

UNIVERSITY OF KERALA



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

UNIVERSITY OF KERALA

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IN AFFILIATED COLLEGES, 2017 ADMISSION ONWARDS**

Course structure & Mark Distribution

Semester	Paper Code	Title of paper	Instructional hour/week		ESA time	Maximum marks				
			Theory	Practicals		CA	ESA	Total	Sem Total	
I	PC 211	Psychology in Context	5	1	3 hrs	25	75	100	400	
	PC 212	Personality and Personal Growth	6		3 hrs	25	75	100		
	PC 213	Introduction to Psychological Assessment and Research	6		3 hrs	25	75	100		
	PC 214	Cognitive Psychology	7		3 hrs			100		
II	PC 221	Advanced Psychological Processes	7		3 hrs	25	75	100	400	
	PC 222	Research Methodology	7		3 hrs	25	75	100		
	PC 223	Counselling	5	1	3 hrs	25	75	100		
	PC 224	Experimental Psychology		5	3 hrs	25	75	100		
III	PC 231	Psychopathology	7		3 hrs	25	75	100	400	
	Optional Group A – Clinical Psychology									
	PC 232-A	Clinical Psychology-Theory and Practice	6		3 hrs	25	75	100		
	PC 233-A	Psychodiagnostics and Testing	6		3 hrs	25	75	100		
	PC 234-A	Neuropsychology	6		3 hrs	25	75	100		
	Optional Group B – Organizational Behavior									
	PC 232-B	Organizational Behaviour	6		3 hrs	25	75	100		
	PC 233-B	Assessment and Intervention in Workplaces	6		3 hrs	25	75	100		
	PC 234-B	Human Resource Management	6		3 hrs	25	75	100		
	Optional Group C – School psychology									
	PC 232-C	Foundations of School Psychology	6		3 hrs	25	75	100		
	PC 233-C	Children with Special Needs-Assessment and Management	6		3 hrs	25	75	100		
	PC 234-C	Child Development-Implications for School Psychology	6		3 hrs	25	75	100		

IV	PC 241	Psychotherapy and Behaviour Modification	7		3 hrs	25	75	100	400	
	Optional Group A – Clinical Psychology									
	PC 242-A	Clinical Interventions	7		3 hrs	25	75	100		
	PC 243-A	Training and Practice	2	4	3 hrs	25	75	100		
	PC 244-A	Psychological Assessment		5	3 hrs		75	100		
	Optional Group B – Organizational Behavior									
	PC 242-B	Current Trends and Applications of Organizational Psychology	7	7	3 hrs	25	75	100		
	PC 243-B	Training and Practice	2	4	3 hrs	25	75	100		
	PC 244-B	Psychological Assessment		5	3 hrs	25	75	100		
	Optional Group C – School psychology									
	PC 242-C	Interventions in School Setting	7		3 hrs	25	75	100		
	PC 243-C	Training and Practice	2	4	3 hrs	25	75	100		
	PC 244-C	Psychological Assessment		5	3 hrs	25	75	100		
		Dissertation						100		
		Viva Voce						100		
		Grand Total						1800		
CA: Continuous Assessment, ESA: End Semester Examination										

Overview of the course/programme

The programme aims at enabling the students to acquire the necessary theoretical inputs and practical skills for effective functioning in the field of applied psychology. The program has been conceptualized as a comprehensive one at par with current international trends in college level training of psychology.

M.Sc. in psychology is a two-year four semester programme. In semesters I and II there are four compulsory papers each. The student can choose from the three optional groups, viz. Clinical Psychology, Organizational Behaviour and School Psychology by the beginning of the 3rd semester in which there is one common paper and three applied papers of the optional group chosen by the student. In semester 4 also there is one common applied paper and three specific specialisation papers of the particular optional group chosen by the students in semester 3. The course comprises 16 papers, containing both theory and practical papers. At the end of the 4th semester, the student is required to submit a dissertation that has to be started at the beginning of the third semester and to be submitted at the end of the fourth semester. The student has to appear for a comprehensive viva voce at the end of the last semester. Dissertation and viva voce are evaluated externally.

SCHEME OF EVALUATION

Division of marks in each paper	Marks
Continuous Assessment	25 marks
End Semester Assessment	75 marks
Total	100 marks

Division of marks in the Continuous Assessment: Practical

Attendance	5 marks
Seminar	5 marks
Assignment	5 marks
Tests	10 marks

Division of marks in the Continuous Assessment: Theory

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

Division of marks in the End Semester Assessment: Practical

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

Division of marks in the End Semester Assessment: Theory Question

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

Total marks in each semester	400 marks
Total for all the four semesters	1600 marks
Marks for dissertation	100 marks
Marks for viva voce	100 marks

Total marks for the course	1800 marks
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SEMESTER I. PC 211
PSYCHOLOGY IN CONTEXT
Theory-5 hours; Practicum -1hour

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

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

Unit II: With the understanding obtained from the previous unit, the student is expected to understand the role of a psychologist in the present times and to familiarize oneself with the core competencies s/he is expected to achieve on completing this course. The knowledge of international standards would help the student to monitor one's own academic process and professional growth.

Unit III: This unit discusses four means through which the student learns to think and practice as a psychologist- 1.Critical thinking, a psychologist's way of thinking. How to use it in practice, research and daily life. The student also learns how to balance empathy, the most important emotional characteristic of a psychologist, with critical thinking. 2. Scientific communication and to avoid being lay theorist. 3. Learning psychology the best way in class room through some demonstrations. 4. Utilizing internet to learn effectively.

Unit IV: This unit brings psychology to the Indian context. The need to adopt a community psychology orientation is emphasized. The student is introduced to the idea of personal growth in the her/himself.

Unit V: This unit discusses some important issues (not an exhaustive list) that merit the immediate attention of the psychologist in India.

Objectives:

To understand how psychology evolved as a discipline

To be able to place psychology in context

To acquire critical thinking skills required for a psychologist

To acquire the ideas to apply psychology in the immediate cultural context

To explore the role of psychologists in facilitating social change

To commit oneself for personal and professional growth as a psychologist

Unit 1: Theoretical evolution of Psychology as a discipline

Early efforts to understand mind- Folk psychology.

Rationalism.Empiricism.

Positivism.Basic ideas of the scientific method: Observation, induction, deduction, theory, law, model, causes, reasons, empirical cycle. Types of explanations: nomological, hermeneutic understanding, functional explanation. Issue of reduction.

Philosophy of science: Logical positivism. Popper- falsifiability, Kuhn- paradigms, Post-positivism.Social Constructivism.

Current views of mind.Biopsychological, evolutionary explanations.Sociocultural view.

