

# **M.SC. PSYCHOLOGY PROGRAMME**

(Specialization in Clinical Psychology, Counselling Psychology and Industrial Psychology)

## **PROGRAMME OF STUDY**

(As Approved by the Academic Council wide Appendix – AM on 2020)



**DEPARTMENT OF PSYCHOLOGY**

**THE AMERICAN COLLEGE**

**MADURAI – 625002**

**2020**

**DEPARTMENT OF PSYCHOLOGY,  
THE AMERICAN COLLEGE, MADURAI, INDIA  
Syllabus for Master of Science (Applied Psychology)  
Academic Year (2020 -21)**

<b>SEMESTER - I</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 4401	Biological Foundations of Behavior	6	5	100
PAP 4403	Life Span Psychology	6	5	100
PAP 4405	Advanced Social Psychology	6	5	100
PAP 4407	Professional Effectiveness	6	5	100
PAP 4609	CommUnity Service	6	2	40

<b>SEMESTER - II</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 4402	Cognitive Psychology	5	4	80
PAP 4404	Research Methods in Psychology	5	4	80
PAP 4406	Statistics in Behavioural Sciences	5	4	80
PAP 4408	Abnormal Psychology	5	4	80
PAP 4410	Positive Psychology	5	4	80
PAP 4612	Summer Internship	-	5	100

<b>SEMESTER – III (Common to All)</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 5401	Qualitative Research Methods	5	4	80

<b>SEMESTER III</b>				
<b>Specialization I – Clinical Psychology</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 5431	Introduction to Clinical Psychology	5	4	80
PAP 5433	Psychotherapeutic Techniques	5	4	80
PAP 5435	Psychopathology	5	4	80
PAP 5437	Psychometrics	5	4	80
PAP 5439	Clinical Assessments (Practical)	5	4	80

<b>Specialization II – Counselling Psychology</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 5451	Children and Adolescent Counselling	5	4	80
PAP 5453	Couple and Family Counselling	5	4	80
PAP 5455	Theories of Counselling and Psychotherapy	5	4	80
PAP 5457	Multi-Cultural Counselling Skills	5	4	80
PAP 5459	Assessments in Counseling Practical	5	4	80

<b>Specialization III – Industrial Psychology and HRM</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 5471	Organizational Behaviour	5	4	80
PAP 5473	Human Resource Management	5	4	80
PAP 5475	Organizational Leadership and Culture	5	4	80
PAP 5477	Mental Health in WorkPlace	5	4	80
PAP 5479	Assessments in Industrial Setting Practical	5	4	80

**Specializations will begin from Semester III**

The students will be asked to select any one of the specializations during third semester

<b>SEMESTER – IV (Common to All)</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 5402	Ethics in Psychological Practices in various Sectors	5	4	80
PAP 5604	Specialization specific Internship	-	5	100

<b>SEMESTER IV</b>				
<b>Specialization I – Clinical Psychology</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 5632	Clinical Psychology Research - Dissertation	-	10	200

<b>Specialization II – Counselling Psychology</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 5652	Counseling Psychology Research - Dissertation	-	10	200

<b>Specialization III – Industrial Psychology and HRM</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
PAP 5672	Industrial Psychology Research - Dissertation	-	10	200

Total Number of Credits  $22+25+24+19 = 90$

Total Marks = 1800 (90x20)

### **Programme outcomes (POS) for Post Graduates**

Post graduate programme are expected to have developed in post graduates the following attributes

1. *Academic Excellence:* Being a member of the academic community with advanced discipline-specific knowledge and professional skills in the relevant field with the prowess to communicate complex ideas and to engage in current critical debates with all sensitivity and fairness.
2. *Higher order Thinking skills:* Ability to think, analyse, evaluate create new knowledge and skills both in the chosen discipline and across other fields.
3. *Subscription to Quality Research:* Ability to design and carry out independent research, to update oneself with current research trends and contemporary inputs in the discipline and to evaluate research contributions.
4. *Lifelong learning:* Ability to learn, unlearn, and relearn knowledge and skills in the emerging areas of the field of specialization.
5. *ICT Literacy:* Ability to be digital natives so that they can access a wide range of technologies for personal, academic and professional use and to be members of online communities enjoying the unlimited access blending transparency with accountability and fair practices.
6. *Good communication:* Ability to participate in public discourse on varied themes and topics in one's mother tongue as well as in English as a global link language
7. *Individuals as Assets:* To be academically honest, intellectually curious, ethically responsible, professionally competent and spiritually inspiring citizens.
8. *Civic and Social Responsibility:* Ability to function as matured democratic citizens with participation in issues of equity, gender equality, social justice, sustainable development and poverty alleviation
9. *Continuous Professional development:* Ability to continuously develop oneself professionally and to critically improve one's self with a view to taking appropriate decisions in diverse professional and real-life environment
10. *Global citizenship:* Ability to work effectively and to live responsibly in a global context of cross-cultural life and capability, to value human diversity and lead life of timeless learning and endless opportunities.

**PSO Programme Specific Outcomes  
(MSc Applied Psychology)**

At the end of the Post Graduate Programme in Applied Psychology, The students will able to:

1. PSO1: Apply the knowledge of Psychological principles and theories in their respective area of specialization in Applied Psychology.
2. PSO2: Think critically and evaluate the problems in their area of specialization in Applied Psychology and create an effective strategy to overcome the problems.
3. PSO3: Carry out a quality research in their respective area of specialization in Applied Psychology and contribute new knowledge
4. PSO4: Develop their skills in the emerging areas of the field of specialization
5. PSO5: Develop their ICT skills and use it for effective practices in their area of specialization
6. PSO6: Participate in public discourses, seminar, conference and workshops in face to face and online mode on varied topics in their specialization in English language and in their mother tongue
7. PSO7: Apply ethical principles and commit to professional ethics, values, responsibilities and norms of Applied Psychology.
8. PSO8: Compare and appraise the acquired social work skills and techniques in the fields of Applied Psychology
9. PSO9: Construct knowledge, skills, values and ability towards sustainable development for Nation building.
10. PSO10: work effectively in their area of specialization in Applied Psychology, show multi-cultural skills, work with consciousness and value human diversity in their area of specialization



# **SEMESTER – I**



<b>M.Sc. PSYCHOLOGY</b>	<b>CORE PAPER - 4</b>	<b>Hrs Per week - 6</b>
<b>Semester – I</b>	<b>Biological Foundations of Behaviour</b>	<b>Credit: 5</b>
<b>Code: PAP 4501</b>		<b>MARKS: 100</b>

### **Learning Outcome:**

#### **On successful completion of the course, students will be able to:**

- i. Understand the links between behaviour, mental processes and biological processes
- ii. Demonstrate the application of biological foundations
- iii. Relate the importance of neurotransmitter with mental health and behaviour
- iv. Suggest strategies for better sleeping

### **Unit 1: Introduction**

The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research.

### **Unit 2 : Determinants of Behaviour**

Biological, Psychological, Social Determinants of behaviour. Basics concepts of human behaviour. Environmental Influence on behaviour. Nature versus nurture: Genetics, environment and cognition

### **Unit 3: Neurons and Neuronal Conduction**

Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters- structure, types, Functions of Neurotransmitters.

### **Unit 4: Biopsychology of emotion, stress and health**

Emotions as response patterns: fear, anger and aggression; Hormonal control of aggressive Behaviour; Neural basis of the communication of emotion: Recognition and expression;

Stress and health: The stress response, stress and gastric ulcers, Psychoneuro immunology, stress and the hippocampus; Fear conditioning: amygdale, contextual fear conditioning and the Hippocampus

### Unit 5: Biopsychology of Arousal

Physiological correlations of Arousal: consciousness and sleep, Factors affecting Consciousness. Sleep: Rhythms of sleeping and waking, neural basis of biological clocks, Stages of sleep, brain mechanisms of REM sleep and dreaming, physiological mechanisms of sleep and Waking, disorder of sleep

#### Textbooks:

- Kalat, J.W. (2004). Biological psychology (8th.ed.). Belmont: Wadsworth/Thomson learning.
- Carlson, N.R. (2004). Physiology of behaviour (8th.ed.). Boston: Allyn& Bacon.

#### References:

- Schneider M Alles (1990). An introduction to Physiological Psychology (3rd Edition) USA:Random House.
- Carlson, N.R. (1999). Foundations of physiological psychology (4th. Ed.). Boston: Allyn& Bacon.
- Leukel, F. (1985). Introduction to physiological psychology (3rd .ed.). New Delhi: CPS Publishers.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓	✓				
CO2		✓				
CO3			✓	✓		
CO4						✓
CO5					✓	✓

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>6 Hrs Per week</b>
<b>Semester – I</b>	<b>Life Span Psychology</b>	<b>Credit: 5 MARKS: 100</b>
<b>Code: PAP 4503</b>		

### **Learning Outcome:**

After the completion of this course, a student will be able to:

- i. Grasp the relevance of a developmental perspective to human development.
- ii. Understand and apply the major theoretical concepts related to different domains of development across the lifespan.
- iii. Recognize the major issues, challenges milestones and developmental tasks related to different domains of development

### **Unit 1: Introduction to Life-Span Development**

Importance of studying Life-Span Development, Characteristics of life-span development, Nature of Development, Scope of Life span development, Social contexts of lifespan development.

### **Unit 2: Biological Processes in Human Development**

Part 1: Biological Bases to explain Human Development (10 hours) Heredity-Environment Correlations; Important physical changes; Challenges for psychological development. Sleep Disorders across life span; Eating disorders in Adolescence, Obesity in adulthood, Chronic diseases and disorders in the Aging process. Bio-psycho social model of health.

### **Unit 3: Biological Processes in Human Development**

Part 2: Endings of Life (10 hours) Biological and social theories of aging, Successful aging; Death, Causes for death across life span, Suicide in adolescence and adulthood; Facing one's own death, coping with the death of someone else.

### **Unit 4: Cognitive Processes and Development**

Piaget and Vygotsky's theory of cognitive development; Age related challenges to cognitive development

### **Unit 5: Socio-Emotional Processes and Development Across Life Span**

Part I: Development of Emotion, Temperament, Attachment and Love: Bowlby, Ainsworth, Sternberg. Development of Identity: Erickson's theory; Parenting. Moral Development,

Contexts of moral development: Kohlberg's theory, Fowlers Theory; life cycle theories: Levinson

Part 2: Introduction to counseling for developmental disorders

**Textbooks:**

Santrock, J.W. (2011). A topical Approach to life-Span Development. New Delhi: Tata McGraw-Hill Edition.

