of Clinician
- Identify the appropriate psychological tools to be used in various settings
- Describe the ethics involved in assessment practice
- Understand the psychometric structure of psychological tests

(b) Skills Domain

- Apply the basic knowledge of report writing in assessment practice
- Administer psychological tests relevant to client needs.
- Interpret the scores obtained from the assessments.

Detailed Syllabus

Unit 1: Introduction

Role of the clinician in the Assessment Process

Diagnosis and Clinical Assessment, Phases in Clinical Assessment

Person perception and traits involved in it

Sources of error in judgment

Qualities of a good judge of personality

Goals of Assessment – Diagnostic Clarification, Guide for Treatment

Ethical Practices in Clinical Assessment

Writing case reports

Unit II: Assessment Approaches

Interviews, Objective Tests, Projective Tests, Clinical Judgment

Behavioural Assessment – Functional Behavioural Assessment, Kanfer and Saslow Model, BASIC-ID (Lazarus)

Informal Assessment – Observation as a method

Unit III: Cognitive Assessment

Raven's Progressive Matrices - Coloured, Standard and Advanced Progressive Matrices

Wechsler Scales – WISC IV, WAIS

Bhatia's Battery or Performance Test of Intelligence, Seguin Form Board Test

Memory - PGI memory Scale, Wechsler Memory Scale –III, Benton Visual Retention Test, Fuld object memory evaluation

Aptitude - Differential Aptitude Test

Hanfman-Kasanin concept formation test

Pyramid Puzzle

Rey Auditory Verbal Learning Test

Unit IV: Personality Assessment

MMPI, EPQ, EPI, Behaviour Rating Scale

Projective testing: Sentence Completion Test, Rorschach Inkblot Test, TAT, CAT, Picture-Frustration

Test, Blacky Pictures, Draw-A-Person test

Unit V: Neuropsychological Assessment

Bender Gestalt Test

Halstead Reitan neuropsychological battery

NIMHANS neuropsychological battery

Assessment of sensory input-Finger localization Test

Measurement of Attention and Concentration- Test of Everyday Attention, Continuous performance Test,

Paced Auditory Serial Addition Test,

Clinical examination for aphasia - screening and comprehensive diagnostic Tests for aphasia

Tests of spatial and manipulatory ability- drawing tests, assembly tests

Assessment of Executive functions

Assessment of Motor output- Luria-Nebraska neuropsychological battery

Unit VI: Assessment in Medical Settings

Types of Medical Settings that require Assessment

Attributes to measure in patients with medical disease: (a) well-being or affect balance, (b) psychological distress, (c) cognitive functioning, (d) psychosocial adjustment to illness, and (e) personality or health related constructs. Commonly used measures in each area stated earlier.

Issues – Ethical Practice, Recommendation for Assessment in Medical Settings (Groth-Marnat)

Activity

Conduct a class Discussion on Case history Taking and Mental Status Examination.

Assignment Required

Assess intellectual, personality (objective & projective), aptitude / interest and neuropsychological functions of a single person and give her/ him psychological feedback. Submit the report along with a practical record of Psychological assessments.

Reference

Wolman, B.B. (1965). *Handbook of clinical psychology*, New York: McGraw Hill INC.

Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics* (4th ed.), India: Dorling Kindersley Pvt. Ltd.

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Groth-Marnat.G. (1998). *Handbook of psychological assessment*, London: John Wiley & Sons.

Graham, J. R., & Naglieri, J. A. (2003). *Handbook of Psychology Volume 10 Assessment Psychology*.

PC 233-B: ASSESSMENT AND INTERVENTION IN WORKPLACE

This course is intended to enhance the knowledge base of students who are specializing in psychology for the industry. The modules are arranged accordingly to conceptualize efficiently the different measuring tools available in the organizational setting and the techniques and strategies available for dealing with the pertinent issues unraveled.

Pre-requisites

- Prior knowledge in organizational behavior
- Working knowledge about Psychological tests
- Awareness about counselling skills and strategies

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Identify the help needed for employee to function effectively in the organization
- Use techniques to increase employee productivity and engagement
- Design ways to help employees adjust and integrate better to organizational life
- Recognize the dynamics of stress and its management in organizations

(b) Skills Domain

Conduct Interviews

Decide which assessment tools to be used

Create design of effective predictors of human behaviour

Detailed Syllabus

Unit 1:

Predictors- Psychological assessments. Assessing the quality of predictors, Reliability, Validity.

Psychological testing in organizations: Test content: Intelligence tests, Mechanical aptitude tests, Vocational aptitude tests, Sensory /motor abilities tests, Personality inventories, Integrity tests, Physical abilities testing, Multiple aptitude Tests, Computer adaptive testing, Values of testing.

Controversial methods of assessment: Drug testing, Polygraph or lie detection, Graphology, Tests of emotional intelligence, Letters of recommendation.

Unit 2:

Interviews: Types of interviews, How to conduct interviews, The role of psychologist in interviews, The Do's and Don'ts of interviews, Using interviews as an effective tool during selection, orientation, performance appraisal, assessment, and attrition process (Exit interviews).

Unit 3:

Training and Development

For Employees:

Life Skills Training, Ensuring Employee- Work fit in the selection process, increasing self-awareness through relaxation and meditation techniques

For managers:

Assessment Centres. Business game, work samples, In basket exercises. T-group training. Sensitivity training. Cultural diversity training, Sexual harassment training, 360 degree feedback, Mentoring, Shadowing technique, The post training environment, Evaluation criteria of training programs.

Unit 4:

Counselling and Consultation in the organizational Set up: Its process, principles, skills.

Types of Consultation: Triadic Behavioural Consultation, Triadic Mental Health Consultation
Process Consultation.

Consultation Process: Consultation Models, Consultation Skills, Blocher's seven models of consultation,

Brown (1985) Five Stages in Consultation

Counselling for career planning & development, job changes, promotions, transfers, and dislocations, pre-retirement counselling. Counselling for displaced employees, lay off, employee assistance programmes.

Unit 5:

Effectively designing counselling sections and intervention strategies for special groups in organizational counselling - Chronic absenteeism, Accident prone, Employees with family problems,

Employees with alcoholism & drug addiction, maladjusted employees, Undisciplined employees, Social dysfunctions, Anger, Hostility, Violence, Harassment and Discrimination, Passive –Aggressive Behaviour.

Unit 6:

Stress and Work : Models of work stress, Effect of job stress on Mental and Physical Health, The unbalanced Life: Work and family conflict, Stressful occupations, Stressors, Individual differences,

Stress and Safety, Maintaining a healthy work environment, Occupational Hazards and risks, Accident proneness, Burnout. Interventions and techniques to reduce occupational stress.

References

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- Thomas, J.C., Hersen, M. (2002). Handbook of Mental Health in the workplace. London Sage Publications.
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PC 233-C: ASSESSMENT IN SCHOOL SETTINGS

This course intends to familiarize students with assessment tools that can be used in school settings. These tools are suited for assessment in multiple domains - cognitive, aptitude and interest, behavioural, developmental and emotional problems and in special cases.

Prerequisites

- The students have basic understanding of the processes underlying the development of a child.
- The students know about the etiology and symptoms of different psychological disorders found in children

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive domain

- Explain about psycho-educational assessment in school
- List different psychological tests for assessing cognitive processes in children
- Elaborate the assessment of major psychological disorders found in children
- Identify substance abuse and suicide risk among school children

(b)Skills domain

- Test aptitude and interest of children to help them in career decision making
- Examine the presence of psychological disorders in children by the use of standardized psychological tests
- How to identify substance abuse, trauma and suicide risk in children using different assessment tools?

Detailed Syllabus

Unit 1: Assessment of children in schools

- Psycho-educational assessment - Definition and purpose of psycho-educational assessment, Steps in psycho-educational assessment.
- Interviewing. Psycho-educational interview format-caregiver/parent, teacher, teacher
- Observing the child, Types of observation – Naturalistic observation, systematic direct observation, time sampling procedures
- Assessment of behaviour
- Functional assessment of academic behaviour
- Functional analysis

- Functional behavioural assessment

Unit 2: Cognitive assessment

- Assessment of intelligence.

Seguin Form Board, Binet-Kamat Test, Bhatia's battery of performance test of intelligence, Wechsler Intelligence Scale for Children IV, Wechsler Preschool and Primary Scale of Intelligence, Malin's Intelligence Scale for Indian Children, Raven's Progressive Matrices - Coloured, Standard and Advanced Progressive Matrices

- Assessment of Memory.

Benton Visual Retention Test, Children's memory scale, Rivermead Behavioural Memory Test for Children (RBMT-C), Visual Aural Digit Span Test

Unit 3: Assessment of disorders in childhood

- Assessment of Autism Spectrum Disorder.