Current research interests in psychology: Positive psychology. Cultural Psychology.Feminist Perspective.Forensic psychology.Social cognition.Critical Psychology.

Unit 2: Learning psychology in the present times

Scientist-Practitioner model in psychology.Boulder model of learning psychology.What should be the outcome of a psychology post graduate program?

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

Core capabilities of a provisional psychologist (Psychology Board of Australia): Knowledge of the discipline, psychological assessment and measurement, intervention strategies, communication and interpersonal relationships, research and evaluation, ethical, legal and professional matters, working within a cross-cultural context, practice across the lifespan

Professional and personal skills required for students. Skills that psychologists require: Employers' perspective- Researches by Landrum (2003) and Gardner (2007).

Unit 3: Learning to think like a psychologist

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

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

Balancing empathy and critical thinking.

Communicating as a professional: Using scientific vocabulary. Developing scientific and professional communication skills

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

Learning from web sources (with demonstrations): Google scholar, online journals, pubmed, TED lectures, TTC videos, coursera, web resources like psychinfo. Socialpsychology.org

Unit 4: Practicing psychology in the Sociocultural Context of India

Integrating culture in psychology. Pioneering works in Cultural Psychology: Kakar, Laungani. Key concepts - collectivism, Indian families, absence of adolescent culture, extended family networks in India, connectedness, female identity in India. Sanskritization vs Westernization. Influences on individual and family life in India- Religion, caste, gender differences, post globalization trends.

Community Psychology. Prevention models of psychology. Role of psychologists as prevention professionals.

Concept of psychological literacy. How to develop a psychologically literate society.

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

Unit 5: Role of Psychologist in Social Engineering in a Developing Country

1. Environmental Problems and Applications: Human behaviour & global climate change, Influencing public opinion, adopting responsible environment-related behaviour
2. Social Media Usage: Use and abuse of social networking/ technology and its role in social life & politics
3. Gender: Sex and gender. Gender equality. Gender sensitive policies. Gender minorities.
4. Marginalization: Issues of the aged, urban slums, institutionalization.

Self study Unit (For Continuous Assessment; not to be asked for End Semester Assessment)

Revisiting Psychology as a discipline

Goals of Psychology. Schools of psychology. Psychology as a science. Characteristics of Science. Psychology as a social science.

Psychologist in policy advocacy- Examples of social psychologists in WW2, role of attachment theory in the UN policy of maternal health

History and relevance of teaching and practicing psychology in India and Kerala

Practicum: 1 hour per week

A. Personal Growth of Students and Mentoring by Tutor

Class Tutor or a teacher from the Department is to be allotted as a mentor for each student. Mentoring can be aided by a comprehensive psychological assessment (done by senior students, supervised by the teacher or a professional). Student needs to establish a Life change log. Set goal, Revise and Evaluate. At the end of the course, evaluate the progress by oneself.

B. Assignment required

Prepare a life change log. Set target behaviours. Identify psychological applications that help the change. Monitor the process with the help of the mentor.

C. Presentation

Group presentation- Survey the potential employers around your place and prepare a list. Interview potential employers and gain an understanding of what do they look for in a PG pass out.

D. Activities suggested

1. Present and critically appraise great ideas / key studies in psychology. Write a summary of one study using skills gained from PC214.
2. Do a survey / qualitative assessment of the issues of a marginalized section of the society.
3. Conduct a study to explore the feasibility of applying psychological techniques in tackling social issues.

References:

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SEMESTER I. PC 212

PERSONALITY AND PERSONAL GROWTH

Objectives

- To understand the concept of personality
- To understand approaches to conceptualizing personality
- To compare various personality theories
- To apply the concepts of personality theories in understanding and personalities and facilitating one's own personal growth

Unit I: Personality - Introduction

Definition of Personality
Definition and Development of Self
Role of Temperament in Personality Development
Components of a Personality Theory
Evaluation of Personality theories - Dimensions

Note: Basic concepts and evaluation of each theory to be included

Unit II: Psychoanalytically-oriented Theories

Sigmund Freud
Carl Jung
Neo Freudians: Erik Erikson, Henry Murray, Alfred Adler, Karen Horney, Eric Fromm
Object-relations Theories and Ego Psychologists: Anna Freud, Melanie Klein, Donald Winnicott
Attachment Theory: John Bowlby

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Harry Stack Sullivan, Heinz Kohut

Unit III: Trait Theories

Gordon Allport, Raymond Cattell, Hans Eysenck

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Big 5 Theory, Type A/Type B/Type C

Unit IV: Behaviouristic and Cognitive Theories

Skinner, Albert Bandura, George Kelley

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Dollard-Miller

Unit V: Humanistic and Existential Theories

Carl Rogers, Abraham Maslow
Viktor Frankl, Rollo May

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Kurt Lewin

Unit VI: Personal Growth and Resilience Theories

Enlightenment and Self-realization in the Indian Tradition

Fully functioning Individual - Rogers

Self-actualization- Maslow

Resilience - Positive Psychology

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Elements in Buddhism, Zen, Sufism

Assignment required

Compare various personality theories using the repertory grid and present.

Reference

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Carr, A. (2008). *Positive psychology: The science of happiness and human strength*. Routledge.

SEMESTER I. PC 213

INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT AND RESEARCH

Objectives

- To understand and apply the concepts of test development
- To acquire knowledge about various assessment tools used in various settings
- To know about the styles of writing used in the current academic scenario
- To equip oneself to critically evaluate and review academic writing and articles

Unit 1- Measurement

Psychological measurement. Scales of measurement-Nominal, Ordinal, Interval and ratio scales. Quantitative and qualitative measurements.

Unit 2- Scaling

Rating scales –types

Content analysis, Q-sort, Semantic differential, Sociometry, Situational tests, other behaviour measures.

Psychological scaling methods. Application of scaling methods in attitude measurement- Methods of Thurstone, Likert and Guttman

Unit 3- Test Development

Requirements of a standardized test

Reliability: meaning, types - Test-retest, Alternate forms, Split half, Coefficient alpha, KR-20, Interscorer reliability.

Validity: meaning, types - Content, Criterion related, Construct, Face validity.

Norms: Types - Age, Grade, Percentile, Standardized norms

Construction and standardization of psychological tests: Planning, Item writing, Item analysis, Calculation of indices of item difficulty and item discrimination.

Item characteristic curve.Sources of bias in testing.Ethical issues in testing.

Unit 4-Types of Tests

Different types of psychological tests:

Tests of attitude, aptitude, achievement. Interest inventories.