**Reference Books:**

Newman & Newman (2003). Development through life: A Psychosocial Approach. USA: Thomson Wadsworth.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓	✓	✓	
CO4						✓
CO5						

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>6 Hrs Per week</b>
<b>Semester – I</b>	<b>Advanced Social Psychology</b>	<b>Credit: 5</b> <b>MARKS:100</b>
<b>Code: PAP 4505</b>		

**Learning Outcome:**

- i. Understand the past contexts of social psychology as a field in India and the World.
- ii. Evaluate the theoretical perspectives that explain social cognition and its impact on self and others.
- iii. Relate the past and the present research in social psychology to everyday situations pertaining to stereotyping and group behaviours.
- iv. Examine the nature and the dynamics of interpersonal relationships and behaviour.
- v. Critically analyse the everyday issues in the social world.

**Unit 1:**

Defining social psychology – Historical developments - The power of the situation – Where Construal come from: Basic Human Motives – Methods in Social Psychology – Issues surrounding experiments – Social psychology in India

**Unit 2:**

Social cognition and impression management Self and identity. Culture and Development of Self. Social Identity. Attribution- theories, biases and errors.

**Unit 3:**

Organizing and Changing attitudes; persuasion; The development of social representation; Prejudice, Stereotypes and Discrimination; Theories of inter-group relations; Reducing prejudice. Groups: Small groups and its functions; Social influence processes in groups;

**Unit 4:**

Nature, dimensions and dynamics of interpersonal relationships; Interpersonal attraction; Sexuality and intimacy; Diverse and complex relationships – alternate sexualities;

Aggression: Theories and individual differences in aggression; Violence- sexual harassment, genocide, terrorism.

### Unit 5:

Environmental stresses and social behavior; Social psychological perspectives on health and illness; Psychological effects of unemployment. Social psychology in law; Poverty and deprivation.

### Textbooks

1. Aronson, E., Wilson, T.D., and Akert, R.M. (1999). *Social Psychology* (3<sup>rd</sup> ed.). New York: Longman.
2. Myers, D. G. (2002). *Social Psychology*, 7th ed. Int. Education: McGraw Hill.

### Reference Books:

1. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2003). *Social psychology* (11th).
2. Moghaddam, F.M. (1987). *Psychology in the three worlds: As reflected by the crisis in social psychology and the move toward indigenous third world psychology*. *American Psychologist*, 42, 912-920.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓	✓				
CO2						
CO3			✓	✓		
CO4						✓
CO5					✓	

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>6 Hrs Per week</b>
<b>Semester – I</b>	<b>PROFESSIONAL DEVELOPMENT</b>	<b>Credit: 5</b>
<b>Code: PAP 4507</b>		<b>MARKS: 100</b>

**Learning Outcome:**

- i. Identify skills, beliefs and values of self to be an effective professional.
- ii. Reflect on self and one's impact on others.
- iii. Explore problem-solving skills in everyday life.
- iv. Recognize and utilize professional skills to educate others.
- v. Demonstrate ability to create own ideas.

**Unit 1:**

Self-awareness, self-image, self-development, identity.

**Unit 2:**

Empathy, effective helpers, building relationships.

**Unit 3:**

Problem solving and decision making, creativity, critical thinking.

**Unit 4:**

Psychoeducation for prevention programs for adolescents, teachers and parents.

**Unit 5:**

Life review

**Textbooks**

1. Feltham, C. (2007). Professional skills for counselors – understanding the counseling relationships. Los Angeles: Sage publication

2. Goud, N. & Arko, A. (2006). Psychology and personal growth, Pearson, MA.
3. Inskipp, F. (2004). Skills training for Counselling. London: Sage publications.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓	✓		
CO4						✓
CO5					✓	



<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>6 Hrs Per week</b>
<b>Semester – I</b>	<b>COMMUNITY SERVICES</b>	<b>Credit: 2</b>
<b>Code: PAP 4209</b>		<b>MARKS: 40</b>

**Learning Outcome:**

- i. Explore the different areas of community service
- ii. Apply the psychological knowledge in the community setting
- iii. Actively participating community development activities
- iv. Apply skills in the community for their betterment in mental health
- v. Demonstrate ability to create own ideas.

It is a field activity at the end of the field visits and service in the community the students have to submit their reports in the prescribed format.

**Evaluation Pattern**

Weekly Assignments and Final Report = 75%  
 Viva Voce = 25%

## **SEMESTER – II**

<b>M.Sc. PSYCHOLOGY</b>	<b>CORE PAPER - 4</b>	<b>Hrs Per week - 5</b>
<b>Semester – II</b>	<b>COGNITIVE PSYCHOLOGY</b>	<b>Credit: 4</b>
<b>Code: PAP 4402</b>		<b>MARKS: 80</b>

### **Learning Outcome:**

On successful completion of the course students will be able to:

- i. To have an in depth understanding of cognitive processes.
- ii. To have an insight about behavior and mental process.
- iii. To explore the practical implication of cognitive processes in human performance

**Unit 1:** Introduction: Meaning -cognitivepsychology. Historical origins of cognitive psychology; information processing model, the present-day approach; psychophysics and signal detection theory. Consciousness: History of consciousness, cognitive psychology and consciousness, consciousness as a scientific construct.

**Unit 2:** PerceptualProcesses:Perception and sensation– illusions, previous knowledge, sensory brain disposition.Attention:meaning, models –filtermodel, the attenuation model, andthe neuron-cognition ofattention. Patternrecognition–gestalt theory, template matchingtheory andprototype matching. Attention training, Selective Attention, Division of Attention and Multitasking.

**Unit 3:** Memory:Short-term memoryandlong termmemory,Modelsofmemory - workingmemory,Waughand Normanmodel, Atkinson-Shiffrin model, levelof recall, levelsofprocessing, self-referenceeffect, Tulving’s model, A Connectionisticmodelofmemory,Mnemonic systemsand metamemory: - Eye witness memory, Flash bulb memory

Unit 4:Decision-making ndartificialintelligence:Decisionmaking:Inductivereasoning,decision

making in the real world, reasoning and the brain, estimating probabilities, decision frames, representativeness, Baye's theorem and decision making. Artificial intelligence: Artificial intelligence– The beginning computers and artificial intelligence, artificialintelligenceandhumancognition,perceptionandartificialintelligence,problemsolving,g ame playing and artificial intelligence. Problem Solving and Creativity: Practical applications of cognitive psychology. Decision making and reasoning: Deductive Reasoning and inductive reasoning.

**Unit 5:** Language: Concepts, Definitions, Proto types. Organization of Language, Phonology, Words, syntax, sentence parsing, Language and thinking. Nature and Acquisition: Bilingualism and Multilingualism Reading Comprehension: Bottom up and Top down Processes, Neuropsychology of Language.

### **Textbooks:**

Solso,R.L.(2004).*CognitivePsychology*,SixthEdition.PearsonEducationPvt.Ltd.,New Delhi.

### **References:**

Wessells,M.G. (1982).*Cognitive Psychology*, Harperand RowPublishers, NewYork.

Best,J.B. (1989).*Cognitive Psychology*, IIEdition, WestPublishingCompany, New York.

Wood,G.(1983).*CognitivePsychology–ASkillsApproach*,ColePublishing

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓	✓				
CO2		✓				
CO3			✓	✓	✓	
CO4						✓
CO5				✓	✓	✓

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – I</b>	<b>RESEARCH METHODOLOGY</b>	<b>Credit: 4</b>
<b>Code: PAP 4404</b>		<b>MARKS: 80</b>

**Learning Outcome:**

- i. Understand the historical roots and need for scientific thought in psychology
- ii. Compare quantitative and qualitative research in psychology
- iii. Explore the process in psychological research
- iv. Identify and apply the different techniques in sampling and data collection
- v. Demonstrate familiarity with qualitative data analysis

**Unit 1:**

Philosophical roots of research; History of research in Psychology; Definition of Research and its purpose and need.

**Unit 2:**

Quantitative research: Experimental, Exploratory, Correlational and Descriptive research in psychology; Experimental designs; Qualitative research: Grounded theory, Narrative Approach, Ethnography, Action Research, and Discourse analysis. Ethical issues in psychological research.

**Unit 3:**

Process of quantitative research and Process of qualitative research – Conceptualizing research questions, issues of paradigm, theoretical sampling, contrasting qualitative with quantitative approach in research process; issues of credibility.

**Unit 4:**

Sampling techniques and data collection: Basic assumptions; sampling distribution, probability, non-probability sampling; Methods of data collection: Observation, survey, questionnaires, interviewing methods, case study methods, psychometric tests, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, and texts.

**Unit 5:**

Data analysis in qualitative research – different traditions; thematic analysis, narrative analysis, discourse analysis, and content analysis.

**Textbooks**

1. Gravetter, F.J., & Forzana, L.A.B (2009). Research methods for behavioural sciences. United States: Wordsworth Cengage learning.
2. Ritchie, J. & Lewis, J. (eds.). (2003). Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage
3. Biber, S. N.H and Leavy (2006). The practice of qualitative research. New Delhi: Sage publications.
4. Silverman, D and Marvasti, A (2008). Doing qualitative research .New Delhi: Sage publication .

**Reference Books:**

1. Coolican, H. (2004). Research methods and Statistics in Psychology. London: Hoddes Arnold
2. Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓			
CO4				✓	✓	
CO5					✓	✓

<b>M.Sc. PSYCHOLOGY</b>	<b>CORE PAPER - 4</b>	<b>Hrs Per week - 5</b>
<b>Semester – II</b>	<b>STATISTICS IN BEHAVIOURAL SCIENCES</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP 4406</b>		

### **Objectives**

**On successful completion of the course students will be able to:**

- i. Understand the basics of statistics
- ii. Present data through graph
- iii. Choose appropriate statistical tests
- iv. Apply the statistical technique and write inferences
- v. Utilize computerized packages for analysis

### **Unit – 1 Introduction to Statistics**

Statistics: definition, functions and uses in research. Levels of Measurement. Measures of central tendency – Mean, median, Mode. Measures of variability – range, average deviation, quartile deviation, standard deviation.

### **Unit – 2 Normal Distribution**

Normal Distribution – Meaning, importance, properties. Hypothesis testing – types of hypothesis testing, type I error, type II error, one tailed and two tailed tests. Mean difference – t test, Independent and Correlated – Power of Test. Normal Curve - Characteristics and applications. Non-normal Curve - Skewness and Kurtosis – application and inferences.

### **Unit - 3 Mean Difference Analysis**

The significance of statistical measures – concept of standard error and its uses – Application and inferences of Testing of difference between two means – t-test and CR. One-way ANOVA, Post hoc Test, Two-way ANOVA, Overview of MANOVA and ANCOVA.

### **Unit – 4 Correlation Measures**

Correlation: Definition, Meaning, Types, applications and inferences, Methods of Correlation – Scatter Plot, Spearman Rank Order, Pearson’s Product-Moment. Point – Bi-serial, Phi-

coefficient and tetra choric correlation. Co-efficient of Determination. Regression - Simple Linear Regression, Introduction to Multiple Regression.