Childhood Autism Rating Scale, Indian Scale for Assessment of Autism

- Assessment of Attention-Deficit/Hyperactivity Disorder

Conner's rating scale. ADHD Rating Scale 5 for Children and Adolescents

- Assessment of Specific Learning Disorder.

NIMHANS Index of SLD

- Assessment of Emotional or Behavioural Disorders.

Child Behaviour Checklist, Behavioural and Emotional rating Scale, Strengths and Difficulties Questionnaire

- Assessment of Obsessive compulsive disorder.

Children's Yale-Brown Obsessive Compulsive scale, Leyton Questionnaire, Obsessive Compulsive Rating Scale, NIMH Global Obsessive Compulsive Rating Scale, Padua Inventory, Clark-Beck Obsessive Compulsive Inventory

Unit 4: Assessment of Anxiety, Depression and Suicide risk

- Assessment of anxiety.

Anxiety Disorders Interview Schedule, Social anxiety scale for children – Revised, Social Phobia and Anxiety Inventory for Children, Beck Anxiety Inventory

- Assessment of depression.

Children's Depression Inventory, Reynolds Adolescent Depression Scale, Beck Depression Inventory

- Assessment of Suicide risk.

Beck Scale for Suicide Ideation, Beck Hopelessness Scale, Hopelessness scale for children

Unit 5: Substance abuse and trauma

- Substance Abuse Subtle Screening Inventory
- Sexual abuse.

Interviewing children about sexual abuse - Interview structure, Protocol and Guidelines.
Questioning Techniques, Standardised tests and measurements, False allegations

- Trauma -Identification, Assessment.

Children's PTSD Inventory

Unit 6: Assessment of aptitude and interest

- Aptitude.
- Assessment of Aptitude
- General Aptitude Test Battery, Differential Aptitude Test (DAT)
- Interest.

Assessment of interest

- Strong Vocational Interest Blank, Strong Interest Inventory, Kuder Preference Record, Thurstone Interest Schedule.
- Career decision making.

Instructional Strategies

Lecture, Audio visual aids, Students' Presentations, Assessment reports, Discussion, Case studies

Suggested activities for continuous assessment

1. Write a report of the Child Behavior Checklist administered to understand a child's behaviour problem in a regular school.
2. Conduct comprehensive assessment (in multiple domains) of a child and write a report of the same.

References:

- Dombrowski, S. C. (2015) Psychoeducational assessment and Report Writing. New York: Springer
- Faller, K. C. (2007) Interviewing children about sexual abuse. New York: Oxford University Press
- Flanagan, R., Allen, K. & Levine, E.(2015) Cognitive and Behavioural Interventions in School. New York: Springer
- Watson, T. S. & Skinner, C. H. (2004) Encyclopedia of School Psychology. U.S.A.:Kluwer Academic/Plenum Publishers.

PC 234-A: NEUROPSYCHOLOGY

The course provides a thorough and fundamental knowledge about the neurological basis of behavior. The content covers an introductory portion which describes the development of neuropsychology, and the topographical and cellular organization of the brain. It also introduces the students to the neurological basis for sensory and motor processing and the lobe functions.

Pre-requisites

The learners are expected to have some familiarity with the basic concepts of human physiology.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain

Explain the basics of anatomical and functional aspects of brain

Examine the brain-behaviour relationship

Make use of the knowledge about the advancements in the field of neuropsychology

Elaborate the basic neurological correlates of psychological processes and functions

(b) Skills Domain

Ability to identify the brain areas associated with different higher cortical functions in human beings.

Detailed Syllabus

Unit 1

Introduction – the development of Neuropsychology, Brain hypothesis, mind-body problem, phrenology, localization of language –Broca, Wernicke-Sequential programming and Disconnection, Neuron hypothesis –neurons system structure, Hebb's synapse .

Later Developments-EEG, Neuropsychology, Psychometric and Statistical evaluation

Advanced Techniques in neuropsychology- FMRI, stereotaxic surgery, deep brain stimulation , Wada technique

Unit 2

Anatomy of Nervous system, neurons and glia, nuclei and tracts

Approaches to the study of anatomy, Brain development, Orientation, Spinal cord, Brain stem, Diencephalon. Forebrain, Midbrain, Hindbrain. Cortex, fissures, Sulci and Gyri. Cranial nerves

Topography of neo cortex, Projection maps, Cyto architectonic maps, Functional maps, Cortical connections

Limbic lobe, Basal ganglia, Thalamus, Ventricles

Cellular Organization of the Nervous System. Neuron structure, Neuron's electrical activity, Nerve impulse, Synaptic transmission

Unit 3

Anatomy, functional organization and symptoms of the lobes

The Frontal lobes : Anatomical and functional organization: Anatomy of the frontal lobes. A theory of frontal lobe function. Symptoms of frontal lobe function

The Temporal lobes: Anatomical and functional organization: Anatomy of temporal lobe. A theory of Temporal lobe function, Asymmetry of temporal lobe function, symptoms of temporal lobe damage

Unit 4

Parietal lobes: Anatomical and functional organization: A theory of parietal lobe function

Somatosensory symptoms of parietal lobe lesions. Symptoms of posterior parietal damage

Occipital lobes: Anatomical and functional organization: Anatomy of occipital lobe, A theory of occipital lobe function. Disorders of visual pathways .Disorders of cortical function, Visual agnosia.

Unit 5

Hemispheric Asymmetry of function .The concept of cerebral dominance. Hemispherectomy, Cerebral Commissurotomy.

References

Kolb, B, & Whishaw, I.(2015). *Fundamentals of Human neuropsychology* New York: Freeman & Company

Walsh, K. (2005). *Neuropsychology* 3rd Edn , London: Church hill, Lining stone, Edinsburg.

Joseph, R.(2013) . *Neuropsychology, neuropsychiatry and behavioural neuroscience* Science & Business Media

PC 234-B: HUMAN RESOURCE MANAGEMENT

This is an allied course for the students who opt Organizational Behavior as specialization. This course aims to give a thorough understanding of the various concepts and to build up confidence to switch the theoretical knowledge in the subject to the practical domain. The syllabus is organized into different units to achieve this goal.

Unit 1 maps the historical milestones in the development and evolution of HRM as a distinct subject and tells the story about how other areas of knowledge blends with it. It will help the students understand the various challenges that awaits them when they start a career with employees in an organization. Unit 2 is intended to give a clear understanding about the recruitment activities that will equip them to understand and manage the workforce within the organization. Unit 3 deals with training of employees that will help the students learn how the employees are molded to meet the demands of organizations. Unit 4 will familiarize the students with various appraisal formats needed for assessing the employees. Unit 5 deals with various compensation packages and the methods used to determine it. Unit 6 deals with varied concepts like redressing employee grievance, quality of work life and safety in work places. Unit 7 introduces the students towards the legal aspects of employment and various protocols to be followed by the employing organizations.

Pre-requisites

Since the HRM is a newly introduced course, the learning components are prepared at the base level only.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain:

1. Demonstrate facts and ideas of HRM in organizations, Compensation.
2. Make use and solve problems by applying acquired knowledge in Recruitment and Hiring, Orienting Developing and Training Employees.
3. Distinguish the information of understanding Performance Appraisal, Employee Grievances.
4. Classify various concepts in Legal Consideration in HRM.

(b) Skills Domain:

1. Understanding of facts and ideas by organizing, comparing, interpreting various concepts of HRM, Work Compensation to Employees.
2. Solve problems by applying acquired knowledge in Recruitment and Hiring, and training employees.

Detailed Syllabus

Unit 1

Human Resource Management- Meaning, Definition, Difference between PM and HRM, Objectives, Functions, Evolution and development of HRM , HRM in Dynamic Environment – Globalisation and it's HRM implications – Reengineering work force for improved productivity

Unit 2

Recruitment & Hiring

Recruitment and foundations of selection, factors affecting recruitment, sources of recruitment, recruitment process.

Selection: meaning and definition, Need for scientific selection, Selection devices (application form, employment tests, other tests, interviews, background investigation, etc). Key elements for successful predictors.

Unit 3:

Orienting, developing and training employees

What is placement? Induction/Orientation, Socialization

Employees training: Concepts, need, importance, steps in training program, methods, business games, ice-breaking sessions, soft skills training, SWOT analysis.

Unit 4

Performance appraisal

Meaning, purpose and approaches of performance appraisal. Various performance criteria. Methods of performance appraisals. Problems of performance appraisal. Post appraisal Interviews- Need, Types. Counselling, Feedback sessions.

Unit 5:

Compensation

Significant factors affecting compensation policy, equity and compensation. Job evaluation: concepts, objectives, procedure, advantages, drawbacks. Methods: simple ranking, Job grading, point systems and supplementary compensation. Fringe benefits.