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

Tests of personality:

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

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

Unit 5- Introduction to Research

Basic classifications of psychological research: Quantitative vs. Qualitative studies, Experimental vs. Non-experimental (Observational) studies.

Non-experimental studies: Survey research, archival research, case study, ethnography.

Unit 6- Initial Steps in Research

Steps in investigation

Types of variables

Selecting a research problem. Operationalizing the variables. Formulating the hypotheses.

Review of literature. Population and Sample.

Sampling: Different types and uses of probability and non-probability sampling. Sample size estimation. Sampling distribution.

Unit 7- Academic Writing

Introduction to Academic Writing

Key issues: plagiarism, biases and frequent errors. Guidelines and rules in academic writing: Introduction to style and formatting guidelines from APA; specific guidelines pertaining to in-text citations and references

Forms of Academic Writing: Abstract writing; summarization; review of literature; scientific poster presentations; reflective, analytic and descriptive reports; book review; film review; tables and graphs in academic courses.

Self Study Unit (for Continuous Assessment, not for End Semester Assessment)

Data collection methods: Observation, survey, case study, interview, psychological tests.

History of testing. Nature and use of tests. Individual and group tests, Speed and power tests, Verbal, non-verbal and performance tests

Scientific method: Assumptions of science, scientific investigation

Meaning of research. Types of research- fundamental, applied, action researches. Field studies and laboratory experiments. Cross-cultural studies. Descriptive, Exploratory, Correlational and Experimental research in psychology

Assignments required

1. Generate abstract of a study/ prepare a poster/ write a review.
2. Students are required to construct and standardize a psychological test, on individual or group basis, and submit the same along with the manual before ESA. The same is to be included in the record of PC 224 EXPERIMENTAL PSYCHOLOGY (Practicals).

(Students are to be encouraged to prepare descriptive assignments of other courses, if any, electronically and submit it online. The same is to be submitted to plagiarism check by means of software.)

References:

- Gregory, R.J. (2000). *Psychological testing: History, principles and applications*. Boston: Allyn and Bacon.
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SEMESTER I. PC 211
COGNITIVE PSYCHOLOGY

Objectives

To acquire a deep understanding of core concepts of human cognition, and to appreciate the scientific process

To develop a clear understanding of the mind, thereby gaining a much better understanding of ourselves and those around us

To apply knowledge of cognitive processes and concepts to some real life situations and research scenarios

Unit 1: Cognitive Psychology and Attention

Cognitive Psychology and its relevance

Different approaches to the study of Cognitive Psychology

Attention and its Process

Models of Attention

- Early selection theories - Broadbent's model of selective attention or Filter theory, Triesman's Attenuation model
- Late selection theories - The Pertinence model, Limited capacity models, Neisser's synthesis model

Neurological organization and attention

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Important cognitive psychologists and their contributions

Unit 2: Perception

Perception and its theories

- Bottom up theory of perception-Theory of direct perception (Ecological view)
- Template theories
- Prototype theories
- Feature theories

- Structural description theory
- Top Down theory of perception-Constructive perception
- Computational theory of perception
- Spatiotemporal Boundary formation theory

Classical psychophysics

- Absolute threshold, Difference threshold, JND
- Psychophysical methods
- Weber's law, Fechner's law, Steven's power law
- Signal detection theory (SDT), Applications of SDT- Receiver operating curve

Theories of illusion

Theories of colour perception

Theories of pain perception

Perceptual styles

- Field dependent Vs Field independent
- Repressors Vs Sensitizers
- Levellers Vs Sharpeners

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

ESP- Subliminal Perception - Perceptual vigilance- Perceptual defence

Role of emotion, motivation and learning in perception

Unit 3: Cognition

Theories of cognitive organization

- Network models (Collins & Quillian network Model, Collins & Loftus Network model)
- ACT&ACT*
- The connectionist model (PDP)

Representation of knowledge

- Categories, Prototypes, Schemas, Scripts
- Acquisition of declarative & procedural knowledge
- Knowledge representation model based on human brain (declarative & non declarative knowledge)

Cognitive Psychology and neuroscience

Meta cognition

Psycholinguistics

- Structure of language – Phonology, Syntax, Semantics, Pragmatics
- Language and Cognition

- Modularity Hypothesis
- Whorfian hypothesis
- Neuropsychological views
- Cognitive approach to language acquisition

Bilingualism

Reasoning

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

Problem solving

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

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Role of cognition in emotional arousal- Two factor theory- excitation transfer

Improving problem solving, Creative problem solving
Decision making and its strategies

Unit 4: Memory

Sensory Memory- registration, representation and characteristics

STM and LTM - Characteristics

- Narrative and autobiographical memory
- Semantic and episodic memory
- Declarative and Procedural memory
- Implicit and Explicit Memory

Flash bulb memories

Constructive Processes in memory

Information processing models

- Atkinson- Shiffrin three store model (stage model or modal models) of memory
- Levels of Processing model (Self- Reference Effect)
- Transfer appropriate processing.
- Baddely- Hitch model of working memory.

- Newell's Soar model

Theories of forgetting

- Decay theory /Fading theory
- Interference theory
- Tulving's cue dependent theory of forgetting, state dependent memory and forgetting.
- Retrieval inhibition as a theory of forgetting.
- Trace dependent forgetting
- Motivated forgetting theory

Neurological basis of memory, Brain damage and dysfunction of memory, PET, Search for engram, Biochemical basis of memory

Biogenic and psychogenic forgetting

- Alzheimer's disease - Retrograde amnesia
- Infantile Amnesia - anterograde amnesia
- Korsakoff's Syndrome - Posttraumatic amnesia

Computer simulation and Artificial Intelligence

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Memory processes – Encoding, Storage, Retrieval

Eye witness testimony

References

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SEMESTER - II. PC 221

ADVANCED PSYCHOLOGICAL PROCESSES

Objectives

- To gain better understanding of higher mental processes
- To learn about the relevance of these psychological processes in daily living

Unit 1: Intelligence

Theories of intelligence:

- Factor theories – Spearman, Cattell, Thurstone, Vernon, Guilford
- Process Oriented theories – Piaget, Bruner
- Information processing theory
- Sternberg's triarchic theory
- Hunt's problems solving intelligence
- Jensen's theory of intelligence
- Gardner's theory of intelligence
- PASS model of intelligence

Mental chronometry- RT and speed of response

Creativity-concept, components, stages and factors

Views of Torrance, Getzel, and Guilford on creativity

Emotional intelligence and its relevance

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Concept of intelligence, Determinants of Intelligence: Heredity and Environment, Brief history of Intelligence Testing. Types of Intelligence Tests.