### Unit – 5 Non-Parametric Statistics

Difference between Parametric and Non-Parametric Statistics. Application and inferences of Chi Square Test of Significance, Sign Test, Wilcoxon Signed Rank test. Non-parametric tests for uncorrelated data - Mann-Whitney U-test and Kruskal-Wallis Test.

**Practicum:** Introduction to Statistical software – Excel, SPSS.

### Textbooks:

- 1 Robert R Pagano (2010) 9<sup>th</sup> ed. Understanding Statistics: In the behavioural sciences. Australia: Wadsworth Cengage Learning.
- 2 David C. Howell (2011) 7<sup>th</sup> ed. Fundamental statistics for the Behavioural sciences. Australia: Wadsworth Cengage Learning.
- 3 Gregory J Privitera (2012) Statistics for the Behavioural Sciences. Los Angels: Sage Publications.

### References:

1. Rachel A Gordon (2012) Applied statistics for the social and health sciences. New York: Routledge.
2. Neil J Salkind (2013) 3<sup>rd</sup> ed. Statistics for people who hate statistics. Los Angels: Sage Publication.
3. Chris Spatz (2008) 9<sup>th</sup> ed. Basic statistics. Australia: Thaomson& Wadsworth.
4. Richard G Lomax and Debbie L Hahs-Vaughn (2012) 3<sup>rd</sup> ed. An introduction to Statistical Concepts. New York: Routledge.
5. Kirk Elifson, Richard P. Runyon and Audrey Haber (1998) 3<sup>rd</sup> ed. Fundamentals of social statistics. Singapore: McGraw-Hill.
6. Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓	✓	✓	
CO4						✓
CO5				✓		



<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – I</b>	<b>ABNORMAL PSYCHOLOGY</b>	<b>Credit: 4</b>
<b>Code: PAP4408</b>		<b>MARKS: 80</b>

**LEARNING OUTCOMES: -**

- i. To provide an overview of psychological disorders
- ii. To familiarize with different disorders, their symptoms and causes and treatment.

**Unit – 1:**

Psychopathology: Definition, Psychological abnormality: - Deviance, distress, dysfunction, danger, the elusive nature of abnormality. Clinical assessment: Characteristics of assessment tools, Clinical interviews , Case History, Mental Status Examination, Clinical test, Clinical observations. Diagnosis: DSM-IV TR, ICD 10. Ethics in practice.

**Unit – 2:**

Schizophrenia and other Psychotic disorders - Schizophrenia- Types, schizophrenic form disorder, schizoaffective disorder, delusional disorder, brief psychotic disorder, shared psychotic disorder, psychotic disorder due to general medical condition, substance induced psychotic disorder - Treatments and Outcomes.

**Unit – 3:**

Personality disorders -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-Treatments and Outcomes.

**Unit – 4:**

Anxiety Disorders - Panic disorder with and without Agoraphobia, Agoraphobia without history of panic disorder, Specific Phobia, Social Phobia, Obsessive compulsive, disorder, Post traumatic stress disorder, Acute stress disorder, Generalized Anxiety Disorder, Anxiety disorders due to general medical condition. Substance induced anxiety disorder -Treatments and Outcomes.

**Unit – 5:**

Mood Disorders - Understanding and Defining Mood Disorders: Prevalence – Causes Diagnostic features, Criteria, Major Depressive Disorder (MDD) - Bipolar Disorders – Substance induced Mood Disorders – Alcohol induced Mood Disorders - Treatments and Outcomes

**Textbooks:**

1. Comer, R.J. (2010). Abnormal Psychology. Worth Publishers.
2. American Psychiatric Association (2013).Diagnostic and statistical manual of mental disorders (5 th ed., text rev.). Washington, DC

**Reference Books:**

1. World Health Organization. (1992). ICD-10 Classifications of Mental and Behavioural Disorder: Clinical Descriptions and Diagnostic Guidelines. Geneva.
2. [www.iacapap.org](http://www.iacapap.org)
3. Sarason&Sarason (2011). Abnormal Psychology - The Problem of Maladaptive Behaviour(12thed). Pearson Education
4. Carson (2012). Abnormal Psychology.(15thed). Pearson Education.
5. Bootzin, R.R., Acocella, J.R. and Alloy, L.B. (1993). Abnormal Psychology – Current Perspectives, 6th edition, New York: Mc-Grans-Hill, Inc.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓	✓				
CO2		✓				
CO3			✓		✓	
CO4				✓		
CO5						✓

<b>M.Sc. PSYCHOLOGY</b>	<b>CORE PAPER - 4</b>	<b>Hrs Per week - 5</b>
<b>Semester – II</b>	<b>POSITIVE PSYCHOLOGY</b>	<b>Credit: 4</b>
<b>Code: PAP 4410</b>		<b>MARKS: 80</b>

### **Objectives:**

On successful completion of the course, the student will be able to:

- i. Understand the importance of Positive Psychology.
- ii. Developed the competence to practice the tools in the field.
- iii. Familiarize the concepts and perspectives in Positive psychology
- iv. Articulate the implications of Signature strengths
- v. Application of Positive Psychology in Everyday life

### **Unit - 1**

Introduction: Introduction to Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology.

Activities: Personal mini experiments; Collection of life stories from magazines, websites, films etc and discussion in the class.

### **Unit - 2**

Positive emotions: Positive emotions, Well-being and Happiness -Positive emotions: Broaden and built theory; Cultivating positive emotions; Happiness- hedonic and Euaimonic; Well-being: negative vs positive functions; Subjective well –being: Emotional, social and psychological well-being; Model of complete mental life.

### **Unit - 3**

Self-control, Self-control, Regulation and Personal goal setting .The value of self-control; Personal goals and self-regulation; Personal goal and well-being; goals that create self-regulation; everyday explanations for self-control. Failure problems.

### **Unit- 4**

Optimism and pessimism: Positive Cognitive States and Processes. Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of

resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism; Spirituality: the search for meaning (Frankl); Spirituality and well-being; Forgiveness and gratitude Test: Mental well-being assessment scale; Test: Signature strength.

### Unit – 5

Applications-Applications of Positive Psychology - Positive schooling: Components; Positive coping strategies; Gainful employment -Mental health: Moving toward balanced conceptualization; Lack of developmental perspectives.

### Text Book

- Carr. A (2004), **Positive Psychology The science of happiness and human strengths**, New York, Routledge.
- Snyder. C.R.&Lopez.S.J (2002),**Handbook of Positive Psychology**, New York, Oxford University Press.

### References:

- Acacia C. Parks (2014), **Positive Psychologyin Higher Education**, New York, Routledge.
- Steve.R et al (2009), **Positive Psychology**, New Delhi, Pearson Education.
- Singh.A (2013), **Behavioral science: Achieving behavioral excellence for success**, New Delhi, Wiley India Pvt ltd.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓			
CO4				✓		✓
CO5					✓	✓

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>Hrs Per week</b>
<b>Semester – I</b>	<b>SUMMER INTERNSHIP</b>	<b>Credit: 5</b>
<b>Code: PAP 4512</b>		<b>MARKS: 100</b>

**Learning Outcome:**

- i. Explore and identify organization for summer internship
- ii. Nurture the skills through actively participate in the activities of the internship organization
- iii. Plan and assist the senior mentor in the internship organization
- iv. Learn the procedure in document of the activities carried out during the internship

It is an organizational activity at the end of the internship, the students has to submit their reports in the prescribed format.

**Evaluation Pattern**

Final Report = 75%

Viva Voce = 25%

## **SEMESTER – III**

<b>M.Sc. PSYCHOLOGY</b>	<b>CORE PAPER - 4</b>	<b>Hrs Per week - 5</b>
<b>Semester – III</b>	<b>QUALITATIVE RESEARCH METHODOLOGY</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP5401</b>		

### **Objectives**

**On successful completion of the course, students will be able to:**

- i. To provide theoretical foundation on qualitative research methods
- ii. To familiarize various traditions of qualitative research methodologies in psychology
- iii. Develop skills on collecting qualitative data using various methods
- iv. Develop skills on analysing qualitative data manually and using soft wares
- v. Develop skills on reporting qualitative and quantitative research

### **Unit 1:**

Introduction to Qualitative Methods: The History and Philosophical Origins of Qualitative research; Characteristics of Qualitative Research.

### **Unit 2:**

Methods of Data Collection: Ethnographic Observation –Interviews –Focus Group –Texts – Visual Images.

### **Unit 3:**

Qualitative Data Analysis: Data Preparation and developing coding; Overview of Content Analysis –Grounded Theory –Narrative Analysis –Thematic Analysis –Discourse Analysis.

### **Unit 4:**

Ethics in Research: Code of Ethics; General, Consent, Deception; Debriefing, Withdrawal, Confidentiality.

### **Unit 5:**

Report Writing: Significance of Report Writing; Different Steps in Writing Report; Layout of the Research Report, Types of Report; Mechanics and precautions for writing; Research Reports.

### Textbooks

1. Glynis Breakwell, Smith and Wright 4th Edition. Research Methodology in Psychology. New Delhi: Sage publication.
2. David Silverman 4th Edition. Interpreting Qualitative Data. New Delhi: Sage publication.
3. Hennick, Hutter& Ajay Bailey. Qualitative research Methodology. New Delhi: Sage publication.
4. Helen Gavin. Understanding Research Methods and Statistics in Psychology. New Delhi: Sage publication.
5. Kothari, C.R. (2004). Research Methodology -Methods and Techniques, New Delhi: New Age International (P) Limited Publishers.
6. Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall

### References

1. Bryman,A (2007) Sage Benchmarks in social science research methods Vol. I, Vol. II, Vol. III and Vol. IV. New Delhi : Sage Publications
2. Kapur,R.L. (1999).Qualitative methods in mental health research. Bangalore: NIAS.
3. Kvale,S. (1997). Psychology & Post-modernism. New Delhi: Sage Publications
4. Ritchie,J. &Lewis,J. (2003).Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage
5. Biber,S.N.H and Leavy (2006).the practice of qualitative research.NewDelhi:Sage publications .
6. Silverman, D and Marvasti,A (2008).Doing qualitative research. New Delhi: Sage publication.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2			✓			
CO3		✓			✓	
CO4				✓		
CO5					✓	



**SPECIALIZATION I**  
**CLINICAL PSYCHOLOGY**

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>Hrs Per week 5</b>
<b>Semester – III</b>	<b>INTRODUCTION TO CLINICAL PSYCHOLOGY</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP 5431</b>		

**Learning Outcome:**

- i. Know the historical roots and need for scientific thought in clinical psychology
- ii. Examine the importance of the clinical assessment process
- iii. Explore the various existing clinical assessments
- iv. Identify and apply the different techniques in psychotherapy
- v. Understand the specialties in clinical psychology

**Unit 1:**

History and philosophy of Clinical Psychology; Clinical Psychology and other related fields; Professions and titles, programs; Models of training in clinical psychology.