Unit 6

Employee Grievance: Meaning, Causes, procedure

Quality of work life and Quality circles, TQM, Six Sigma

Workplace safety & Health, Job safety programs, Maintaining healthy environment,

Unit 7:

Legal considerations in HRM. Legislative aspects of grievance procedure in India

Legal consideration and Employee rights, Equal employment opportunity, Employee rights and Ethical issues.

Major Laws & Acts relating to HR welfare in India: Maternity/Paternity policy-need, Psychological Significance

References:

Khanka, S. S. (2003). Human Resource Management. New Delhi: S Chand & Company Ltd.

Manzoor, M. (2012). Introduction to Human Resource Management. Kindle Edition

Mejia, L.R., Balkin, D. B., & Cardy, R. L. Managing HR. 3rd edition. Prentice Hall.

Tripathi.(1996). Personnel Management & Industrial Relations.

Benton, D. A. Applied HR-An organizational & skill Development approach.6th edition.

Deb, T .(2006). Strategic Approach to Human Resources Management; concepts, Tools Application. New Delhi: Atlantic Publishers and Distributors.

PC 234-C: ADVANCED DEVELOPMENTAL PSYCHOLOGICAL PROCESSES

This course orients the student to theories, processes and issues in the fields of cognitive and socio-emotional development and developmental psychopathology. It is aimed at fine-tuning students' theoretical understanding of developmental processes.

Pre-requisites

The students are expected to have basic knowledge of the concept of Development, its nature and issues, theories of Jean Piaget, Lev Vygotsky, Bandura's Social Cognitive Theory and Bronfenbrenner's Ecological Theory.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive domain

- Compare the theoretical perspectives related to the development of the human cognitive system.
- Explain the concepts of symbolic thinking, problem solving, social cognition and memory
- Illustrate emotional, social and moral development.
- Analyze the concepts related to developmental psychopathology
- Apply the principles of development to schooling and curriculum.

(b) Skills domain

- Utilize the knowledge for assessing developmental processes
- Design and modify curriculum, based on developmental theories and concepts.
- Recommend techniques to optimize development based on the developmental theories and principles

Detailed Syllabus

Unit I: Perspectives on the Development of Human Cognitive System

Jean Piaget (briefly), Neo-Piagetian, Information-Processing, Biological Approaches, Theory Theory, Dynamic Systems, Sociocultural Approaches, Themes and Issues

Unit II: Symbolic Thinking, Problem-solving, Social Cognition, Memory

Symbolic Representational Abilities, Event Knowledge and Scripts, Concepts and Categories, Biological Concepts, Basic Numerical Abilities

Reasoning, problem-solving

Children's Knowledge about the Mind – Theory of Mind, Knowledge about Self, Understanding Social Relationships

Development of Event-Memory, Script-based Memory, Children as Eyewitnesses, Metamemory

Unit III: Emotional, Pro-social and Moral Development

Primary emotions and Self-conscious emotions, Emotion Regulation

Mechanisms of Emotion Socialization – Modeling, Coaching and Contingency

Temperament – Description and Types, Child Temperament and Parenting

Attachment, Individual differences in Attachment

Social Information Processing, Development of Self-concept and Self-efficacy

Altruism – Social-cognitive and affective factors, Empathy, Felt-responsibility hypothesis

Morality – affective, cognitive and behavioural components of morality, Views of Freud, Piaget and Kohlberg (briefly)

Unit IV: Developmental Psychopathology

Definition of Developmental Psychopathology, Concepts of Resilience, Adaptation and Competence, Risk and Protective factors, Developmental Pathway

Temperament and Internalizing and Externalizing Disorders

Belsky's Model of Parenting

Unit V: Schooling and Development

Principles of Evolutionary Educational Psychology

Components of Emergent Literacy, Development of reading Skills, Cognitive Development and Reading, Children's Number and Arithmetic Concepts

Implications of Piaget and Vygotsky in Education

Schooling and Developmental Psychopathology - Implications of Developmental psychopathology for School-level interventions

Instructional strategies

Lecturing, audio-visual and graphic aids, discussions, illustrations, analogies, role play, appraisals

Assignments

List out and explain a few psychometric tools to assess the psychological processes in a developmental perspective.

Conduct analyses of case-studies based on understanding of temperament and parental perspectives.

Conduct systematic observations of children of various ages in different settings and comment upon their cognitive, social and emotional abilities.

Visit any educational institution, select a particular section of children and analyze the curriculum according to the concepts learned. Suggest modifications if any.

References

- Flavell, J. H., Miller, P. H., & Miller, S. A. (2002). *Cognitive development*. Upper Saddle River, N.J: Prentice Hall.
- Bjorklund, D. F. & Causey K. B. (2005). *Children's thinking: Cognitive development and individual differences*. Australia: Thomson/Wadsworth.
- Santrock, J. W. (2009). Life-span development. Boston, MA: McGraw-Hill.
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- Denham, S.A. (1998). *Emotional Development in Young Children*. Guilford Press.
- Shaffer, D.R. & Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence*, 8th Edition, Wadsworth, Cengage Learning.
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- Cicchetti, D. & Cohen, D.J. (2006). *Developmental Psychopathology, Volume 3: Risk, Disorder and Adaptation*. 2nd Edition, John Wiley & Sons, Inc.
- Zentner, M., & Shiner, R .L. (ed). (2012). *Handbook of Temperament*. New York. The Guilford Press.

PC 241: PSYCHOTHERAPY AND BEHAVIOUR MODIFICATION

This course gives the students a broad idea about the models of psychotherapy and basic principles and techniques of behaviour modification and helps to familiarize the student with the various schools of Psychotherapy. It is aimed at helping the students gain a theoretical foundation for the practice of psychotherapy and for appropriate selection of specific techniques for various cases.

Prerequisites

Students must have an understanding of basic theories and principles of Psychology.

Students must have an understanding about the characteristics and psychopathology of various psychological disorders.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Understand the theory and techniques of major Psychotherapy approaches.

(b) Skills Domain

- Demonstrate basic therapeutic techniques.
- Demonstrate the skills required for Psychotherapy formulation.

Detailed Syllabus

Unit I: Psychotherapy - Introduction

Definition of Psychotherapy, Basic Ingredients of Psychotherapy

Goals of Psychotherapy, Importance of the therapeutic relationship

Process and Outcome Research in Psychotherapy

Unit II: Psychoanalytic Psychotherapy

Psychoanalytic Psychotherapy-Contributions of Freud- Free Association, Dream Analysis,

Analysis of Resistance, Analysis of transference, Working through

Unit III: Behaviour Therapy and Behavior Modification

Principles and Assumptions in Behaviour Therapy -Assessment in Behaviour therapy

Jacobson's Progressive Muscular Relaxation – technique

Systematic Desensitization – rationale, theory and technique

Contingency Management – use of reinforcement and punishment, Differential reinforcement techniques

Modeling and Behaviour Rehearsal Procedures

Aversive Techniques

Response Elimination and Extinction procedures

Self-control procedures

Assertiveness Training – theory and technique

Unit IV: Cognitive-Behaviour Therapy

Principles and Assumptions in Cognitive-Behaviour Therapy, Assessment in Cognitive-Behaviour therapy -Beck's Cognitive therapy – principles and techniques

Ellis's Rational Emotive Therapy – principles and techniques

Mindfulness-based therapies

Motivational Interviewing for Behaviour Change

Unit V Supportive Therapy and Other Adjunct Therapies

Principles and Techniques in: Supportive Psychotherapy, Psychoeducation

Creative therapies – Music therapy, Art therapy, Dance and Movement therapy

Crisis Intervention – models, theory and techniques

Concepts, Goals and techniques in Transactional Analysis

Principles, Assumptions, Goals and techniques in Group therapy

Unit VI Client-centered Therapy, Gestalt therapy

Principles, Assumptions, Goals and techniques in:

- Client-centered Therapy
- Gestalt therapy

Unit VII: Family Therapy and Interpersonal Psychotherapy

Family Therapy – Bowen, Strategic, Behavioural

Interpersonal Psychotherapy – Assumptions, Concepts, Techniques

Reading Assignments

- Alexander, F. (1950). *Analysis of the Therapeutic Factors in Psychoanalytic Treatment*. The Psychoanalytic Quarterly, 19:4, 482-500. (For Unit I)
- Bloch, S., Crouch, E. & Reibstein, J. (1981). *Therapeutic Factors in Group Psychotherapy: A Review*. Gen Psychiatry. Vol 38. (For Unit V)

Assignment

Submit a report of identified therapeutic techniques for intervention in specific disorders like Depression, Anxiety etc.