Unit 2: Learning

Habituation and sensitization

Opponent process theory

Verbal Learning – Materials and Methods

Biological basis and influences of learning, Synaptic plasticity

Conditioning

- Pavlovian conditioning and application
- Appetitive and Aversive conditioning
- Garcia Effect
- Skinnerian conditioning and application
- Reinforcement and its schedules
- Stimulus control of behaviour

Learning and cognition

- Signlearning- Tolman
- Latent or hidden learning
- Insight learning
- Set learning
- Observational learning
- Blocking
- Sensory pre conditioning
- Learned helplessness

Learning Theories

- Hull
- Tolman
- Guthrie
- Mowrer
- Razran

Neural mechanisms of learning

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Reinforcement and punishment and their types

Escape and avoidance conditioning

Superstitions

Unit 3: Motivation

Concept of Motivation - Motivational cycle - Homeostasis

Instinct theory and ethology

Theories of Motivation:

-Hedonistic and activation theories of

- Young
- McClelland
- Schlosberg
- Lindsley

Concept of motivation as portrayed in the theory of Lewin

Motivational aspects involved in

- Psychoanalytical theory of Freud
- SR theory-Hull and Spence
- Cognitive theory of Tolman

Biological motives and its physiology-Hunger,thirst,sleep and sex

Social motives-Achievement,Affiliation and Approval

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Incentive Approach, Maslow's Need Hierarchy Approach, Murray's Need for Achievement

Other Motives: Exploration, Curiosity,Manipulation& Contact Aggression.

Unit 4: Emotion

Concept, Components and Measurement of emotion

Neural mechanisms (central and peripheral) of Emotion; the limbic system

Theories of emotion

- James – Lange
- Cannon – Bard
- Schachter and Singer

Facial Feedback hypothesis

Development of emotions, briefly. Emotion regulation, Emotional competence

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Common emotions, Stress and coping

Unit 5: Biology of Behaviour

The Nervous system: Communication in the Nervous system and interaction between neuron.
Neurotransmitters and its functions

The Spinal cord and its functions

The Brain and its functions

The Endocrine systems and its functions

References:

Klein, S.B. (1991). *Learning, principles and applications*, 2ndedn.McGraw Hill.

Howe, J.A. *A guide to psychology of learning*.

Morgan, C.T. (1993). *Introductions to psychology*. New York: Tata Mc-Graw Hill.

Coffer, C.N., & Appling, M.H. (1996).*Motivation: Theory and research*.

Das, J. P. (1998). *The working mind*. New Delhi:Sage publications.

Baron, R.A. (1995).*Psychology*. New Delhi: Prentice Hall.

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Zimbardo, P. (1998). *Psychology and life*.London:ScotForesman& Co.

Hergenhhan, B. R& Olson, M. H. (2005).*An introduction to theories of learning*.Pearson
Prentice Hall,

Petri, H. L & Govern, J. M. (2003). *Motivation: Theory, Research, and Application*. New York:
Wadsworth Publishing.

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SEMESTER II PC 222
RESEARCH METHODOLOGY

Objectives

- To understand and apply the concepts of quantitative and qualitative research designs
- To demonstrate the skills for preparing a research proposal
- To demonstrate the skills for conducting various statistical analyses

Unit 1- Research Design

Research Design- Introduction

Experimental designs: Important concepts- Variance, Partitioning of variance, Sources of error variance.

Control techniques- Elimination, Constancy, Making a secondary variable an IV, Statistical Control and Randomization. Blocking and matching techniques.

Purpose and principles of experimental research design.

Non-experimental designs: pseudo experiments, quasi experiments, correlational experiments.

ex- post facto research, time series design.

Unit 2- Designs

Experimental designs: Within-group vs. between group designs

Within group designs

Between group: Two-group, multi-group, factorial designs

Small-N designs

Unit 3- Data processing-1

Statistical analysis. Inferential statistics. Normal curve- assumptions. Hypothesis testing. Type I & Type II errors. Parametric assumptions

Major parametric tests: t-test, ANOVA.

One-Way ANOVA. Post hoc tests. Two-Way ANOVA. Interpreting the ANOVA table

and results. Interpreting interaction.

Chi- square and other major non-parametric tests.

Unit 4- Data processing-2

Correlation and Regression analysis. Various correlation coefficient. Correlation: product-moment, spearman's correlation, point-biserial, phi, biserial, tetrachoric coefficients

Multivariate analyses: Brief descriptions of multiple regression, Discriminant analysis, Path analysis and Analysis of Covariance.

Factor analysis: Major concepts and methods. Rotations. Applications in test standardization.

Measures of effect size, odds ratio.

Randomized controlled trials. Efficacy, effectiveness and efficiency. Meta analysis

Unit 5- Foundations of Qualitative Research

Qualitative method as criticism of quantitative research. Contrasting quantitative and qualitative methods.

Defining qualitative research. Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis

Unit 6- Qualitative Research Designs

Qualitative research designs (Methods of data collection and analysis): Paradigm, Theoretical Sampling. Issues of credibility and trustworthiness in qualitative research.

Qualitative data. Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies.

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

Analysis methods: Thematic analysis, Qualitative Content Analysis, Narrative analysis, Discourse analysis, Visual analysis.

Unit 7- Research-associated Practices

Computer applications in research - Use of statistical packages

How to write a research proposal

How to write a research report

Ethical considerations in research

Political considerations in research - Issues of gender, race and culture

Assignments required

1. A classic research, an important research work or a referred journal article is to be presented and explained by each student in the class.

2. Each student is required to submit a research proposal with all details written in the prescribed APA format, preferably that of the proposed dissertation work of the student.

3. Research problems using t-test, One way ANOVA, Two way ANOVA, Pearson's correlation, Simple regression and Chi-square are to be worked out in the class. Training is to be given to the students for doing statistical analyses (using statistical software packages like SPSS) necessary for their dissertation work.

4. A minor qualitative exploratory research work using observation/ interview/ interpretation, preferably in the area of the proposed dissertation is to be undertaken and presented by the student.

Serial numbers 2, 3 and 4 are to be included in the record of PC 224 EXPERIMENTAL PSYCHOLOGY (Practicals).

References:

Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioral research*, 4th Edition.