**Unit 2:**

Clinical assessment - Assessment interview; the interviewer: general skills, specific behaviors; components of the interview: rapport, technique; types of interviews: intake interviews, diagnostic interviews, structured interviews vs unstructured interviews;

**Unit 3:**

Clinical assessment - Mental status exam; assessment of intelligence, personality assessment, behavioral assessment, clinical judgment.

**Unit 4:**

Psychotherapy: how does it work? Efficacy versus effectiveness of psychotherapy; Past, present, future trends; Psychotherapy perspectives – psychodynamic, humanistic-existential, behavioral and cognitive.

**Unit 5:**

Specialties in Clinical Psychology – Community psychology, Health psychology and behavioral science, neuropsychology, and forensic psychology.

**Textbooks**

1. Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi
2. Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning

**Reference Books:**

1. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.

## Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓	✓		
CO4					✓	
CO5						✓

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>Hrs Per week 5</b>
<b>Semester – III</b>	<b>PSYCHOTHERAPEUTIC TECHNIQUES</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP 5433</b>		

**Learning Outcome:**

- i. Become familiar with the history of each psychotherapy model
- ii. Understand the theoretical frameworks of each therapy
- iii. Examine the process of psychotherapy
- iv. Explore the various treatment plans for clients with psychological dysfunctions
- v. Identify and apply the different techniques in psychotherapy

**Unit 1:**

Psychoanalytic, psychodynamic, object-relations, and interpersonal approaches

**Unit 2:**

Rogerian, Existential, and Gestalt therapies.

**Unit 3:**

Behavior therapy, Rational Emotive behavior therapy, Cognitive therapy, and Cognitive behavioral therapy

**Unit 4:**

Family and Couple therapy

**Unit 5:**

Group Therapy

**Textbooks**

1. Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2ndEd.). Singapore: Brooks/Cole.
2. Nichols, P.M & Schwartz C.R (2006). Family Therapy –concepts and methods, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc.
3. Corey, G (2008) Theory and Practice of Group Psychotherapy, 8TH edition, Pacific Grove, CA: Brooks/Cole.

**Reference Books:**

1. Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multi-cultural perspective (4th ed.). Boston: Allyn& Bacon.
2. Prochaska, J.O., & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analyses (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

3. Trull, T.J., & Phares, E.J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning
4. Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓	✓				
CO2						
CO3			✓	✓	✓	
CO4						✓
CO5				✓	✓	

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>Hrs Per week 5</b>
<b>Semester – III</b>	<b>PSYCHOPATHOLOGY</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP 5435</b>		

**Learning Outcome:**

- i. Understand the intricacies of psychopathology
- ii. Develop the ability to utilize DSM and ICD
- iii. Evaluate the diagnostic process
- iv. Identify and apply the most appropriate treatment
- v. Become skilful with clinical case formulation

**Unit 1:**

Definition of mental illness, signs and symptoms in psychopathology; systems of classification – DSM 5 and ICD 11; Clinical case formulation; Diagnosis.

**Unit 2:**

Neurocognitive and sleep disorders – Dementia, delirium, head injury, epilepsy, other amnesic syndromes; Clinical picture, etiology, and treatment.

Specific Developmental disorder of scholastic skills; Pervasive developmental disorders; behavioral and emotional disorders; disorders of social functioning.

**Unit 3:**

Substance-related disorders - Clinical picture, models of addiction, assessment and intervention.

Eating disorders – Anorexia, bulimia, and binge eating disorder.

Sexual dysfunctions and gender dysphoria – Clinical features, etiology and paraphilias.

**Unit 4:**

Mood and anxiety disorders – depression, bipolar, phobia, GAD, panic, OCD, PTSD, adjustment disorder; Clinical features and Etiology.

**Unit 5:**

Somatoform and behavioral syndromes – dissociative disorder, somatoform, and other related disorders.

Psychotic disorders – Schizophrenia, delusion, and other psychotic disorders.

**Textbooks**

1. Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

2. Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

**Reference Books:**

1. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓			
CO4						✓
CO5				✓	✓	

<b>M.Sc. PSYCHOLOGY</b>	<b>CORE PAPER - 4</b>	<b>Hrs Per week - 5</b>
<b>Semester – III</b>	<b>PSYCHOMETRICS</b>	<b>Credit: 4</b>
<b>Code: PAP 5437</b>		<b>MARKS: 80</b>

### Objectives

On successful completion of the course students will be able to:

- i. To acquaint the students with the concept, techniques and psychometric properties of psychological measurement.
- ii. To develop insight in understanding psychological measurement.
- iii. To train the students to develop psychological tools of measurement independently.

**Unit 1:** Introduction: Measurement in Psychology: Meaning and definition, measurement scales, attributes of measuring instruments. Psychometrics: Nature, origin and history of psychometrics, controversy and ethics of ethics of IQ testing. Models of psychometrics: Trait and function models, Classical test theory and Latent construct model.

**Unit 2:** Test Development: Introduction: Planning for the test, preparing the preliminary draft, try out, evaluating the test, construction of the final draft. Item types: knowledge based and person-based tests, norm-referenced and criterion-referenced tests, objective and open-ended tests. Item analysis: Difficulty and validity indices. Introduction to factor analysis.

**Unit 3:** Reliability and Validity: Reliability: Meaning; Traditional and Contemporary. Methods of estimating reliability, Factors affecting reliability. Validity: Meaning – Traditional and Contemporary; Methods of estimating Validity, Factors affecting validity, MTMM and its relationship with validity. Contemporary challenges and validity.

**Unit 4:** Norms: Within Group Norms; Meaning and Challenges. Types of Norms; Percentile and Standard score Norms. Criterion Reference Tools. Culture and Norms.

**Unit 5:** Application of Tests in Various settings; Education, Counselling, Clinical and Organizational.

### Textbooks:

Anastasi, A. & Urbaniak, S. (2000). *Psychological testing* (7<sup>th</sup> Ed). New Delhi: Pearson Education Asia.

Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.

### References:

Guilford, J.P. (1954). *Psychometric methods*. New York: Mc Graw– Hill.

Kaplan, R. M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, Applications and issues*. Kundli: (Haryana): Thompson, Wadsworth.



Kline, T.J.B. (2005). *Psychological testing*. New Delhi: Vistaar.

Murphy, R.K. & Danishofer, C.D. (1994). *Psychological testing: Principles and applications*. New Jersey: Prentice Hall.

Nunnally, J.C. (1967). *Psychometric theory*. New York: Mc Graw – Hill.

Puhan, B.N. (1980). *Issues in psychological testing*. Agra: National Psychological Corporation.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓			
CO4					✓	
CO5				✓		✓

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>Hrs Per week 5</b>
<b>Semester – I</b>	<b>CLINICAL ASSESSMENTS</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP 5439</b>		

**Learning Outcome:**

- i. Recognize the importance of assessments in a clinical setting
- ii. Understand the psychometric properties of the tests
- iii. Explore the various existing clinical assessments and understand their purpose
- iv. Identify and apply their knowledge to evaluate the scores on assessments
- v. Develop skills to write clinical reports to clients for communicating clinical results.

**Unit 1:**

Assessment of Personality –  
 Sixteen Personality Factor Questionnaire (16PF)  
 Myers Briggs Type Indicator (MBTI)  
 Eysenck's Personality Questionnaire- Revised (EPQ-R)  
 Minnesota Multiphasic Personality Inventory (MMPI)  
 Neo Five Factor Inventory (Neo FFI)

**Unit 2:**

Assessment of Intelligence and Memory–  
 Raven's Progressive matrices  
 - Colored progressive matrices (CPM)  
 - Standard progressive matrices (SPM)  
 - Advanced progressive matrices (APM)

Wechsler's Adult Performance Intelligence Scale (WAPIS)  
 Binet-Kamat test of Intelligence (BKT)  
 Other tests of Intelligence (Bhatia's performance battery; WAIS, Seguin Form Board, Vineland social maturity scale, Draw a man test)  
 PGI memory scale  
 Wechsler Memory Scale (WMS)  
 NIMHANS Neuropsychological Battery

**Unit 3:**

Projective and Semi-Projective Tests –  
 Rorschach Inkblot Test  
 Thematic Apperception Test (TAT)  
 Children's Apperception Test (CAT)  
 Sack's Sentence Completion Test (SSCT)  
 Raven's Controlled Projection Test (RCPT)

**Unit 4:**

Assessment for Children with special needs

Childhood Autism Rating Scale (CARS)

Connor's rating scale for Attention deficit hyperactive disorder

NIMHANS index for Specific learning disorders

Child Behavior Checklist (CBCL)

**Unit 5:**

Aptitude:

Differential Aptitude Test (DAT)

Comprehensive Interest Schedule (CIS)

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓	✓				
CO2		✓				
CO3			✓	✓	✓	
CO4						✓
CO5				✓	✓	✓

**SPECIALIZATION II**  
**COUNSELLING PSYCHOLOGY**

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>CHILD AND ADOLESCENT COUNSELLING</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP5451</b>		

### **Learning Outcome:**

At the end of the course students will be able to

- i. Understand the principles and skills needed for counselling children and adolescents
- ii. Demonstrate understanding of assessment and interventions for children and adolescents with emotional difficulties
- iii. Assess and demonstrate ability to assess career needs of adolescents
- iv. Demonstrate and choose appropriate educational assessment tools

### **Unit 1**

#### **Counselling Process and Relationship**

Counselling needs of children and adolescents, locations of needs (School, Family, Residential care, community, at risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning). Characteristics of child and adolescent counsellor, therapeutic relation in child and adolescent counselling. Process of child therapy, Internal processes of children and therapeutic change, Child counselling skills, use of play and art with children, Child counselling skills: observation, active listening, dealing with resistance and transference, termination skills

### **Unit 2**

#### **Counselling in Educational context**

Specific issues in educational setting: Career Counselling, Special needs children including intellectually different students (the gifted and the mentally handicapped); children with learning disabilities, children with behavioural problems, and those with communication disorders, sensory impairments.

### **Unit 3**

#### **Learning and Teaching**

Learning styles: VAK Model, Kolb's Experiential Model, MBTI Pattern, Honey & Mumford Model, Hemispheric Dominance Model, Gregorc Model, Gardner's Multiple Intelligence Model. Study skills: Reading, Writing, Note Making skills, Time Management. Cognitive issues: Factors influencing Attention and Concentration, Remembering, Forgetting

### **Unit 4**

#### **Psychosocial Interventions**

Counsellor as Educational Consultant: Consultation Models and Skills, Career guidance and counselling: Theories of Career Development, Influences on Career Development.