Presentation

Present and discuss a Psychotherapy case report individually (each one present one specific disorder).

Reference

- Gelo, O.C.G., Pritz, A. & Reiken, B. (2015). *Psychotherapy Research: Foundations, Process and Outcomes*. Springer.
- Rimm, D. C & Masters, J. C. (1979). *Behaviour Therapy; Techniques and empirical findings*. New York: Academic Press.
- Carson, R. C., Butcher, J. C. & Mineka, S. (2000.) *Abnormal Psychology and Modern Life*. Delhi: Pearson Education.
- Hofmann, S. G. (2012). *An introduction to Modern CBT*. Wiley-blackwell.
- Kaplan, H. & Sadock, B. J.(1998). *Synopsis of Psychiatry* (4th ed.). New Delhi: B.I. Waverly
- Korchin, J. S. (2004). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing Co.
- Gabbard et.al. (2005). *Oxford text book of psychotherapy*. University press.
- Garfield, S.L. and Bergin.A.E. (1986). *Handbook of psychotherapy and behaviour change*.
- Wolman, B.B. (1965). *Handbook of psychotherapy*. New York: Mc-Graw Hill Inc.
- Corey, G. (1986). *Theory and practices of counseling and psychotherapy*. California: Brooks/cole.
- Golan, N. *Treatment in Crisis Situations –Treatment Approaches in Human Services*. The Ser Press, Macmillan Pub Co. Inc.

PC 242-A: CLINICAL INTERVENTIONS

The course has been conceptualized to orient students to the principles, processes and techniques employed in the psychological management of mental disorders. The students are introduced to the concept of case formulation which is a basic aspect in planning suitable interventions. Evidence based psychotherapy practices specific to major mental disorders and chronic medical conditions will be discussed.

Pre-requisites

The students are required to have sufficient knowledge regarding the characteristic clinical features and etiological factors of various mental disorders, and the theoretical aspects of major approaches in psychotherapy.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive domain

- Describe various intervention procedures for different psychological disorders
- Identify the suitable intervention techniques for different psychological disorders
- Describe the applications of psychotherapeutic techniques in managing chronic medical conditions
- Compare the effectiveness of various intervention techniques used in the management of a specific disorder

(b)Skills domain

- Demonstrate the ability to develop therapeutic formulations for different disorders
- Demonstrate the ability to apply psychotherapeutic techniques in managing various psychological disorders and medical conditions

Detailed Syllabus

Unit I: Formulation in Psychotherapy

Purpose of formulation: Butler

Cognitive behavioural formulation: Five P's

Psychodynamic formulation: Dynamic, Developmental, Structural and Adaptive perspectives

Systemic formulation: Symptoms and family processes, Exploration of the problem, Progressive hypothesizing

Unit II: Clinical Interventions in Anxiety Disorders

Cognitive Behaviour Therapy for Anxiety Disorders

Cognitive Behaviour Therapy for Obsessive Compulsive Disorder

Metacognitive Therapy for Generalized Anxiety Disorder

Mindfulness-based Cognitive Therapy for Obsessive Compulsive Disorder

Unit III: Clinical Interventions in Mood Disorders

Cognitive Behaviour Therapy for Depression

Interpersonal Psychotherapy for Depression

Interpersonal and Social Rhythm Therapy (IPSRT) for Bipolar disorders

Brief Psychodynamic Therapy for Depression

Unit IV: Clinical Interventions in Schizophrenia

Cognitive Therapy for Psychotic Symptoms

Social Skills Training for Schizophrenia

Family interventions for Schizophrenia

Unit V: Clinical Interventions in Stress related disorders

Reattribution Therapy for Somatic Symptoms

Problem-solving Training and Coping skills Training for Stress

Eye Movement Desensitization and Reprocessing (EMDR) for Post-Traumatic Stress Disorder

Unit VII: Clinical Interventions in Addictive Disorders

Cognitive-Behaviour Therapy for Addictive disorders

Motivational Enhancement Therapy

Relapse Prevention Techniques

Family interventions for Addictive Disorders

Unit VIII: Clinical Interventions in Childhood Disorders

ADHD - Behaviour Therapy, Parent Management Training, Mindfulness-based therapy

Autism Spectrum Disorders – Parent Management Training, TEACCH

Conduct Disorder – Behaviour Therapy, Family Interventions

Unit IX: Clinical Interventions in Personality Disorders

Cognitive Behaviour Therapy for personality disorders- Overview

Dialectical Behaviour Therapy for Borderline Personality Disorder

Unit X: Clinical Interventions in medical conditions

Cognitive Behaviour Therapy and Mindfulness-based Cognitive Therapy for chronic medical conditions- Cancer, Diabetes and Chronic pain

Instructional strategies

Lecture, audio-visual presentations, case discussions, video demonstrations, role play, group exercises, student presentations

Assignments

1. Formulate a case (hypothetical) based on any specified theoretical framework and plan an intervention and write a report of the same.
2. Formulate a real case (which the student has seen during the clinical internship) and prepare a plan for further assessment and intervention. Carry out assessments and do basic interventions such as Psychoeducation with supervision. Present the case after the completion of internship.
3. Demonstrate in pairs the practice of an evidence based intervention technique which is employed in dealing with common mental disorders. Treatment scenarios and directions regarding the demonstrations will be provided by the teacher.

References

- Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice*. Oxford University Press.
- Brammer, M. L., & Shostrom, L. E. (1960). *Therapeutic psychology Fundamentals of Counselling and Psychotherapy*. Prentice Hall.
- Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
- Carson, R.C, Butcher, J. and Mineka, S. (1998). *Abnormal psychology and modern life*. Harper Collins College publishers.
- Johnstone, L., & Dallos, R. (Eds.). (2006). *Formulation in psychology and psychotherapy: Making sense of people's problems*. Routledge.
- Kaplan and Sadock. (1988). *Comprehensive textbook of psychiatry*. Williams Wilkin.
- Wolberg, R.L. (1954). *Technique of psychotherapy*. London: Grune & Stratton.
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- Rimm, D and Masters, J.C (1979). *Behaviour therapy*. NY: Academic Press.
- Gabbard et.al. (2005). *Oxford textbook of psychotherapy*. University press.
- Garfield, S.L. and Bergin, A.E. (1986). *Handbook of psychotherapy and behaviour change*.
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- Corey, G. (1986). *Theory and practices of counseling and psychotherapy*. Brooks/cole.
- Kaplan, H.I. and Sadock, B.J. (1991). *Synopsis of psychiatry*. Baltimore: Williams and Wilkin.
- Bergin, A. E., & Garfield, S. L. E. (1994). *Handbook of psychotherapy and behaviour change*. John Wiley & Sons
- Malan, D. H. (Ed.). (2013). *A study of brief psychotherapy*. Routledge.
- Wolman, B. B. (Ed.). (1976). *The Therapist's Handbook: Treatment Methods of Mental Disorders*. Van Nostrand Reinhold Company.

- Dryden, W., & Trower, P. (1988). *Developments in cognitive psychotherapy*. London: Sage Publications Ltd.
- Miller, A. L., Rathus, J. H., & Linehan, M. M. (2006). *Dialectical behavior therapy with suicidal adolescents*. New York: Guilford Press.
- Becvar, D. S., & Becvar, R. J. (1999). *Systems theory and family therapy: A primer*. New York: Springer Press of America.
- Carr, A. (2012). *Family therapy: Concepts, process and practice*. London: Wiley & Sons.

PC 242-B: CURRENT TRENDS AND APPLICATIONS OF ORGANIZATIONAL PSYCHOLOGY

Current trend and application of organizational psychology is aimed to develop the application of psychological principles in the field of psychology. The course begins with methods to analyze the design of a job to enhance the productivity of the employees. Expected communication patterns in the business world, ways of effective negotiation and etiquette to be followed during these interactions are emphasized. Understanding the organizational culture and attitude of the employees are included in the course. These understanding would help the students to design strategies for organizational development and forecast the resistance to change. The course ends with addressing the ethical responsibility of organizations in the Indian context.

Prerequisites

- Knowledge about the basic principles of psychology
- Some exposure to structure of organizations, theories of leadership and motivation

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive Domain

1. To explain emerging trends in the organizational scenario
2. To analyze various strategies through which employees can be motivated.
3. To describe essential techniques that helps employees deal with life and work stress
4. To evaluate organizational developmental strategies and methods to handle the resistance to change
5. To evaluate various ethical standards to be followed in the context of Indian organizations

(b) Skills domain:

1. To prepare resume for job applications
2. Administer any relaxation training in the context of an organization

Detailed Syllabus

Unit 1: Enhancing personal productivity through motivational strategies.