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- Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*. New Delhi: Sage Publications.
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- Biber, S. N. H. & Leavy. (2006). *The practice of qualitative research*. New Delhi: Sage publications.
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- Sapsford, R., & Abbott, P. (1996). Ethics, Politics and research. In Roger Sapsford & Victor Jupp (Ed.), *Data Collection and analysis*. (pp.317-342). London: Sage Publishers.
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- Heyman, G. W. (2000). *Basic statistics for the behavioral sciences*. Boston: Houghton Mifflin Co.
- Gravetter, F.J., & Wallnau, L.B. (2002). *Essentials of statistics for the behavioral sciences* (4th ed.). Pacific Grove, CA: Wadsworth/Thomson Learning
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SEMESTER II. PC 223

COUNSELLING

Theory-5 hours; Practicum -1hour

OBJECTIVES:

- To learn the theoretical and practical aspects of counselling
- To understand the role and functions of counselors in a variety of settings
- To demonstrate the techniques and skills of counselling
- To enable oneself to practice counselling in an applied extension service

Unit 1: Introduction to Counselling

Definition and scope of counseling. Related concepts: Case work, anecdotal methods, cumulative records, guidance. Difference between counseling and psychotherapy. Goals of counselling, Conditions facilitating effective counselling.

Counsellor and counsellee characteristics

Characteristics of an effective counsellor.

Process and outcome goals in counselling

Values in counselling. Ethics in counselling .Legal aspects in counselling. Professional codes.

Unit 2: Helping Model of Counselling

An overview of Egan's Model – Problem-management and Opportunity-development approach to Helping – Outline of the three stages. Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals. Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

Conceptualizing process in stages of Initial disclosure, In-depth exploration and Commitment to Action.

Unit 4: Techniques and Skills in Counselling

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER), Listening techniques - Active listening, forms of poor listening

Open-ended questions, Silence, Focusing, Empathic responding, Reflective relationship techniques
Paraphrasing & reflecting meaning, Paraphrasing & reflecting feeling, Helping clients manage reluctance and resistance, Empathic responding, Probing and Summarising, Structuring

Acceptance techniques, Structuring techniques, Leading techniques, Reassurance and suggestion methods
Recognising patterns & themes, Alternate frames of reference, Self-disclosure, Immediacy, Challenging, Interpretation & confrontation, Timing & Pacing, Advanced empathy

Divergent thinking, Goal setting, Decision making, Problem solving, Role playing, Advice and information giving strategies, Terminating skills, Programme choice, Evaluate knowledge of resources, Using knowledge of how behaviour is changed, using knowledge of how useful behaviour is maintained, Teaching skills & promoting learning skills

Skills specific to each stage of counseling are to be practiced and reviewed.

Unit 5: Approaches to counselling (briefly)

Person-centered counselling, Gestalt counselling, Psychoanalytic counseling counselling, Cognitive counselling, Trait factor counselling, Behavioralcounselling, Eclectic approach

Unit 6: Group Counselling

Why counselling in groups? Psychology of groups, Types of groups, Principles of group dynamics, Procedures in group counselling, Strategies of group counselling, When to recommend group counselling,

Unit 7: Counseling in various settings:

School counselling , Career Counseling and Guidance, College counselling, Geriatric counselling , Life span development counselling, counselling for Suicide Prevention and addictive behaviours, Trauma counselling , Crisis Intervention, Premarital counselling , Couples counselling, Family counselling, Sex counselling , HIV/AIDS counselling, Adoption counselling, Infertility counselling , Community counselling, Working with Defensive Clients, Pregnancy time counselling, counselling for terminally ill, Palliative counselling

Basic components and approaches of each of these counseling areas are to be discussed.

Assignment required

Verbatim report of a counselling session that depicts most of the skills is to be submitted. Identify and mention the skills used in each response of the counsellor. Discuss and identify areas for self improvement. This report is to be attached in the record of EXPERIMENTAL PSYCHOLOGY.

Suggested assignments

-In-class role plays are to be videotaped, played back and feedbacks given.

- Students are to be posted in a counseling center. Conduct a group counselling and make a report of the same.
- Visit places where counselling for special population is done to get familiarised with such occupations.

References:

- Egan, G. (2007). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping.* (9th ed.)
- Jones, R. N. (2008). *Basic skills: A helper's manual.* New Delhi: Sage Publications.
- Shertzer, B. E. & Stone, S. C. (1980). *Fundamentals of , 3rd ed.* Boston: Houghton Mifflin
- Patterson, E.L., &Welfel, E.R. (2000). *The counselling process.* California: Brooks /Cole publishing Company.
- Corey, G. (1986). *Theory and practices of counselling and psychotherapy.* California: Brooks /Cole.
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- George, R. L., &Christiani, J. S. (1981). *Theory, method and process of counselling and psychotherapy,* New York: Prentice hall.

SEMESTER II. PC 224

EXPERIMENTAL PSYCHOLOGY (Practicals)

In this paper the student has to conduct a minimum of 10 tests/ assessments

1. Tests of Intelligence and social functioning (Minimum 4)-Seguin Form Board, Vineland Social Maturity Scale, Vineland Adaptive Behavior Scale, BinetKamat Test, Bhatia's battery, WAIS, WAPIS, WISC IV, MISIC

2. Tests that demonstrate research methods utilising software-based statistical tests (Maximum 7 -Not to be asked for ESA)

3. Statistical tests

t-test, One-way ANOVA, Two-way ANOVA, Pearson's Correlation, Spearman Rank Correlation (all required). Brief reporting is to be entered in the practical record.

Regression

Chi-square

4. Tests that demonstrate quantitative research methods and analyses (maximum 2- Not to be asked for ESA)

Designing and conducting an ex post facto study

Designing and conducting a true experiment

Record of Experimental Psychology

Component 1: Reports (record) of Assessment

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

Component 3: Conduct a qualitative Exploratory study using observation, semi-structured interview, Case study, Content analysis, Thematic analysis, Narrative analysis or visual analysis, preferably in the intended area of dissertation (Not more than 10 pages)

Component 4: Submit a research proposal for the student's proposed dissertation in the prescribed format

Component 5: A verbatim record of a counselling session alongwith the interpretation of skills utilized at various instances (Not more than 10 pages)

CA and ESA should be based on assessments and their reports. Components 2 to 5 are not to be assessed in this paper, since they are evaluated in other papers.

SEMESTER III. PC 231

PSYCHOPATHOLOGY

Paper Objectives

- To understand the systems in classification of mental disorders
- To learn to identify mental disorders based on the diagnostic criteria specified in the DSM-5
- To understand the etiological factors underlying common mental disorders

Unit I: Classification of Mental Disorders

ICD and DSM

History of DSM and ICD

Definition of a Mental Disorder

Principal Diagnosis, Provisional Diagnosis

DSM 5

From Multi-axial Classification to Single Axis

Unit II: Skills in Diagnosis of Mental Disorders

Case History Taking

Mental Status Examination

Diagnostic Formulation and Clinical Case Formulation – basics

Note: In the subsequent chapters, the diagnostic criteria, characteristic features, and etiological factors (biological and psycho-social) of the disorders and conditions mentioned are included.