### **Unit 5**

#### **Behavioural Management**

Functional Analysis and Techniques of Behaviour Modification. Individualized educational programmes, Play Therapy Promotive and preventive counselling strategies, Life skills education

#### **Textbooks:**

Asch M (2000) Principles of guidance and counselling (1sted) New Delhi: Sarup& Sons  
 Bowe Frank G (2000). Birth to five – early Childhood special education, New York Delmar Publishers Inc.  
 Butler, G. & Hope, T. (1997). Managing your mind: The mental fitness guide. Oxford University Press.

#### **Reference Books:**

Cohen, L.G., &Spenciner, L.J (2003). Assessment of Children and Youth with Special Needs. Boston: Allyn& Bacon.  
 Mangal S.K (2008) Essentials of Educational Psychology, New Delhi, Prentice Hall of India Pvt ltd  
 Santrock, J.W. (2003). Educational Psychology. Boston: McGraw-Hill.  
 Woolfolk, A. (2007). Educational psychology (10th ed.). Boston, MA: Allyn& Bacon.

## Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓			
CO4					✓	
CO5				✓		✓

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>COUPLE AND FAMILY COUNSELLING</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP 5453</b>		

### **Course Objectives/Course Description**

This course provides an overview of the different family therapy models. It historically traces the development of family therapy, the main contributors and the theory as it stands today.

### **Learning Outcome**

After the completion of this course, a student will be able to:

- i. Demonstrate skill in drawing genograms of clients
- ii. Critically evaluate the various theories of family therapy
- iii. Understand how to assess family dynamics using different family therapy models

### **Unit 1**

Historical evolution of the field of marriage and family therapy. Current and Future trends.

### **Unit 2**

Foundations of Family Therapy. Early models, Fundamental concepts (Cybernetics, Systems theory, Social constructivism, Attachment theory)

### **Unit 3**

Classical schools: Bowen, Strategic, Structural, Experiential, Psychoanalytic, Cognitive Behavioural.

### **Unit 4**

Recent Developments- Post modernism, Feminist critique, Solution focused therapy, Narrative Therapy, Integrative models



## Unit 5

Evaluation of Family Therapy, Family therapy research, Empirical foundations and Practice implications

### Textbooks:

Nichols, P.M & Schwartz C.R (2006). Family Therapy –concepts and methods, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc. Press, Inc.

### Reference Books:

Essential Skills in Family Counselling. JoEllen Paterson, et al. New York, New York. Guilford Press. 2009.

Gehart,D.R. Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation

Gladding, S.T. Family Therapy: History, Theory, and Practice (4th Edition)

Gottman, J.M. The Marriage Clinic: A Scientifically Based Marital Therapy

Satir.V.(2008) Satir Transformational Systemic Therapy. Publisher: Science &Behavior Books

Steve de Shazer.(1982) Patterns of Brief Family Therapy: An Ecosystemic Approach. Guilford Publications

Napier, A.Y & Whitaker, C. (1988). The Family Crucible: The Intense Experience of Family Therapy

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓	✓				
CO2						
CO3			✓	✓	✓	
CO4						✓
CO5				✓	✓	

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>THEORIES OF COUNSELLING AND PSYCHOTHERAPY</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP 5455</b>		

### **Course Objectives/Course Description**

This course introduces the students to the various theoretical orientations to counselling. The major approaches like Psychoanalytic, Humanistic, Adlerian, Gestalt, Experiential, Cognitive, Behavioural, Multimodal and Integrative approaches are covered in this course. Specific techniques and interventions for each of the approaches are also covered.

### **Learning Outcome**

After the completion of this course, a student will be able to:

- i. Understand the various approaches to counseling
- ii. Implement at least three therapeutic techniques in each approach
- iii. Critique various approaches to counselling

### **Unit 1**

Psychoanalytic psychotherapy, Adlerian psychotherapy, Person Centred Psychotherapy, Existential therapy - Therapeutic process, Techniques, Application of techniques and procedures, Therapy with diverse populations.

### **Unit 2**

Gestalt Therapy, Behavior Therapy, Lazarus Multimodal Approach, Cognitive Behavior Modification: Donald Meichenbaum's approach to therapy. Therapeutic process, Techniques, Application of techniques and procedures, Therapy with diverse populations.

### **Unit 3**

Aaron Beck's Cognitive Therapy: Introduction to Aaron Beck's cognitive theory (CT); therapeutic process; Techniques; Application of techniques and procedures; CT with diverse

populations. Integrative Approach to Psychotherapy: Integration vs. Eclecticism; An introduction to therapy, techniques and applications.

#### **Unit 4**

REBT, Reality Therapy, TA, Solution-Focused Therapy, Tran theoretical Model; Psychodrama, Skills training Lab: Attending and Observation Skills; Focusing, pacing, leading and linking skills.

#### **Unit 5**

Application of Group Processes to Special Groups - Children, Adolescents, Couples, Older Clients, Addiction Groups, Divorce Groups Skills training Lab: Skills and strategies for interpersonal influence; Closing a session or a group.

#### **Textbooks:**

Corey, G. (2008). *Theory and Practice of Counselling and Psychotherapy* (8th ed.) Canada: Brooks/Cole.

Corey, G. (2008). *Student manual for Theory and Practice of Counselling and Psychotherapy* (8th ed.). CA: Brooks/Cole.

Gilland, B.E., & James, R.K. (1998). *Theories and Strategies in Counselling and Psychotherapy*. Singapore: Allyn and Bacon.

Corey, Gerald (2000). *Theory and Practice of Group Counselling* (5th Ed). Belmont CA: Brooks/Cole.

Yalom, LD (1995). *The theory and practice of group therapy* (4th Ed). New York: Basic books

#### **Reference Books:**

James O. Prochaska & John C. Norcross. (2007). *Systems of Psychotherapy: A trans Palmer, S. (ed.). (1999). Introduction to counselling and psychotherapy: The essential guide. New Delhi: Sage.*

Scharf, R.S.(2000). *Theories of psychotherapy and counselling: Concepts and cases* (2nd ed.).Singapore: Brooks/Cole.

Todd, J., & Bohart, A.C. (1999). Foundations of Clinical and counselling psychology (3rd ed.). New York. Longman.

Corey, M.S., Corey, Gerald (2006). Groups process and Practice (7th Ed). Thomson: Brooks/Cole.

Capuzzi, Dave (2002). Approaches to Group Work: A Handbook for Practitioners. London: Prentice Hall.

Ivey, A.E., Pedersen, P.B. & Ivey, M.B. (2001). Intentional group counselling: A micro skill approach. Belmont CA: Wadsworth.

Jacobs, Ed E., Masson, Robert L., Harvill, Riley L. (2009). Group Counselling: Strategies and skills. Thomson: Brooks/Cole.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓	✓	✓	
CO4						✓
CO5				✓		

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>MULTI CULTURAL COUNSELLING</b>	<b>Credit: 4</b>
<b>Code: PAP5437</b>	<b>SKILLS</b>	<b>MARKS: 80</b>

### **Learning Outcome**

After the completion of this course, a student will be able to:

- i. Demonstrate Basic Counselling Skills
- ii. Reflect more on themselves as developing counsellors
- iii. Demonstrate a few counselling techniques.

### **Unit 1:**

#### **Introduction to Multicultural Counselling**

Concept of Cultural, Ethnic, Racial, Religious and Gender Identities; Acculturation- overview of theories and Measurement. Functional Approaches to Evidence- Based Practices in Multicultural Counselling.

#### **Unit 2 Multiculturalism in Different Settings**

Multiculturalism in School setting, Group Therapy, Industrial settings, issues in multicultural counselling

#### **Unit 3 Counselling Skills**

Basic Communication Skills - Attending Behaviour, Questions , Observation Skills, Paraphrasing, Empathy and Basic Listening Sequence  
Reflection of Content; Reflection of Feeling, Integrating Listening Skills

#### **Unit- 4**

#### **Multicultural Counselling Competence**

Self-Awareness –Inter-Personal Relationship –Adjustment and Adaptability –Understanding Cultural and Diverse Population –Attitude –Prejudice Issues of Equality in Opportunity, Social Justice and Discrimination in Multi-Cultural Career Counselling.

**Unit-5:****Ethics in Multicultural Counselling**

Ethical and professional code of conduct for practicing group and multicultural counselling-  
Professional standards and Ethical and Professional Issues in Group Counselling and  
Multicultural Group Counselling.

**Textbooks:**

Ivey, A.E., & Ivey, M.B.(2007). Intentional Interviewing and Counselling. Thomson: Brooks/Cole.

**Reference Books:**

Evans, D.R. , Hearn, M.T., Uhlemann, M.R., & Ivey, A.E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole.

Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. New Delhi: Sage Publications.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓	✓		
CO4						✓
CO5					✓	

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>ASSESSMENT IN COUNSELLING PRACTICAL</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code: PAP 5459</b>		

### **Learning Outcome**

- i. To understand and interpret the person's test scores.
- ii. To assist in selection of appropriate test.
- iii. To understand and solve the ethical issues in Psychological assessment.

### **Unit 1**

Nature and uses of Psychological Tests - Definition of a Psychological test. Uses of psychological tests. Test administration. Examiner and situational variables. Effects of training on test performance. Source of information about the test.

### **Unit 2**

Historical antecedents of modern testing: Early interest in classification and training of MR persons. The first experimental Psychologists .Contributions of Francis Galton. Cattell and the Mental tests. Binet and the rise of Intelligence tests. Group testing. Aptitude testing. Standardized Achievement Testing. Assessment of Personality.

### **ASSESSMENT OF INTELLIGENCE & APTITUDES**

1. Advanced Progressive Matrices– John C Raven
2. David's Battery of Differential Aptitude
3. Multiple Intelligence

### **ASSESSMENT OF PERSONALITY**

1. EPQ

2. 16 PF - Raymond B. Cattell
3. Big 5 - John, O. P., & Srivastava, S.
4. Anger Expressions - Charles D. Spielberger
5. Type A Personality

### **ASSESSMENT RELATED TO HEALTH**

1. Students Stress Scale – Manju Agarwal
2. Coping Scale - Erica Frydenberg
3. Quality of Life - WHO
4. Psychological General Wellbeing Index - Olivier Chassany

### **ASSESSMENT RELATED TO COUNSELLING**

1. Problem Checklist - Herbert C. Quay
2. Study Skills – Dr Kanchana
3. Interest schedule - Sanjay Vohra
4. Depression Scale – Beck

### **ASSESSMENT RELATED TO WORK**

1. Work Motivation - K. G. Agarwal
2. Organizational Commitment - Upinder Dhar
3. Job Involvement - R.N.Singh
4. Organizational Stress - C. N. Daftuar

### **Reference books:**

1. Anastasi. A. & Urbina.S. (2002), Psychological testing, 7th Edition, Pearson Education, USA.
2. Gregory.R.J. (2005). Psychological testing, history, principles and applications. 4th Edition, Pearson Education, USA.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)



CO/K	K1	K2	K3	K4	K5	K6
C01	✓					
C02		✓				
C03			✓	✓	✓	
C04						✓
C05						

**SPECIALIZATION III**  
**INDUSTRIAL PSYCHOLOGY**

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>ORGANIZATIONAL BEHAVIOUR</b>	<b>Credit: 4</b>
<b>Code:PAP 5471</b>		<b>MARKS: 80</b>

### **Learning Outcome**

By the end of the course the learner will be able to:

- i. Express and associate the concept of Organizational Behaviour (OB) in contemporary organization.
- ii. Identify and predict the human behaviours at workplace.
- iii. Understand and review the organizational dynamics. (k2)
- iv. Carry out the concepts and styles related to management like TQM, TPM, 5S, Kaizen, Six sigma etc
- v. Recognize the meaning and characteristics of organizational culture.