Job Analysis and Design: Concepts, Why Job Analysis? Process, Concepts of Job Design, Factors affecting job design, Methods/Techniques. Job enlargement, Enrichment policies.

Human factor and Ergonomics- Workplace designs- Need, Significance, Fundamental elements in workplace design. Working scheduling and motivation, rewarding the productive employee, Flexi time- Work from home option.

Effective strategies for dealing with gender discrimination- glass ceiling.

Unit 2: Business Communications

The Nature and Process of communication, Role, Classification, purpose, Elements, Major difficulties and barriers (Psychosocial Barriers), Conditions of Successful Communication, Seven C's of Communication, Universal Elements of communication, Communication and Electronic Media, Social Media.

How Communication is used by Managers, Communication concerns of managers. Oral Communication-Importance, forms, principles, guidelines & barriers. Three aspects of oral communication.

Written Communication-Skills required, purpose, principles of effective writing.

Types of Written Business Communication: Business Letters, Memos, Emails; Report writing-What is a report? Purpose, Types of report, Objectives

Preparation of resume and job applications, guidelines for preparing a good CV; Preparing a Presentation: Presentation Skills, Purpose, How to design an effective presentation.

Nonverbal Communication- characteristics, classifications, positive/negative gestures. Guidelines for developing non-verbal communications.

Unit 3: Negotiation and Business Etiquette

Negotiation Skills: What is negotiation? Nature, need, Situation requiring negotiation, Factors affecting negotiation, location, timing, subjective factors, persuasive skills, stages, strategies, Deadlocks.

Business Etiquette: What is Business Etiquette, Introduction-self/others, handshakes and non-verbal gestures, Telephone/cell phone etiquette, Business Dining-table manners, Business manners in different countries. Inter organizational etiquette.

Unit 4: Employee Assessment Trends

Competency: What is a competency? Competencies for competitive advantage, Developing competency models, Developing competency framework.

Employee Engagement –Definition, Theories, Need and Significance, Tools for assessing Employee Engagement-Q12 Survey, Organizational Citizenship Behaviour (OCB), Characteristics and Significance of OCB in today's organizations, Spiritual organizations.

Unit 6: Promoting relaxation through Training in Organization

General aspects of relaxation training. Physical methods of relaxation- progressive relaxation training, passive muscular relaxation, applied relaxation.

Behavioural relaxation training, The Mitchell method, The Alexander method, differential relaxation stretching, physical exercise, Breathing.

Mental approaches to relaxation – self-awareness, Imagery, Goal-directed visualization, Autogenic training, Meditation, The relaxation response. On-the-spot techniques.

Unit 7: Organizational Change and Development

Measuring change and organizational learning

Forces of change, models of planned change, Levin's model, Kotter's model measuring resistance, Organizational Development-Meaning, models, OD interventions.

Unit 8: Sustainable Development and Corporate Social Responsibility

Concept of Sustainable Development, Business and Society – business culture and ethics in India, responsible corporate citizenship- Environment Impact Assessment (EIA) and Social Impact Assessment(SIA) – Current Practices in India, Future Trends, Triple bottom line approach- Understanding CSR, Dimensions and importance of CSR, History of CSR in India, Significance on CSR in Indian Scenario.

Assignment: Students are expected to develop ideal and suitable resume for any job available in any job portals.

Seminar: Students are expected to demonstrate any evidence based relaxation training method in the classroom

References

- Buckingham, M., & Coffman, C. (1999). *First break all the rules: What the World's Greatest Managers Do Differently*. New York: Pocket Books.
- Chatterji, M. (2011). *Corporate Social Responsibility*. New Delhi: Oxford University Press.
- Guffey, M.E., & Seefer, C. M.(2010). *Essentials of Business Communication*. Cengage Learning.
- Khanka, S. S. (2003). *Human Resource Management*. New Delhi: S Chand & Company Ltd.
- Kinicki, A., & Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices* (2nd ed). New Delhi: Tata Mc-Graw Hill.
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- Payne, R.A. (1995). *Relaxation Techniques. A Practical Handbook for the Health care Professionals*. Edinburgh. Churchill Livingston.
- Sanghi, S. (2007). *The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations*. New Delhi: Sage Publications India.
- Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2014). *Human Resource Management*. Pearson Publications.

PC 242-C: INTERVENTIONS IN SCHOOL SETTINGS

This course aims to familiarize the students with various types of interventions related to the practice of School Psychology. The contents of the course cover a range of preventive and promotional interventions that can be carried out in school settings in academic, emotional/behavioural and mental health domains. On completion of the course the students will be informed about evidence-based practices in Interventions in School Settings and also demonstrate skills involved in conducting primary level prevention interventions in schools.

Pre-requisites

As prerequisites, students are expected to have basic knowledge of principles of general psychology, child functioning and developmental processes.

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Describe prevention and promotional school interventional strategies used to deal with problems in academic and social and emotional domains
- Explain the concepts of social and emotional learning, resilience internalizing-externalizing conditions, crisis and trauma
- Describe effective classroom management and discipline management strategies
- Describe specific evidence-based practices used in the treatment of externalizing, internalizing disorders and Autism
- Explain principles and goals of crisis interventions
- Describe interventions that are used in trauma management

(b) Skills Domain

- Plan and implement school-wide preventive and promotional interventions in the academic and social-emotional domains
- Plan and implement targeted and intensive interventions for problems in the academic and social-emotional domains

Detailed Syllabus

Unit I Prevention and Promotional Interventions

Proactive Strategies for Promotion of Learning (*Refer: Practical handbook Chapter-14*)

Proactive Strategies for Promoting Social Competence and Resilience - Social-Emotional Learning – Core competencies (*Refer: Practical handbook Chapter-15, School-Based Mental Health: Practitioner's Guide*)

Instructional Strategies Measures, Visual Presentations, Case analyses, Illustrations, Learner presentations.

Unit II Academic Interventions and Classroom Management

Academic Interventions – Evidence-based Practices for Reading, Writing and Math

(Refer Oxford Handbook Chapter-26 and Practical Handbook Chapters – 16, 17 & 18)

Teacher Preparation for Handling Behavioral and Mental Health Concerns – Role of Coaching, Teacher Training in Student Mental Health

(Refer: Handbook of School Mental Health Part IV)

Classroom Management – Definition and Goals of Classroom Management, Organizing Physical Design of the Classroom, Establishing Rules and Routines, Developing Teacher-Student relationship

Approaches in Discipline Management – Lee and Canter, Dreikurs, William Glasser, Other Approaches.

(Refer: Effective Classroom Management: The Essentials; For Discipline Approaches, Re Classroom Management: Sound Theory and Effective Practice)

Instructional Strategies – Measures, Visual Presentations, Illustrations, Case analyses and discussions, Developing Plan for interventions and Learner Presentation, Project, Appraisal.

Unit III Interventions in Externalizing Disorders

Conceptualizing Externalizing Disorders, Causes of Externalizing Disorders

Behavioural Excesses and Behavioural Deficits

Interventions for Noncompliance, Interventions for Inappropriate Peer Influences in Group Settings, Social Skills Training, Parent Training

Classroom Interventions for ADHD – Teacher-mediated Interventions, Peer-mediated Interventions

(Refer Oxford Handbook Chapters 18 & 20)

Treating Conduct Disorder and Other Emotional Disturbances – Teacher/School-based Interventions, Student-focused and Parent-focused Intervention Strategies

(Refer: Identifying, Assessing and Treating Conduct Disorder at School – Chapter 7)

Instructional Strategies – Measures, Visual Presentations, Case analyses and discussions, Developing Plan for interventions and Learner Presentation, Appraisal.

Unit IV Interventions in Internalizing Disorders

Overview of Internalizing Problems, Types

Prevention and Intervention, Programs designed to Prevent Anxiety and Depression, Indicated Programs useful for Addressing Depression and Anxiety

(Refer Oxford Handbook Chapter 19 and Practical Handbook Chapter 26))

Instructional Strategies – Measures, Visual Presentations, Analogies, Illustrations, Case analyses and discussions, Developing Plan for interventions and Learner Presentation, Appraisal.

Unit V Interventions in Autism

Comprehensive Approaches, Focused Interventions, Pivotal Response Training (PRT), Training for Joint Attention, Peer-mediated Interventions to increase social skills, Self Management

(Refer Oxford Handbook Chapter 27)

Instructional Strategies Lectures, Visual Presentations, Case analyses and discussions, Developing Plan for interventions and Learner Presentation, Appraisal.

Unit VI Crisis Interventions

Crisis Definition, Types of Crises (Baldwin), Goals and Principles of Crisis Counseling, NASP Prepare Curriculum.