Unit III: Neuro-developmental Disorders

Intellectual Disabilities

Autism Spectrum Disorder

Attention-Deficit/Hyperactivity Disorder

Specific Learning Disorder

Unit IV: Schizophrenia Spectrum and Other Psychotic Disorders

Delusional Disorder

Brief Psychotic Disorder

Schizophreniform Disorder

Schizophrenia

Schizoaffective Disorder

Psychotic Disorder Due to another Medical Condition- briefly

Unit V: Bipolar and Related Disorders Depressive Disorders

Bipolar I Disorder

Bipolar II Disorder

Cyclothymic Disorder

Disruptive Mood Dysregulation Disorder

Major Depressive Disorder

Persistent Depressive Disorder (Dysthymia)

Unit VI: Anxiety Disorders, Obsessive-Compulsive and related Disorders

Separation Anxiety Disorder

Selective Mutism

Specific Phobia

Social Anxiety Disorder (Social Phobia)

Panic Disorder

Agoraphobia

Generalized Anxiety Disorder

Obsessive-Compulsive Disorder

OC related disorder-briefly (Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania

Excoriation Disorder)

Unit VII: Trauma-and Stressor-Related Disorders

Reactive Attachment Disorder and Disinhibited Social Engagement Disorder

Posttraumatic Stress Disorder

Acute Stress Disorder

Adjustment Disorders

Unit VIII: Dissociative Disorders

Dissociative Identity Disorder

Dissociative Amnesia

Depersonalization/Derealization Disorder

Unit IX: Somatic Symptom Disorders

Somatic Symptom Disorder

Illness Anxiety Disorder

Conversion Disorder, Factitious Disorder

Unit X: Gender Dysphoria

Gender Dysphoria in Children, Adolescents and Adults- briefly

Unit XI: Disruptive, Impulse Control and Conduct Disorders

Oppositional Defiant Disorder

Intermittent Explosive Disorder

Conduct Disorder

Pyromania and Kleptomania

Unit XII: Substance Use and Addictive Disorders

Alcohol-Related Disorders

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

Non-substance related Disorders – Gambling

Unit XIII: Neuro-cognitive Disorders

Brief descriptions of Delirium, Alzheimer's disease, Parkinson's Disease and other neuro-cognitive disorders

Unit XIV: 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

Unit XV: Paraphilic Disorders

Brief descriptions of Voyeuristic Disorder, Pedophilic Disorder and other paraphilic disorders

References

Diagnostic and Statistical Manual - 5. (2013). American Psychiatric Association.

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

Wenar, C., & Kerig, P. (2000). *Developmental Psychopathology: From Infancy through Adolescence*. (4th ed.), Singapore: The McGraw-Hill Co. Inc.

Korchin, J. S. (2004). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing Co.

Bellack, A.S., & Hersen, M. (1998). *Comprehensive Clinical Psychology. Volume 6. Adults: Clinical Formulation & Treatment*. Imprint of Elsevier Science.

Kaplan, Sadock & Grebb. (1994). *Synopsis of psychiatry*, 7th Edition.

Comer R.J. (1996). *Fundamentals of abnormal psychology*. New York: W.H. Freeman & Co.

Millon, T., Blaney, H. P., & Davis, D. R. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University Press.

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

Ahuja, A. (2000). *A Short Textbook of Psychiatry*. 4th edition. Jaypee.

SEMESTER III. PC 232-A

CLINICAL PSYCHOLOGY- THEORY AND PRACTICE

Objectives

- To know about the origins of the field of Clinical Psychology
- To understand the role of a clinical psychologist in varied settings
- To understand the theories that guide the practice of Clinical Psychology in these varied settings

Unit I: Introduction

Brief History of Clinical Psychology - Lightner Witmer's contributions, William Healy

Definition and Characteristics of clinical psychology

Professional activities and employment settings of clinical psychologists

Unit II: Clinical Psychologist in a Psychiatric Setting

Assessment, Diagnosis and Management. Overview of Psychological Management methods- Intervention, Psychotherapy, Counselling, Rehabilitation, Prevention

Working in a team.

Transdiagnostic perspective in understanding psychiatric disorders

Unit III: Health/Hospital Settings

Role of a Clinical Psychologist in the Medical Settings – Counseling, Consulting, Part of a Multi-disciplinary team

Psychological factors affecting physical conditions

Bio-psycho-social model of Health

Psychoneuroimmunology- immunocompetence / immunocompromise. Stress and immune functioning

Theories of health behavior - Health belief model, Theory of planned behavior

Emotional response to chronic illness, Coping with chronic illness, Psychological issues in advancing illness

Unit IV: Educational Settings

Role of a Clinical Psychologist in the School Setting

Response-to-intervention Model

Interventions that a Clinical Psychologist can provide at the last tier

Clinical Psychologist as a Consultant – Teaming, Collaborating

Unit V: Community Settings

Promotion of Health - resilience building in the community

Prevention Programs – Social Engineering for Change

Engaging in Action Research

Role of clinical psychology in Policy building

Unit VI: Positive Psychology in Clinical Practice

Conceptual Organization of the Field – Pleasant Life, Engaged Life and Meaningful Life

Assessment - Measuring Subjective Well-Being, Strengths of Character, Engagement and Flow, Meaning

Evidence-Based Positive Interventions

Resilience building

Strength-based counseling

Assignment Required: The student has to make a plan using the Problem-solving Approach in Consultation to deal with a Child Behavior Problem (hypothetical). Delineate the steps in the process and write-up a report.

Assignment Suggested: Design a training program (write up the modules) that promotes the need for Exercising and eating a Balanced Diet among Youth

Reference

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

Korchin, J. S. (2004). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing.

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Angela Lee Duckworth, A.L., Steen, T.A. & Seligman, M.E.P. (2005) *Annual Review of Clinical Psychology*. 1:629–51

Sarafino, P.E. *Health Psychology: Bio- psychosocial interactions*, 3rd Edn.

Taylor, E. *Health Psychology*. 2ndEdn, Mc graw Hill.

Reynolds, W. M., Miller, G. E., & Weiner, I. B. (2003). *Handbook of psychology: Volume 7 Educational psychology*. John Wiley & Sons.