### **Unit 1 Organizational Behaviour (OB): OB:**

Nature, Meaning and Definition, History, Models-Contributions of Hawthorne studies. System views of Organization level of analysis (Individual, group and organization). Organizational Effectiveness, Organizational Climate.

### **Unit 2 Human Behaviour at Work:**

Job satisfaction, morale, motivation & Theories-Maslow, Herzberg, Vroom, McClelland; Conflict and Negotiation, Stress management and Effective Communication, Johari Window.

### **Unit 3 Organizational Dynamics:**

Groups in Organization: Nature, Cohesiveness, group dynamics; dynamics of group formation; Teams: Meaning, Characteristics, Types and significances. Leadership: process, style, types and theories – Contingency Model, Managerial Grid, Situational, Transactional and Transformational.

### **Unit 4 Human Engineering**

TQM,TPM,Japanese Style ofManagement-5S,Kaizen and Six Sigma and its applicability;

Occupationalhazardsatworkplaceenvironment.Employeecounselling

### **Unit 5 Organizational Culture**

Meaning and characteristics, Challenges, Organizational socialization process, Function and effects, role of leaders, Assessing organizational culture, changing organizational culture, developing Global organizational culture. Pedagogical approach: Lecture method, powerpoint presentations, focu sgroup discussions, field visits, seminars, roleplay, groupactivity, interactive debate and discussions.

Textbooks:

1. Kreitner, R. & Kinicki, A. (2008). *Organizational behaviour*. 8th edn. New Delhi: Tata Mc Graw Hill.
2. Luthans, F. (2008). *Organizational behaviour*. 11th ed. Boston: Mc-Graw Hill International Edition.

### **Reference Books:**

1. Michener, H.A., Delamater, J.D., & Myers, D.J. (2004). *Social psychology* (5<sup>th</sup>ed.). Belmont, CA: Wadsworth/ Thomson Learning.
2. StephenRobins(1993),*OrganizationalBehaviour*PHI,NewDelhi,
3. Vroom  
V.H&GrantL.*OrganizationalBehaviourandHumanPerformance*Wiley,NewYork1969
4. Morgan,C.T , King,R.A. (1986). *Introduction to psychology*. 7th ed. New Delhi : Tata McGraw Hill publishing company limited.
5. Pareek, U. (2007). *Understanding organizational behaviour*. 2 . Ed. New Delhi: Oxford University Press.
6. Robbins, S.P. (2009). *Organizational behaviour*. 14<sup>th</sup>ed. New Delhi: Prentice- Hall of India Private Limited.
7. Newstrom, J.W. (2007). *Organizational behaviour – Human behaviour at work*. 12<sup>th</sup>edition, . Tata McGraw Hill Publishing Company Ltd: New Delhi.
8. Slocum, J.W. & Don Hellriegel. (2007). *Fundamentals of organizational behaviour*. Thomson Learning: India
9. Sinha, J.B.P. (2013). *Culture and organizational behaviour*. New Delhi: Sage Sinha, J.B.P. (1990). *Work culture in the Indian Context*. New Delhi: Sage

## Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
C01	✓	✓				
C02		✓				
C03			✓	✓	✓	
C04						✓
C05					✓	

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>HUMAN RESOURCE MANAGEMENT</b>	<b>Credit: 4</b>
<b>Code:PAP 5473</b>		<b>MARKS: 80</b>

### **Learning Outcome**

At the end of the course students will be able to

- i. Understand the importance of Human Resource Management
- ii. Demonstrate competence in applying scientific model to HR practices
- iii. Analyze and Evaluate the key functions of planning and acquiring resources
- iv. Design training modules by analyzing needs and recommending outcomes

#### **Unit 1: Introduction to Human Resource Management**

History and evolution of the concept of HRM HRM: Definition, nature, scope, objectives and importance, Models of HRM, Policies, procedures and programs of HRM. Role of an HR practitioner. HRM: Line and staff aspects. HRM: current challenges and limitations

#### **Unit 2: Human Resource Planning (HRP)**

Human Resource Planning: Objectives, Importance, Process of HRP, Methods and techniques of HR Job Analysis: Nature and use of job analysis, methods of job analysis, Process of job analysis. Job Description (JD), Job Specification (JS) and Role Analysis. Job design: Nature, techniques for designing jobs. Job Evaluation: Concept, Nature, Methods of job evaluation, limitations

#### **Unit 3: Acquisition and Management of Human Resources**

Recruitment: Definition, Process and methods, policies and procedures, limitations, external Vs internal recruitment.

Selection: Purpose, processes and methods.

#### **Unit 4: Career Induction and Management**

Induction and placement: Aims and objectives of placement, induction/orientation. Internal mobility: Concept, transfer and employee separations.

Career Management: Nature and concept, stages of career management

#### **Unit 5: Training and Development of Human Resources**

Training: Process, Need and significance, Models - Training Design and methods: Techniques and method, E-learning, Creative training, Instructional design, Executive development

Training Evaluation: Competency Mapping, Logic Model

HRD in India: HRD in Indian industry

Textbooks:

1. Dessler, G. (2009). A framework for human resource management, 5th ed. Pearson/Prentice Hall Publishing.
2. Nick, P. B., & James, T. W. (2012). Effective training - systems, strategies and practices. Pearson.
3. Bhatia, S.B. K. (2009). Training and development: concepts and practice. New Delhi: Deep and Deep publication private limited.

### Reference Books:

1. Noe. R. (2012). Employee training and development. New York: McGraw-Hill Education
2. Rao, V.S.P. (2005). Human resource management: Text and cases, 2nd ed. Excel books.
3. Decenzo, D. A. & Robbins, S.P., (2002). Human resource management. John Wiley and Sons Inc.
2. Pareek, U. (2010). Training instruments for HRD. New Delhi: 3rd Edition, Mc Graw Hill.
3. Pulliam, P.P (2015). ASTD Handbook of Measuring and Evaluating Training, Viva Books, NewDelhi.
3. Page, R. & Tickell. M (2014). Learning and Development: 1st Edition, London, Kogan Page.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓			
CO4						✓
CO5				✓	✓	

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>ORGANIZATIONAL LEADERSHIP AND</b>	<b>Credit: 4</b>
<b>Code:PAP 5475</b>	<b>CULTURE</b>	<b>MARKS: 80</b>

### **Learning Outcome**

After the completion of this course, a student will be able to:

- i. develop an understanding of the organizational design, structure and functions.
- ii. understand and develop a cognitive framework of the influence of culture on organizational behavior
- iii. build an Indian worldview of being aware of leadership functions within one's culture
- iv. equip students with an understanding about the varied forms leadership and practices

### **Unit 1:**

#### **Introduction to Organizational Leadership**

organizational Leadership: Meaning, Definition Nature, Scope and importance.Organizational Leadership - History, Need and research.

### **Unit 2:**

#### **Organizational Structure and Design**

What is organizational structure? Foundations of Organizational structure, Organizational Designs, Framework of designs, Technology and new work designs, Workspace design and redesign. New forms of Organizations, understanding emerging environments.

#### **Organizational Culture**

Introduction to culture, Types of culture, Framework for mapping culture (Greet Hofstede, Clyde Cluckhohn, TE Hall). Creating and sustaining culture, Changing organizational culture, Creating Innovation in organizations.

### **Unit 3:**

#### **Organizational Leadership**

Introduction to Leadership, Functions of Leadership, Importance and Characteristics, Leadership style. Theories of leadership, Indian Philosophy and leadership (Vedas, Upanishads and Thinkers)

## Unit 4 : Leadership and Power

Concept of Power, Influence tactics in workplace, sources of power, diagnosing power and dependence, Interpersonal influence, Organizational politics and behavior, managing politics, Positive psychology of Leadership

### Textbooks:

1. Roa, V S P. (2009). Organizational Behaviour. First edition. Excel books, New Delhi.
2. Robbins, S. (2000). Organizational Behaviour. 9<sup>th</sup> Edition. Prentice-Hall, New Delhi
3. Schein, E. (2004). Organizational Culture and Leadership. Third Edition. The Jossey-Bass business & management series), USA

### Reference Books

1. Pareek, U. (2007). Understanding organizational behaviour. 2nd. Ed. New Delhi: Oxford University Press.
2. Robbins, S.P. (2009). Organizational behaviour. 14th ed. New Delhi: Prentice- Hall of India Private Limited.
3. Newstrom, J.W. (2007). Organizational behaviour – Human behaviour at work. 12th edition, Tata McGraw Hill Publishing Company Ltd: New Delhi.
4. Slocum, J.W. & Don Hellriegel. (2007). Fundamentals of organizational behaviour. Thomson Learning: India
5. Sinha, J.B.P. (2013). Culture and organizational behaviour. New Delhi: Sage

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓			
CO4						✓
CO5				✓	✓	



<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>MENTAL HEALTH AT WORKPLACE</b>	<b>Credit: 4</b> <b>MARKS: 80</b>
<b>Code:PAP 5477</b>		

### **Learning Outcome**

By the end of the course students will be able to

- i. deal with the mental health problems encountered in the organizations.
- ii. have adequate knowledge about the principles of ethical practice applicable to workplace counseling.
- iii. understand the first aid that can be carried out in mental health problem among employees in an organization and also the need for referral

### **Unit-1**

#### **Introduction to mental health**

Definition of mental health, Myths about mental illness and stigma attached to mental illness  
National mental health policy; In-house Mental Health and Wellness Programme; ethical and legal issues related to mental health; Psychological first aid; Role of HR department in dealing with a person with mental health issues. Multicultural issues in workplace that may contribute to mental illness; Psycho-education. Work- life balance of employees.

### **Unit-2**

#### **Mental illness and its Effects on the organization**

Common mental health issues in workplace – depression; anxiety; Bipolar affective disorder; Schizophrenia; Personality disorders; Substance abuse.

Impact of mental illness on the organization - Burnout, absenteeism, employee turnover, Reduced productivity.