(Refer: Crisis Counseling, intervention and Prevention in the Schools)

Trauma, Psychological Impact of Trauma, Trauma-Focused Cognitive Therapy – Core Values and Components

(Refer Oxford Handbook Chapter 23)

Art and Play Therapies with Sexually Abused Children

(Refer: Handbook of Child Sexual Abuse)

Instructional Strategies Lectures, Visual Presentations, Case analyses and discussions, Developing Plan for interventions and Learner Presentation, Appraisal.

List of Activities

- Interview a primary school teacher with respect to the following – structure of the classroom, learning environment, frequently displayed problem behaviours in the classroom, strategies used by her/him with regard to discipline and overall classroom management, difficulties faced by her/him – and make a presentation, discuss a plan for effective management.
- Discuss in class an example of a SEL Program - Strong Kids. *(Refer: Practical handbook Chapter-15, School-Based Mental Health: Practitioners' Guide)*
- Create content related to Child Mental Health to be used to build awareness among school teachers – create the modules, make a presentation in class.
- Conduct an awareness class for teachers – Talk to them about classroom strategies to improve student engagement in their classroom. Write a report about the same.
- Interview a School Counselor with regard to the following – commonly seen problems among the school students, strategies used by the counselor that have worked, any crisis that was dealt by the counselor and its outcome – Make a presentation and evaluate and make comparisons between theoretical models and practice of mental health interventions in our settings.

References

- Peacock, G.G., Erwin R.A., Daly III, E.J., & Merrell, K.W. (2010). *Practical Handbook of School Psychology - Effective Practices for the 21st Century*. The Guilford Press.
- Bray, M.A., & Kehle, T.J. (2011). *The Oxford Handbook of School Psychology*. University Press.
- Garrett, T. (2014). *Effective Classroom Management: The Essentials*. College Press. New York.
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- Hughes, T. L., Crothers, L M. & Jimerson, S. R. (2008). *Identifying, Assessing and Treating Conduct Disorder at School, Developmental Psychopathology at School*. Springer.
- Weist, M.D., Lever, N.A., Bradshaw, C.P. & Owens, J.S. (2014). *Handbook of School Mental Health: Research, Training, Practice and Policy*. Springer.
- Akin-Little, A., Littele, S.G., Bray, M.A. & Kehle, T. (2009). *Behavioral Interventions in Schools: Evidence-Based Positive Strategies*. Psychology Book Series. APA.
- Sandoval, J. (2013). *Crisis Counseling, Intervention and Prevention in the Schools*. Routledge. Taylor and Francis.
- Christner, R.W., & Mennuti, R.B. (2009). *School-Based Mental Health - A Practitioner's Guide to Comparative Practices*. Routledge.

PC 243-A: TRAINING AND PRACTICE IN CLINICAL SETTINGS

This course, a theory cum practical course, is envisioned to provide opportunity to enhance the skills required to thrive in their chosen specialization. The modules included in the theory part aims at introducing the students to the theoretical aspects of professional skills to be imbibed and problem-solving strategies to deal effectively with the issues surfacing in their specialization area. The practicum is intended to provide opportunities to the students to get acquainted with the professionals in the field and inculcate professionalism as well as prepare them for the challenges and demands posed by the field of specialization. The ESA of the course is conducted as practicals at the end of the fourth semester.

Pre-requisites

- Basic knowledge regarding Psychopathological symptoms in Adulthood and Childhood
- Working knowledge about Psychological tests in clinical settings
- Awareness about counselling skills and strategies
- Working knowledge to execute a systematic interview
- Basic knowledge in the following topics: Psychologist as a trainer. Concept of primary prevention. Brief analysis of Community (public health) and social action models of mental health. Caplan's preventive psychiatry. Ecological model, general systems theory. Mental health promotion programs

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a) Cognitive Domain

- Understand the principles of psychological intervention
- Evaluate the scope and limitations of the different approaches towards dispensing psychological services.

(b) Skills Domain

- Gain experience of professionalism required in the field of clinical psychology
- Develop employability potential in the field of clinical psychology
- Apply theoretical knowledge acquired during course work
- Practice skills and strategies followed by professionals in the field of clinical psychology
- Gain practical exposure in the field of clinical psychology

Detailed Syllabus

Component 1. Training: Theory and Practicum

There is no ESA for this component.

1A. Training theory

Unit 1: Essential Skills for trainers

Interpersonal skills: decision making, problem solving, communication, leadership & assertiveness.

Presentation skills. Writing, data collection, analytical, technical & evaluation skills.

Unit 2: Modes of presentation and levels of learner involvement

Warm up activities & creating a climate of learning

Presentation modes: Lecture, Demonstration. Group learning: panel debate, brainstorming, role play, drama, case study, critical incident, in-basket

Unit 3: Conducting, concluding and evaluating the program

Time scheduling. Pacing, starting & stopping, dealing with hostility, disinterest and other forms of participant behaviours. Maintaining health and avoiding burn out. Establishing norms & credibility.

Valuation: session feedback & outcome feedback

1B. Training Practicum

Students are required to design and prepare the modules of a training program on any of the following topics:

- Life skills training
- Soft skills training
- Stress management training
- Time management training
- Parental education training
- Anger management training
- Study skills training
- Assertiveness training
- Presentation skills training
- Communication training

This module has to be presented, preferably so as to train a group of not less than 10 participants, for the purpose of Continuous Assessment. (These modules are intended to train non-clinical target groups.)

During internship, the same module has to be presented at the institution where the student undergoes internship or to a similar group of participants. A report of the same has to be attached in the Practical record along with photographs and preferably a report in an audiovisual format.

A student is required to attend a minimum of 2 training workshops and volunteer in any one intervention programs during the course of the program. The proof of the same shall be attached in the record.

Component 2: Internship

Each student from all the specializations has to undergo supervised internship in institutions or centers related to their respective areas for a minimum of 50 working days.

Outcomes of the internship:

- Understand how to apply the knowledge acquired during course work
- Gain hands-on experience in the field of clinical psychology
- Understand the most recent trends in the field of clinical psychology
- Gain practical exposure in the applied field and use this learning experience for individual development
- Acquire employability skills in the field of clinical psychology
- Practice clinical history taking
- Use Diagnostic instruments, Psychiatric RATING SCALES, Psychological Tests, and Counselling and Psycho-education sessions.

Record must include a minimum of one community activity. Community Activity may include:

- Psycho-education for Parents of Patients
- Psychological Assessment camps
- Extension services of Mental health institutions
- Activities involving promotion of Mental health

Or Any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher.

Component 3: Record

Report of all the works done by the student during the fourth semester are to be included in the practical record of Applied Psychology that is submitted for the ESA of Semester IV.

Record must include:

1. A minimum of 2 case studies taken from the internship center and presented in a structured format
2. A minimum of one community work/activity done and reported by the student

3. A report of the active training conducted by the student in clinical setting (Not included in ESA)
4. A brief report of the study tour (Not included in ESA)

Note:

Besides these, any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher. A brief description of the work done may be included in the record.

Study Tour:

A study tour is to be conducted, in the third or fourth semester, ideally visiting a clinical intervention center, ensuring interaction with relevant population and exposure to the live settings, the report of which is to be submitted by each student along with the case submission.

CA: Continuous Assessment should be based on 1. Case studies, 2. Community work, 3. Training module presentation

ESA:

- Marks for Record at End Semester Assessment should be based on 1 and 2.
- ESA should comprise of a case analysis specific to the option of the student.

References

Hart, L. B. (1991). *Training methods that work: A handbook for trainers*. USA: Prentice Hall publications, Inc.

Korchin, S. J. (2004). *Modern Clinical Psychology: Principles of prevention in the clinic and community*. Delhi: CBS publishers.

Loughary, J. W. & Barrie, H. (1979). *Producing workshops, seminars and short term courses: A trainer's Handbook*. USA: Follett Publishing Company.

PC 243-B: TRAINING AND PRACTICE IN ORGANIZATIONAL SETTINGS

This course, a theory cum practical paper, is envisioned to provide opportunity to enhance the skills required to thrive in an Organizational Setting. The modules included in the theory part aims at introducing the students to the theoretical aspects of professional skills to be imbibed and problem-solving strategies to deal effectively with the issues surfacing in their specialization area. The practicum is intended to provide opportunities to the students to get acquainted with the professionals in the field and inculcate professionalism as well as prepare them for the challenges and demands posed by the field of specialization. The ESA of the course is conducted as practicals at the end of the fourth semester.