SEMESTER III. PC 233-A
PSYCHODIAGNOSTICS AND TESTING IN VARIED SETTINGS

Objectives

- To understand the Process of Assessment and the role of the Clinician
- To learn the use of psychological assessment tools in various settings
- To learn the basics of report writing in assessment practice
- To learn the ethics involved in assessment practice

Unit 1: Introduction

Role of the clinician in the Assessment Process

Diagnosis and Clinical Assessment

Phases in Clinical Assessment

Person perception and traits involved in it

Sources of error in judgment

Qualities of a good judge of personality

Goals of Assessment – Diagnostic Clarification, Guide for Treatment

Ethical Practices in Clinical Assessment

Writing case reports

Unit II: Assessment Tools

Interviews, Objective Tests, Projective Tests, Clinical Judgment

Assessment Interview – Case history Taking, Mental Status Examination

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

Informal Assessment – Observation as a method

Unit III: Assessment in Various Settings

An overview of referral systems, issues in assessment and reporting and commonly used tests in:

- Adult Mental Health
- Child and Adolescent Mental Health
- Educational settings
- Industrial/organizational settings
- Forensic settings
- Medical/Hospital Settings
- Geriatric Settings
- Trauma Care – with children and adults

Unit IV: Cognitive Assessment

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

Wechsler Scales – WISC IV, WAIS

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

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

Aptitude - Differential Aptitude Test

Hanfman-Kasanin concept formation test

Pyramid Puzzle

Rey Auditory Verbal Learning Test

Unit V: Personality Assessment

MMPI, EPQ, EPI, Behaviour Rating Scale
Projective testing: Sentence Completion Test, Rorschach Inkblot Test, TAT, CAT, Picture-Frustration Test, Blacky Pictures, Draw-A-Person test

Unit VI: Neuropsychological Assessment

Bender Gestalt Test

Halstied Reiten neuropsychological battery

NIMHANS neuropsychological battery

Assessment of sensory input-Finger localization Test

Measurement of Attention and Concentration- Test of everyday attention, Continuous performance Test, Paced Auditory Serial Addition Test,

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

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

Assessment of Executive functions

Assessment of Motor output- Luria-Nebraska neuropsychological battery

Unit VII: Assessment in Medical Settings

Types of Medical Settings that require Assessment

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

Commonly used measures in each area stated earlier (briefly)

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

Assignment Required

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

Reference

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

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

Korchin, J. S. (2004). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing.

Pomerants, A. M. (2008). *Clinical Psychology: Science, practice and culture*, New Delhi: Sage Publications.

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

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

SEMESTER III. PC 234-A

NEUROPSYCHOLOGY

Objectives

- To understand the basics of functional aspect of brain
- To understand the brain – behavior relationship
- To apply the knowledge about the advancements in the field of neuropsychology.
- To interpret the basic neurological correlates of psychological processes and functions

Unit 1

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

Later developments- EEG, Neurosurgery, Psychometrics and statistical evaluation.

Advanced techniques in neuropsychology- fMRI, stereotaxic surgery, deep brain stimulation, Wada technique.

Unit 2

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

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

Topography of neo-cortex, Projection maps, Cytoarchitectonic maps, Functional maps, Cortical connections.

Limbic lobe, Basal ganglia, Thalamus, Ventricles.

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

Unit 3

Anatomy, functional organization and symptoms of the lobes.

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

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

Unit 4

Parietal lobes: Anatomical and Functional organisation: A theory of parietal lobe function. Somatosensory symptoms of parietal lobe lesions. Symptoms of posterior parietal damage.

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

Unit 5

Hemispheric Asymmetry of function. The concept of cerebral dominance. Hemispherectomy. Cerebral commissurotomy.

Unit 6

Common Neurological Disorders: Traumatic Brain injury, Vascular Disorders, Stroke –Vascular Dementia-Multi-infarct dementia-Hypertension-Migraine, Degenerative Disorders, Cortical Dementias-Subcortical Dementias-Multiple Sclerosis-Normal Pressure, Hydrocephalus Brain Tumours, Toxic conditions, Disorders of Higher cerebral functions, Aphasia-Apraxia-Agnosia-Amnesia-Epilepsy

References

Kolb, B., & Whishaw, I. (2009). *Fundamentals of neuropsychology*, 4th Edn, New York:

Freeman & Company.

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

Edimburg,.

Joseph, R. (2013). *Neuropsychology, neuropsychiatry and behavioural neurology*. Springer

Science & Business Media.

SEMESTER III. PC 232-B
ORGANISATIONAL BEHAVIOUR

Objectives:

- To understand development of OB in the industrial setting
- To understand the dynamics of human behaviour in organisational settings
- To understand and appreciate the uniqueness of individual employee
- To understand how to achieve goals in a group, and resolve conflicts
- To acquire skills in tapping the talents in each employee
- To learn effective interpersonal skills to become an effective manager of social capital

Unit 1

Introduction – Field of Organizational Behaviour: Past and Present. Contribution of Behavioural Sciences, Characteristics of OB, Challenges and Opportunities in OB,

Human Relations Movement, Total Quality Management Movement. Emerging area of positive OB, Internet Revolution and OB

Individual processes:

Unit 2

Human & Social capital

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

Unit 3

Organisational culture, socialization and developing Global Managers, Layers of organizational culture, Functions of organizational culture, Ethnocentrism, Removing ethnocentrism, Hofstede study GLOBE projects.

Unit 4

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

Interpersonal processes:

Unit 5

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

Unit 6

Work Motivation - needs, early and contemporary theories, Job satisfaction, Equity,

Expectancy and goal setting, Organizational application of motivational concepts, Self development in organizations.

Unit 7

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

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

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

Organizational processes:

Unit 8

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

nature of career, career anchors, out sourcing. The career development

programme -career problem, Employee Retention- meaning, strategies for retaining employees.

Employee Attrition- meaning, Causes and consequences of employee attrition, Significance of exit interviews in attrition scenario.

Unit 9

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

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SEMESTER III. PC 233-B

ASSESSMENT AND INTERVENION IN WORK PLACES

Objectives

- To learn the design of effective predictors of human behaviour
- To learn ways to help the employee function effective in the organization
- To learn techniques to increase employee productivity and engagement
- To help employees adjust and integrate better to organizational life
- To understand the dynamics of stress and its management in organisations

Unit 1

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

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

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

Unit 2

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

Unit 3

Training and Development

For Employees:

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

For managers:

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

Unit 4

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

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

Consultation Process: Consultation Models, Consultation Skills, Blocher's seven models of consultation, Brown (1985) Five Stages in Consultation
Counselling for career planning & development, job changes, promotions, transfers, and dislocations, pre retirement counselling. Counselling for displaced employees, lay off, employee assistance programmes.

Unit5

Effectively designing counselling sections and intervention strategies for special groups

in organizational counselling - Chronic absentees, Accident prone, Employees with family problems, Employees with alcoholism & drug addiction, maladjusted employees,

Undisciplined employees, Social dysfunctions, Anger, Hostility, Violence, Harassment
and Discrimination, Passive –Aggressive Behaviour.