### **Unit-3**

#### **Stress and its impact on Health and work**

Meaning and Definition; Types of stress – Eustress and Distress; The physiology of stress; Sources of stress – within the person—age; gender; personality; motivation; within the family—addition to the family, marital strain, divorce, illness, disability and death; Sources in the community and society—jobs and stress; environmental stressors

Moderators of the stress experience – personality, social support, locus of control

Sources of Chronic Stress. Stress related illness – acute stress disorder, posttraumatic stress disorder migraine headache, digestive system disorders; asthma; hypertension, cardiovascular diseases, cancer Psychoneuroimmunology – autoimmune disorders ;

#### **Unit-4**

##### **Theories of Stress and Measurement**

Theories of stress – Early Theory (Walter Cannon); stress as a stimulus (Holmes and Rahe), stress as a response – General Adaptation Syndrome (Hans Selye) and stress as an interaction (Lazarus)

Measurement of stress; Rating scales – life events(Holmes and Rahe), Daily hassels ; physiological measurements – EMG; GSR;

Coping with stress – emotion-focused and problem focused coping;

#### **Unit- 5**

##### **Mental health interventions at work place and Organizational practices to improve employee mental health and productivity**

Screening- Mental Status Examination (MSE). Process of referral to mental health professionals. Stress and burn out related interventions; Managing emergencies at the workplace- Crisis interventions . CBT, JPMR, Yoga, Meditation, Art based interventions, Gestalt therapy- empty chair technique.

Mentoring- Dimensions of mentoring, Forms of mentoring, Process of mentoring, Mentoring in Organizations:, Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships

**Textbooks:**

1. Carroll, M. & Walton, M. (eds.) (2003). Handbook of counselling in organizations. London: Sage Publications
2. Coles A. (2003). Counselling in the workplace. Milton Keynes: Open University Press.
3. Carroll, M. (1996). Workplace counselling. London: Sage..
4. Foster, B. & Seeker, K.R. (1998). Coaching for peak employee performance: A practical guide to supporting employee development. New Delhi: Wheeler Publishing.
5. Jerome, Paul J. (1998). Coaching through effective feedback: A practical guide to successful communication. New Delhi: Wheeler Publishing.
6. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.
7. World Health Organisation. (1992). ICD-10 Classifications of Mental and Behavioural Disorder: Clinical Descriptions and Diagnostic Guidelines. Geneva. Author.
7. Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
9. Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

**Reference Books**

1. Orlans, V. & Edwards, E. (2001). Counselling the organisation. Counselling at Work. Summer.
2. Herriot, P. (2001). The employment relationship: A psychological perspective. London: Routledge
2. McLeod, J. (2001). Counselling in the workplace: The facts. A Systematic Study of the Research Evidence. Rugby: British Association for Counselling and Psychotherapy.

## Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
C01	✓					
C02		✓				
C03			✓		✓	
C04						✓
C05				✓		

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – III</b>	<b>ASSESSMENTS IN INDUSTRIAL SETTING</b>	<b>Credit: 4 MARKS: 80</b>
<b>Code:PAP 5479</b>		

### **Learning Outcome**

By the end of the course the learner will be able to

- i. explain the concepts related to psychometric testing
- ii. exhibit knowledge in administering, interpreting and communicating the results.
- iii. Demonstrate the skills and knowledge in developing a psychological test.

### **Unit 1: Recruitment and Selection Assessment**

Career Assessment – Personality, Interest, Ability and Values- SDS, MBTI, BIG 5 and 16 PF.

### **Unit 2: Individual & Group Tests**

Intelligence & Aptitude Personality & Career Interest Learning & Motivation Creativity

### **Unit 3: Organizational**

Interpersonal Relations Leadership - Work Culture - Stress & Well being

### **Unit 4: Test Construction**

Steps in test construction, Item Writing: types of items, General guidelines for item writing

Item Analysis: Meaning and Purpose, Item difficulty, Item validity, Internal consistency,

Item analysis of Power and Speed Tests

## Unit 5: Reliability & Validity

Meaning and Definition, Types, Administration on fresh sample, computing correlation coefficient, computing validity coefficients

### Textbooks:

1. Kaplan, R.M. & Saccuzzo, D.P. (2012). Psychological testing: Principles, applications, and issues. Australia: Thomson Wadsworth.
2. Aiken, R.L. & Groth-Marnat, G. (2006). Psychological testing and assessment. USA: Pearson Education.
3. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
4. McIntire, SA and Miller, LA. (2007). Foundations of psychological testing: A practical approach. Sage Publications.

### Reference Books

1. Singh, A.K. (2017). Tests, measurements and research methods in behavioural sciences. Patna: Bharati Bhavan
2. Whiston, S.C. (1999). Principles and applications of assessment in counseling. regory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓		✓	
CO4						
CO5				✓		✓

## **SEMESTER – IV**

<b>M.Sc. PSYCHOLOGY</b>	<b>PART III MAJOR: CORE PAPER-1</b>	<b>5 Hrs Per week</b>
<b>Semester – IV</b>	<b>ETHICS IN PSYCHOLOGICAL PRACTICES</b>	<b>Credit: 4</b>
<b>Code: PAP 5402</b>		<b>MARKS: 80</b>

### **Unit 1: Introduction to Ethics**

What are morals and ethics? Absolute and relative morals - Rights and values -Community or individual rights? - Moral and ethical development - Legal requirements and professional standards - Principles, guidelines and issues - Why study ethics?

**Unit 2: Ethics and Precaution in Psychological Assessment:** Ethics in test construction - Ethical and Professional standard for Tests, Culture and Gender issues in test use, Response biases: types – Acquiescence biases, Extreme and moderate responding, Social desirability, malingering, random Response and Guessing. Language in scale or questionnaire. Bias in test construction – construct and predictive biases, Test fairness. Precautions in test construction.

### **Unit 3: Ethics and Legal Issues in Counselling and Psychotherapy**

The Role of Professional Values and standards; Ethical Issues- Client Welfare; Counsellors

Competence; Confidentiality; Informed Consent; Personal Relationship with Clients; Legal

Concern of Counsellors- Confidentiality, Competence and Malpractices; Counsellors as

Expert witness, Third party Payments. Ethical issues – Consent, Confidentiality, reporting. Role of Psychotherapist in Counselling Setting, Legal provision concerns of psychotherapist. Ethical issues in Psychotherapy. Approval bodies for counselling Psychologist, Code of conduct of Counselling Psychologists.

### **Unit 4: Ethics in School Setting**

Ethical code of conduct in school setting, considering the student’s chronological and developmental levels, Identifying the moral principles, considering the counselling setting. Responsibility of students, parents, guardian, teachers, colleagues, professional associates in school. Ethical and legal consideration – member screening, confidentiality, guidelines & rules, consent, documentation, school policy and procedure.

### **Unit 5: Ethics in Group and Multicultural Setting**

Ethical and professional code of conduct for practicing group and multicultural counselling- Professional standards and Ethical and Professional Issues in Group Counselling and Multicultural Group Counselling,

### **Textbooks:**

- 1 APA Ethical Guideline Manual



- 2 Sye, D.W. -(2006) -Multicultural Competencies: Individual and Organizational Development -Sage Publication New Delhi.
- 3 Jeannine R Studer (2015) the essential school counsellor in a changing society. New Delhi: Sage publication.
- 4 Leslie A Miller, Robert L. Lovler and Sandra A McIntire (2013)4<sup>th</sup> ed. Foundations of Psychological Testing: A Practical Approach. New Delhi: Sage Publications.
- 5 Michael J Lambert (2013) Handbook of Psychotherapy and Behaviour Change. 6<sup>th</sup> ed. New Jersey: Wiley

**Reference books:**

- 6 Christopher Sink (2005) Contemporary School Counselling. Boston: Lahaska Press.
- 7 Susan X Day (2008) 2<sup>nd</sup> ed. Theory and design in Counselling and Psychotherapy. Boston: Houghton Mifflin Company.
- 8 Ronald Jay Cohen and Mark E Swerdlik (2002) 5<sup>th</sup> ed. Psychological Testing and Assessment: an introduction to Test and Measurement. Boston: McGraw- Hill companies, Inc.
- 9 Theresa J.B. Kline (2005) Psychological testing: a practical approach to design and Evaluation. New Delhi: Sage and Vistaar Publications.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1	K2	K3	K4	K5	K6
CO1	✓					
CO2		✓				
CO3			✓		✓	
CO4						
CO5				✓		✓

## CASE STUDIES

### Objectives:

On successful completion of the syllabus the student will be able to:

- i. Prepare the case studies related to the different areas of counselling
- ii. Apply the Counselling process in various clientele
- iii. Prepare a case report based with suggestive intervention.

Candidate should select at least 5 cases from different areas such as school counselling, family counselling, adolescent counselling, marital counselling, workplace counselling and geriatric counselling.

The case studies reports should include

1. Case history, e.g., Genogram of the Client
2. Identification of the problem
3. Psychological Assessment
4. Counselling strategies adopted for intervention
5. Verbatim report of all sessions
6. Summary and Outcomes

## **DISSERTATION**

### **Objectives:**

To enable the students to

- i. Identify a research problem
- ii. Adopt appropriate research design to undertake the research study
- iii. Apply research methodology in selection of sample, finalization of tools for research
- iv. Collect data and analyse the results
- v. Present the research work in the form of dissertation

### **Suggested Format for Dissertation**

Chapter – 1

Introduction

- 1.1. Conceptual Framework / Theoretical Framework
- 1.2. Need of the study

Chapter – 2

Review of Related Literature (Last ten years)

- 2.1. Introduction (Brief)
- 2.2. Studies on variables, sample and related variables and samples
- 2.3. Critical analysis of reviews collected

Chapter – 3

Method of Investigation

- 3.1 Introduction
- 3.2 Statement of the Problem
- 3.3 Objectives
- 3.4 Hypotheses
- 3.5 Research Design (Methodology)
- 3.6 Sample (Sample, Sample Size, Sampling technique & Delimitation)
- 3.7 Variables

3.8 Tools (Description of the Tools – Author(s), Year, Target Group, No of items, Scoring, Norms, Reliability & Validity)

3.9 Statistical techniques

#### Chapter – 4

##### Results and Discussion

4.1 Introduction

4.2 Tables followed with discussion

#### Chapter – 5

##### Summary and Conclusion

5.1 Summary (one and half pages)

5.2 Findings

5.3 Suggestions & Recommendations

5.4 Implications

5.5 Conclusion

#### BIBLIOGRAPHY (APA FORMAT)

APPENDICES (Tools used, item analysis if any, special diagrams, photographs if any)

## **FIELD VISIT GUIDE**

### **INTRODUCTION**

Field visits are an important component of the learning process at the American College. They often significantly enhance the content of a course by providing information that is hard to convey in the classroom. Field visits contextualize or enhance historical or scientific data; interviews with participants, or observation of species, phenomena, or events often become an important part both of course content and the study of a discipline's methodology. In order to promote the success and safety of all involved in field trips, Department of Psychology, The American College has framed these FIELD TRIP GUIDELINES to ensure safety and other Academic knowledge.