Pre-requisites

- Basic knowledge regarding functioning of an Organizational
- The range of behaviors exhibited by employees in organizational settings
- Awareness about common issues and challenges in the organizations
- Working knowledge about Psychological tests
- Awareness about counselling skills and strategies
- How to execute a systematic interview
- Basic knowledge in the following topics: Psychologist as a trainer. Concept of primary prevention. Brief analysis of Community (public health) and social action models of mental health. Caplan's preventive psychiatry. Ecological model, general systems theory. Mental health promotion programs

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive Domain

- Understand the principles of psychological intervention
- Evaluate the scope and limitations of the different approaches towards dispensing psychological services.

(b)Skills Domain

- Gain experience of professionalism required in the field of organizational behaviour
- Develop employability potential in the field of organizational behaviour
- Apply theoretical knowledge acquired during course work
- Practice skills and strategies followed by professionals in the field of organizational behaviour
- Gain practical exposure in the field of organizational behaviour

Detailed Syllabus

Component 1. Training: Theory and Practicum

There is no ESA for this component.

1A. Training theory

Unit 1: Essential Skills for trainers

Interpersonal skills: decision making, problem solving, communication, leadership & assertiveness.

Presentation skills. Writing, data collection, analytical, technical & evaluation skills.

Unit 2: Modes of presentation and levels of learner involvement

Warm up activities & creating a climate of learning

Presentation modes: Lecture, Demonstration. Group learning: panel debate, brainstorming, role play, drama, case study, critical incident, in-basket

Unit 3: Conducting, concluding and evaluating the program

Time scheduling. Pacing, starting & stopping, dealing with hostility, disinterest and other forms of participant behaviours. Maintaining health and avoiding burn out. Establishing norms & credibility.

Valuation: session feedback & outcome feedback

Self-study unit

Psychologist as a trainer. Concept of primary prevention. Brief analysis of Community (public health) and social action models of mental health. Caplan's preventive psychiatry. Ecological model, general systems theory. Mental health promotion programs

1B. Training Practicum

Students are required to design and prepare the modules of a training program on any of the following topics:

- Life skills training
- Soft skills training
- Stress management training
- Time management training
- Leadership training
- Presentation skills training
- Communication training
- Team building training
- Diversity management

- Change management
- Work Life equilibrium

This module has to be presented, preferably so as to train a group of not less than 10 participants, for the purpose of Continuous Assessment.

During internship, the same module has to be presented at the institution where the student undergoes internship or to a similar group of participants. A report of the same has to be attached in the Practical record along with photographs and preferably a report in an audiovisual format.

A student is required to attend a minimum of 2 training workshops and volunteer in any one intervention programs during the course of the program. The proof of the same shall be attached in the record.

Component 2: Internship

Each student from all the specializations has to undergo supervised internship in an organization or community extension center, for a minimum of 50 working days.

Outcomes of the internship:

- Understand how to apply the knowledge acquired during course work
- Gain hands-on experience in the field of organizational behaviour
- Understand the most recent trends in organizational behaviour
- Gain practical exposure in the applied field and use this learning experience for individual development
- Acquire employability skills in organizational behaviour
- Practice important organizational screening and selection tools
- Practice problem solving skills, management skills, and organizational counselling skills

Record must include a minimum of one community work/activity done by the student.

Options of community work / activity include workshops or training programs on any one of the area

- Leadership in an organization
- Effective communication/ organizational efficiency
- Negotiation Skills
- Business Etiquette
- Life skill training
- Emotional intelligence and its strategies
- Competency mapping

- Relaxation training
- Work life balance

Or any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher.

Component 3: Record

Report of all the works done by the student during the fourth semester are to be included in the practical record of Applied Psychology that is submitted for the ESA of Semester IV.

Record must include:

1. A minimum of 2 case studies taken from the internship center and presented in a structured format
2. A minimum of one community work/activity done and reported by the student
3. A report of the active training conducted by the student in organizational setting (Not included in ESA)
4. A brief report of the study tour (Not included in ESA)

Note:

Besides these, any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher. A brief description of the work done may be included in the record.

Study Tour:

A study tour is to be conducted, in the third or fourth semester, ideally visiting an organization, ensuring interaction with relevant population and exposure to the live settings, the report of which is to be submitted by each student along with the case submission.

CA: Continuous Assessment should be based on 1. Case studies, 2. Community work, 3. Training module presentation

ESA:

- Marks for Record at End Semester Assessment should be based on 1 and 2.
- ESA should comprise of a case analysis specific to the option of the student.

References

Hart, L. B. (1991). *Training methods that work: A handbook for trainers*. USA: Cengage publications, Inc.

Korchin, S. J. (2004). *Modern Clinical Psychology: Principles of prevention in the clinic and community*. Delhi: CBS publishers.

Loughary, J. W. & Barrie, H. (1979). *Producing workshops, seminars and short term courses: A trainer's Handbook*. USA: Follett Publishing Company.

PC 243-C: TRAINING AND PRACTICE IN SCHOOL SETTINGS

This course, a theory cum practical paper, is envisioned to provide opportunity to enhance the skills required to thrive in school settings. The modules included in the theory part aims at introducing the students to the theoretical aspects of professional skills to be imbibed and problem-solving strategies to deal effectively with the issues surfacing in their specialization area. The practicum is intended to provide opportunities to the students to get acquainted with the professionals in the field and inculcate professionalism as well as prepare them for the challenges and demands posed by the field of specialization. The ESA of which is conducted as practicals at the end of the fourth semester.

Pre-requisites

- Awareness about issues and challenges unique to school settings
- Basic knowledge regarding Psychopathology in childhood and adolescence
- Fair understanding about the differently abled and the exceptional children
- Working knowledge about Psychological tests
- Awareness about counselling skills and strategies
- Knowledge about executing a systematic interview
- Basic knowledge in the following topics: Psychologist as a trainer. Concept of primary prevention. Brief analysis of Community (public health) and social action models of mental health. Caplan's preventive psychiatry. Ecological model, general systems theory. Mental health promotion programs

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive Domain

- Understand the principles of psychological intervention
- Evaluate the scope and limitations of the different approaches towards dispensing psychological services.

(b)Skills Domain

- Gain experience of professionalism required in his/her area of specialization
- Develop employability potential in the field of school psychology
- Apply theoretical knowledge acquired during course work
- Practice skills and strategies followed by professionals in school psychology
- Gain practical exposure in the field of school psychology

Detailed Syllabus

Component 1. Training: Theory and Practicum

There is no ESA for this component.

1A. Training theory

Unit 1: Essential Skills for trainers

Interpersonal skills: decision making, problem solving, communication, leadership & assertiveness.

Presentation skills. Writing, data collection, analytical, technical & evaluation skills.

Unit 2: Modes of presentation and levels of learner involvement

Warm up activities & creating a climate of learning

Presentation modes: Lecture, Demonstration. Group learning: panel debate, brainstorming, role play, drama, case study, critical incident, in-basket

Unit 3: Conducting, concluding and evaluating the program

Time scheduling. Pacing, starting & stopping, dealing with hostility, disinterest and other forms of participant behaviours. Maintaining health and avoiding burn out. Establishing norms & credibility.

Valuation: session feedback & outcome feedback

1B. Training Practicum

Students are required to design and prepare the modules of a training program on any of the following topics:

- Life skills training
- Soft skills training
- Stress management training
- Time management training
- Parental education training
- Anger management training
- Study skills training
- Assertiveness training
- Presentation skills training
- Communication training

This module has to be presented, preferably so as to train a group of not less than 10 participants/ students, for the purpose of Continuous Assessment.

During internship, the same module has to be presented at the educational institution where the student undergoes internship or to a similar group of participants. A report of the same has to be attached in the Practical record along with photographs and preferably a report in an audiovisual format.

A student is required to attend a minimum of 2 training workshops and volunteer in any one intervention programs during the course of the program. The proof of the same shall be attached in the record.

Component 2: Internship

Each student from all the specializations has to undergo supervised internship in educational institutions or intervention centers for a minimum of 50 working days.

Objectives of the internship:

- Understand how to apply the knowledge acquired during course work
- Gain hands-on experience in the field of school psychology
- Understand the most recent trends in the field of school psychology
- Gain practical exposure in the applied field and use this learning experience for individual development
- Acquire employability skills in the field of school psychology
- Practice the conduct of interviews with child population
- Use assessment tools to measure cognitive capabilities of students
- Intervene in the issues related to differently abled children
- Gain exposure to behavior management techniques

Community Activities may include

- Psycho-education sessions for parents
- Conducting Mental health/Assessment camps for early identification

Or any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher.

Component 3: Record

Report of all the works done by the student during the fourth semester are to be included in the practical record of Applied Psychology that is submitted for the ESA of Semester IV.

Record must include:

1. A minimum of 2 case studies taken from the internship center and presented in a structured format
2. A minimum of one community work/activity done and reported by the student

3. A report of the active training conducted by the student in educational / school setting (Not included in ESA)
4. A brief report of the study tour (Not included in ESA)

Note:

Besides these, any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher. A brief description of the work done may be included in the record.

Study Tour:

A study tour is to be conducted, in the third or fourth semester, ideally visiting an institution, ensuring interaction with relevant population and exposure to the live settings, the report of which is to be submitted by each student along with the case submission.

CA: Continuous Assessment should be based on 1. Case studies, 2. Community work, 3. Training module presentation

ESA:

- Marks for Record at End Semester Assessment should be based on 1 and 2.
- ESA should comprise of a case analysis specific to the option of the student.

References

Hart, L. B. (1991). Training methods that work: A handbook for trainers. USA: Crisp publications, Inc.

Korchin, S. J. (2004). Modern Clinical Psychology: Principles of prevention in the clinic and community. Delhi: CBS publishers.

Loughary, J. W. & Barrie, H. (1979). Producing workshops, seminars and short term courses: A trainer's Handbook. USA: Follett Publishing Company.

PC 244-A: PSYCHOLOGICAL ASSESSMENT IN CLINICAL SETTINGS

The course will enable the students to implement psychological assessments/test. The students will conduct assessment in clinical/school/organizational settings according to their specialization. The students will also learn to construct a psychological test.

Pre-requisites

The students should have a basic knowledge of the psychological process/phenomena. The students should have proper theoretical knowledge in their area of specialization and test construction

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive Domain

Understand basic concepts of Memory, Creativity, Aptitude, Interest, Wellbeing and Personality and apply them for assessment.

Understand and apply assessment techniques in Clinical/School/Organizational settings.

Understand and apply basic concepts of creating a Psychological test.

(b)Skills Domain

Carry out psychological test/assessments and interpret results

Execute assessments in clinical/school/organizational settings and interpret results.

Construct a Psychological test by establishing psychometric properties.

Detailed Syllabus

1. Psychological Tests/Assessments (minimum 8)

- *Memory*:Wechsler Memory Scale, PGI memory Scale, Benton Visual Retention Test
- *Creativity*:Torrance Test of Creativity, PASSI test of Creativity
- *Aptitude*:Differential Aptitude Test, DBDA, Holland
- *Interest*:Vocational Interest Inventory, Comprehensive Interest Inventory, Mathew Interest Inventory
- Wellbeing- General Health Questionnaire
- *Personality*-
 - Self reports- MBTI, 16 PF, EPPS, Big Five factors inventory, Emotional Intelligence Inventory, Locus of control scale, Type A, Type B Behavioural Pattern Scale, Emotional Maturity scale
 - Projective Tests- TAT, Sentence Completion Test, Rorschach, Rozenweig's Picture Frustration Test

2. Tests specific to the Clinical Setting (Minimum 2)

MPI, EPI/EPQ, Beck Depression Inventory, Bells Adjustment Inventory, State Trait Anxiety Scale, Neuroticism scale questionnaire, Mathew Maladjustment Inventory, Suicide Ideation Scale

Neuropsychological assessment- Bender Gestalt Test, Assessment of Executive Functions, NIMHANS neuropsychology battery, Rey Auditory Verbal Learning Test, Wisconsin Card Sorting, Stroop Effect

The record should contain an integrated report of a single subject measuring intelligence, and objective and projective measures of personality.

Record of Psychological Assessment

Component 1: Reports of 10 psychological assessments (Minimum of 2 from specializations)

Component 2: Construct a psychological test, submit it along with its report

Evaluation Criteria

Section 1:

Two questions (one from specialization) out of which one is for conducting the test and the other is for viva .

Section 2:

Questions based on psychological test construction will be asked for viva.

NB Students should ensure the participants' (Adult and Child) availability during Practical examination

PC 244-B: PSYCHOLOGICAL ASSESSMENT IN ORGANIZATIONAL SETTINGS

The course will enable the students to implement psychological assessments/test. The students will conduct assessment in clinical/school/organizational settings according to their specialization. The students will also learn to construct a psychological test.

Pre-requisites

The students should have a basic knowledge of the psychological process/phenomena. The students should have proper theoretical knowledge in their area of specialization and test construction

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive Domain

Understand basic concepts of Memory, Creativity, Aptitude, Interest, Wellbeing and Personality and apply them for assessment.

Understand and apply assessment techniques in Clinical/School/Organizational settings.

Understand and apply basic concepts of creating a Psychological test.

(b)Skills Domain

Carry out psychological test/assessments and interpret results

Execute assessments in clinical/school/organizational settings and interpret results.

Construct a Psychological test by establishing psychometric properties.

Detailed Syllabus

1. Psychological Tests/Assessments (minimum 8)

- *Memory*:Wechsler Memory Scale, PGI memory Scale, Benton Visual Retention Test
- *Creativity*:Torrance Test of Creativity, PASSI test of Creativity
- *Aptitude*:Differential Aptitude Test, DBDA
- *Interest*:Vocational Interest Inventory, Comprehensive Interest Inventory, Mathew Interest Inventory
- Wellbeing- General Health Questionnaire
- *Personality*-
 - Self reports- MBTI, 16 PF, EPPS, Big Five factors inventory, Emotional Intelligence Inventory, Locus of control scale, Type A, Type B Behavioural Pattern Scale, Emotional Maturity scale
 - Projective Tests- TAT, Sentence Completion Test, Rorschach, Rozenweig's Picture Frustration Test

2. Tests specific to the Organizational Setting (Minimum 2)

Aptitude Tests, Integrity Tests, Study of Values, FIRO-B, Johari window, SWOT Analysis, Brainstorming, Occupational Stress Index

The record should contain an integrated report of a single subject measuring intelligence, and projective measures of personality.

Record of Psychological Assessment

Component 1: Reports of 10 psychological assessments (Minimum of 2 from specializations)

Component 2: Construct a psychological test, submit it along with its report

Evaluation Criteria

Section 1:

Two questions (one from specialization) out of which one is for conducting the test and the other is for viva .

Section 2:

Questions based on psychological test construction will be asked for viva.

NB Students should ensure the participants' (Adult and Child) availability during Practical examination

PC 244-C: PSYCHOLOGICAL ASSESSMENT IN SCHOOL SETTINGS

The course will enable the students to implement psychological assessments/tests. The students will conduct assessment in clinical/school/organizational settings according to their specialization. The students will also learn to construct a psychological test.

Pre requisites

The students should have a basic knowledge of the psychological process/phenomena. The students should have proper theoretical knowledge in their area of specialization and test construction

Learning Outcomes

The syllabus of the course is designed to build competency of the learner in the following:

(a)Cognitive Domain

Understand basic concepts of Memory, Creativity, Aptitude, Interest, Wellbeing and Personality and apply them for assessment.

Understand and apply assessment techniques in Clinical/School/Organizational settings.

Understand and apply basic concepts of creating a Psychological test.

(b)Skills Domain

Carry out psychological test/assessments and interpret results

Execute assessments in clinical/school/organizational settings and interpret results.

Construct a Psychological test by establishing psychometric properties.

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2. Tests specific to the School Setting (Minimum 2)

Strengths and Difficulties Questionnaire, CAT, Draw-a-Person Test, Draw a Man Test

Screening Tools for children with special needs- NIMHANS SLD battery, CARS, Connors, Study habit Inventory, Dyslexia Screening Test

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DISSERTATION

Each student is required to do a dissertation work which will be evaluated at the end of the last semester.

Objectives

- to familiarize the student with the methodology of psychological research
- to enable her/him to carry out a psychological work on her own, and gather knowledge on her own, and
- to sensitize the student to various psychological factors involved in the problems and needs of the society, and to explore those factors.

Students are to be encouraged to do works of contemporary social and psychological relevance. Works with suitable and preferably simple statistical procedures or qualitative/ exploratory works should be encouraged, instead of doing mere confirmatory research with a large quantum of data and complex statistical procedures. Methodological accuracy, exploration and relevance should be stressed upon.

Before commencing the work, students are required to submit and present a research proposal of the study to be pursued, prepared in the prescribed format and defend the proposal before the supervisors in the Department.

The report of the dissertation should be written following the APA format.

The following standard format is suggested for the report.

- Before the first chapter, provide a brief & comprehensive summary in a single paragraph as the abstract.

Organization of the report should be as follows:

- Introduction (General introduction, Theoretical review, Problem, Variables, Hypotheses, Rationale of the present study)
- Review of related work
- Method (Design, Sample, Tools, Data analysis)
- Results and Discussion
- Summary and Conclusion (Summary of the work, Conclusion, Implications, Limitations, Suggestions for further research)
- Reference

A synopsis/abstract in a single page, printed separately is also to be submitted along with the dissertation. In case of qualitative / exploratory work, appropriate changes can be made in the format.