#### **Purpose**

These guidelines will provide the basis for the Department of Psychology, School of Behavioural Science at The American College to protect the health and safety of the students and reduce the potential for accidents. These guidelines are intended to supplement any existing college, school or department guidelines or procedures.

#### **How to Minimize Field Trip Risks and Liability?**

It is impossible to eliminate all risks entirely. However, advanced planning can help minimize the exposures to the supervisor and students of The American College. The following information is designed to serve as a guide to assist department of psychology faculty and staff in making a reasonable effort to ensure a safe educational experience for students participating in field trips under their guidance.

Careful consideration should be given to the potential for student injuries, employee injuries, injury and damage to others and damage to University property.

Most claims against colleges and universities associated with field trips can be attributed to the following:

- Lack of supervision
- Failure to enforce policies or rules
- Failure to provide proper or well-maintained equipment
- An unsuitable field

#### **Definitions**

##### **A. Field Visit:**

A University supervised educational or instructional journey or excursion away from the University campus, whether or not in University vehicles, involving two or more persons, that is organized and/or sponsored by a department or Unit of the University, or by a faculty member or other authorized employee of the University, for academic research or recreational purposes that are related to an approved academic program or area of study.

\*"Field Trip" as referenced in this guide is not intended to include internships, practicums, co-operative education, service learning, volunteer activity not part of a University programme, study abroad, on-campus excursions, trips by University clubs, groups or organizations, and travel by University athletic teams and related personnel pursuant to approved policies of the Athletics Department.

**B. Field Visit Participant:**

University faculty, staff, and students connected with the academic course. Only students enrolled in the class or programme sponsoring the field visit may participate (i.e., no friends or relatives).

**C. Student:**

Students enrolled at the University and in the course that has the field trip as part of its requirements.

**Conduct**

Faculty should be guided by the University's rules and regulations. Compliance with University Policies Make sure all participants understand that university policies for faculty, staff and students apply to field trips regardless of the location. Instructional activities and settings should be consistent with department of psychology policies including but not limited to policies on alcohol and drug use, vehicle use, student misconduct, etc.

**Approval**

Obtain school and department approval for field trips where appropriate. The University through the school or department, should have complete information about the location, duration and transportation route for each field trip on file and accessible prior to the occurrence of the activity. The University, through the school or department, should have a complete list of all participating students including emergency contact information on file and accessible prior to the start of the activity. Exclude extra hazardous activities any from your field trips. If a trip includes substantial risks due to strenuous or unusual physical activity, lasts longer than a week, or includes travel out of state, a participant agreement instead of an Assumption of Risk/Waive form should be used so that conditions and risks are explicitly described.

**Notifying Students of Field Visits/ Trips**

**Let Students Know Early**

Whenever possible, Field Trips should be clearly identified in the course syllabus,(as to location, time, means of transportation, and with some reference to inherent risks associated with the particular activity. The syllabus should also identify the Field Trip as "required" if this is the case.

**Field Trips Later in the Semester**

If an unforeseen educational opportunity arises later in the term, as soon as possible the faculty member should discuss it with the class. In that case, consider the other classes and workload of the students when requiring participation.

### **Informing Students**

In the first class of the term, the faculty member should discuss with students in appropriate detail the schedule and activities that will take place, as well as any risks associated with the activities of the field trip and expectations for behavior during the field trip. Such a discussion should be repeated not less than a week in advance of the trip.

### **Pre-Field Trip Site Inspections**

#### Familiarize with the Destination Site

- The faculty or staff member in charge of the field trip should be familiar with the site and prepare a site safety plan to present to participants.
- Whenever practical, the site of the field trip should be visited in advance by the faculty member, or an appropriate University official, to evaluate potential risks and to minimize, through effective planning, any risks associated with the location.
- Know the site where you are visiting and what geographic areas to avoid.
- The instructor or field trip supervisor should determine whether immunizations are required, what skills are necessary, what students should do to acquire those skills and how competency will be evaluated prior to the trip.
- The number of supervisors for the trip and their competency level should be based upon the number of students and range of their skill levels.
- Lodging premises and locations should be reasonably safe or written documentation provided concerning associated risks (i.e. inner city accommodations in high crime area).

### **Pre-Field Trip Risk Management**

#### **Itinerary**

- Consider developing a detailed itinerary of the trip.
- Meet with all participants ahead of time to familiarize them with the itinerary and discuss in appropriate detail the risks associated with the site and the activity, relevant emergency preparedness information, as well as expectations for behavior during the field trip

### **Dealing with Hazards**

- Provide information and training for reasonably foreseeable hazards involved with the activities related to the field trip such as crime, strenuous physical activities, falling hazards, dangerous animals, poisonous plants, etc.
- Identify any special requirements for participation in the field trip (special skills, fitness, or certification) as well as any hazards or dangers on the trip or at the site that might affect the health and safety of the participants.

- Be sure to provide the necessary orientation and training for participants.
- Consider the need for special clothing or equipment that may be needed because of environmental or weather conditions, or the general conditions of the site.
- Inform participants of requirements for personal protective equipment and supplies that be required or recommended to properly and safely participate in the activities of the field trip. This equipment may include hard hat, safety glasses, long sleeves, long pants, boots, sun block, glasses, hat, insect repellent, water, etc.
- Consider taking a first aid kit.
- Consider the trip leader to participant ratio.
- It is inadvisable to make any significantly risky field or research trip a 'required' or 'mandatory' class activity. Instructors should consider alternative assignments or activities in case a student declines a field trip for risk, expense, disability or health-related reasons.

### **Pre-Field Trip Orientation & Trip Expectations**

Faculty and staff coordinating field trips need to provide the participants with some form of orientation prior to departure. The type of field trip will again dictate the level of detail needed in the orientation, but both verbal and written communication is essential.

Orientation materials should include the trip destination and purpose, a travel itinerary, route, rest and meal stops, lodging and transportation information, appropriate clothing or gear, and the established rules and protocols specific to the field trip. Orientation should also include any procedures for a "buddy system" and information on known risks as well as local cultural, custom and legal requirements. In addition, materials should include a summary of activities and physical requirements students will encounter, any known or unusual circumstances that would require advance preparation or equipment, any known unique hazards.

### **Visit/Trip Contingencies**

Even with the best planning effort, things can still go wrong. Try to anticipate what complications could arise, and then develop contingency plans in advance. Examples include: a student needs to leave early because of a personal emergency; a student violates established rules; weather or transportation delays or cancellations. Understand any contract limitations or restrictions. Will the "unused portion" of pre-paid trip expenses be refundable?

### **Paperwork, Records and Documentation**

Field Visit/Trip coordinators should consider the nature of the field trip and review documentation to ensure that language is clear and accurate when providing information to participants or preparing informed consent forms or release statements. The following are written records that should be obtained in advance of the field trip and easily accessible. We



recommend that the field trip leader have copies, as well as maintain a back-up record in the departmental office.

- Trip Itinerary and Planning Form. Ensure documentation exists at the departmental level indicating that the trip is a university authorized program and retain a list of who is authorized to be involved in the trip.
- Pre-Field Trip Check List. Ensure this document exists at the departmental level indicating that the Field Trip Guidelines have been reviewed and all relevant aspects have been applied to the field trip.
- Field Course Field Trip Participant Contact Information. Prepare a list of participating students. Remember, authorized passengers in Auburn University vehicles must be a university employee or participants in an official University sponsored/authorized field trip.
- Medical Information Form. Ensure this document exists at the departmental level indicating any medical concerns for Field Trip participants. • Liability Waivers and Releases.

## **GENERAL GUIDELINES FOR STUDENTS**

### **Conduct**

Students participating in University sponsored field visit/trips are expected to conform to the same standards of behavior as published in the university handbook. Any violation of the student code of conduct or local, state, or central laws may result in disciplinary action or sanctions by the University. All participants are individually responsible for their personal conduct while on the trip. The University has no obligation to protect students from the legal consequences of violations of law for which they are responsible. Participants in University-sponsored field visits/trips may not possess, consume or use any alcoholic beverage, narcotic, illegal drug or other controlled substances while participating in field trip activities. While actually engaged in a field trip, the faculty member in charge may enforce the provisions of these guidelines and procedures by withdrawal or limitation of privileges, or, in the event of repeated violations, by excluding the offending student from further participation and arranging to return the student to the campus or to convey him/her to the nearest point of public transportation for return to the campus. The cost of such return transportation is a proper charge against University funds, but the University reserves the right to obtain reimbursement from the offending student.

### **Deviating from Field Trip Itinerary**

Students, who choose to travel to the site of a field trip early, remain at the site after the planned activity is completed, or who separate from the group, do so of their own freewill and at their own risk.

### Outline of the Field Visit Report:

Name of the Student	:	
Registration Number	:	
Specialization (If any)	:	
No of Visit	:	
Date	:	
Location	:	
Monitored by (Faculty Detail)	:	
Contact Person in the field	:	
Address	:	
Objectives of the Field Visit		
Methodology		
Tools Used		
Observation		
Results and Discussion		
Recommendation and Suggestions		
Conclusion		
Annexure: Photographs and Certificates		

Answer the following Questions

1. About the organization visited
2. List the progress from the visit
3. Why the field visit is important?
4. What are the leanings from the field?
5. What are the challenges faced by the visitor?
6. How to improve the quality of the learning experience? I.e. suggestions to future visitors etc

## Field Trip Planning and Itinerary Form

This form is used by the faculty or staff member leading the field trip. It should be completed as early as possible prior to the beginning of the semester in which the field trip is planned. A copy should be left with a designated emergency contact person in the department. A copy should be kept by the field trip leader and taken on the field trip itself.

1. Field Trip Faculty:

Designation:

Department:

Work Phone:

Cell Phone:

Email:

2. Class Information:

Number of Participants:

3. Departure:            Date:            Time:            Location:

4. Return:            Date:            Time:            Location:

5. Destination:

Name:

Address:

City:

State:

PIN:

Contact at Destination:

Contact Phone Number:

6. Planned Route:

7. Purpose of Field Trip:

8. Transportation Arrangements:

Indicate the number of vehicles on the line beside the vehicle types:

- University Vehicle(s)
- Private Cars

9. Designated Department Emergency Contact:

Name:

Contact Phone Number:

10. Emergency Services locations and contacts nearest to field trip site:

Police/Law Enforcement:

Phone Number:

Fire Department:

Phone Number:

Hospital:

Phone Number:

Other:

Phone Number:

Signed (Field Trip Leader):

Date:

- a. Copy to the Field Trip Leader to take on field trip.
- b. Copy to University, School or Department under which the class having the field trip is located.
- c. Copy to the nominated emergency contact person at the University