Unit 6

Stress and Work : Models of work stress, Effect of job stress on Mental and Physical Health, The unbalanced Life: Work and family conflict, Stressful occupations, Stressors, Individual differences, Stress and Safety ,Maintaining a healthy work environment, Occupational Hazards and risks, Accident process, Burnout.

Interventions and techniques to reduce occupational stress.

References

Furnham, A. (2005). *The Psychology of behaviour at work. The individual in the organization*. New York: Psychology press.

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Guidance* (VI Edition). Prentice Hall of India Private Limited

SEMESTER III. PC 234-B

HUMAN RESOURCE MANAGEMENT

Objectives

- To understand the evolution of human resource in organizations
- To learn ways to effectively manage human and social capital
- To learn ways to assess and enhance employee productivity
- To learn ways to improve quality of work life
- To understand HR scenario in India

Unit 1

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

Unit 2

Recruitment & Hiring

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

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

Unit 3

Orienting, developing and training employees

What is placement? Induction/Orientation, Socialisation

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

Unit 4

Performance appraisal

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

Unit 5

Compensation

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

Unit 6

Employee Grievance: Meaning, Causes, procedure

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

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

Unit 7

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

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

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

References:

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

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SEMESTER III. PC 232-C
FOUNDATIONS OF SCHOOL PSYCHOLOGY

Objectives:

- To orient oneself to the field of School Psychology, its origins and evolution
- To familiarize to the domains of School Psychology practice
- To enable oneself to evaluate the relevance of developmental theories in the educational context
- To learn the foundational basis of assessment in schools
- To understand evidence-based practice of School Consultation
- To orient the learner to the Response to Intervention Model
- To understand the legislative provisions relevant to the field of School Psychology
- To orient oneself to the ethics involved in School Psychology practice

Unit I: Introduction

History of School Psychology - Contributions of Lightner Witmer, Stanley Hall, Arnold Gessell, Stanford-Binet.

The contributions of Boulder Conference, Thayer Conference, Vail Conference, Spring Hill Symposium, Olympia Symposium, School Psychology Futures Conference.

Role and functions of School Psychologist.

Domains of School Psychology (National Association of School Psychology) and their detailed descriptions.

Unit II: Assessment in School Settings – Foundations

Student Observation – formal and informal procedures

Observation of the Instructional environment

Functional Behaviour Assessment – Indirect and Direct

Criterion-referenced testing and Curriculum-based Assessment

Applied Behaviour Analysis

Formative Vs Summative Assessment

What is Authentic Assessment?

Portfolio Assessment – purposes, advantages

Assessment of Academic Skills – Purposes and Examples (with one example each)

- Readiness Skills, Reading Skills, Writing Skills, Spelling Skills, Arithmetic Skills

Strength-based Assessment in Schools

Individualised Educational Plan – Purposes, Components

Ecological Assessment of Learning Environment

Unit III: Consultation – Theories and Models

What is consultation? Need for Consultation, Role of the Consultant School Psychologist

History of Consultation Models – Caplan's contributions,

Response to Intervention Model

- Problem-solving Model and Standard Treatment Protocol Model

Other Models – Mental Health, Behavioral, Cognitive Behavioral

Unit IV: Legal and Ethical Considerations

UNESCO Salamanca Statement on Persons with Disability

The Individuals with Disabilities Education Act (IDEA), Principles of IDEA and other related legislation, No Child Left Behind Act

Current National and State policies, laws, acts, and bills affecting exceptional children

History of legislation in the field of special education in India – Persons With Disabilities Act

SarvaShikshakAbhiyan

Right of Children to Free and Compulsory Education (RTE) Act, 2009; National Policy of Education (1986) / POA 1992 and Person With Disability Act 1995, KishoriSakthiYojana

Initiatives in Kerala: Integrated Education for Disabled Cell (IED cell) under DPI, Counselling Cell in DHSE

Ethical Consideration in the practice of School Psychology (Guidelines by NASP)

Assignment

- Do a Functional Behaviour Assessment of a hypothetical case and submit the report. The report must include all the components in the FBA.
- Write an assignment evaluating the legal status of disabilities in our present system. Link it with the current status of assessment, identification and management of children with special needs in our system.

References

Bray, M.A., & Kehle, T.J. (2011). *The Oxford Handbook of School Psychology*. Oxford University Press.

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

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

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SEMESTER III. PC 233-C
CHILDREN WITH SPECIAL NEEDS-
ASSESSMENT AND MANAGEMENT

Objectives

- To appreciate individual differences in learning.
- To understand the concept of exceptionality and related terms.
- To explore the role of a School Psychologist in the assessment and management of neuro-developmental disorders, giftedness and other emotional/behavioral disorders.
- To equip oneself in the field of assessment and management of these disorders

Unit I: Understanding Individual Differences

Individual difference in learning - Multiple intelligence, Cognitive styles, Learning styles and preferences, Personality and temperament

Who are exceptional children? Related terms - Impairment, Disability, Handicap, At-risk

Mainstreaming, Segregation, Exclusion, Inclusion

Least Restrictive Environment

Individualized Educational Plan

Unit II: Understanding the Family

Implications of child exceptionality on the family

Overview of parenting children with various exceptionalities

Parenting Styles

Parental Involvement

Parenting Stress

Role of the Parent in Education and Management of exceptionality

Unit III: Intellectual Disability (Intellectual Development Disorder)

Definition according to DSM 5

Some Prenatal Conditions associated with Intellectual Disabilities – Down Syndrome, Fragile X Syndrome, Klinefelter Syndrome, Phenylketonuria, Prader-Willi Syndrome, William’s Syndrome (Define)

Characteristics of Children with Intellectual Disability – Implication in the school setting

Assessment of Intellectual Disability - IQ tests

Assessment of Adaptive Behavior – Vineland Adaptive Behavior Scales

Assessment of Cognitive Functioning – Attention, Memory

Educational Approaches – setting academic and functional curricular goals, Instructional methods, Educational Placement. Role of a School Psychologist

Unit IV: Autism Spectrum Disorders

Definition according to DSM 5

Characteristics of children with Autism Spectrum Disorder – Implication in the school setting

Assessment and Identification- Childhood Autism Rating Scale, other commonly used scales

Educational Approaches – Academic interventions, teaching them social skills, classroom management, TEACCH Approach (briefly, its components and evidence-base)
Role of a School Psychologist

Unit V: Attention Deficit Hyperactivity Disorder

Definition according to DSM 5
Characteristics of Children with ADHD – Implications in the school setting
Assessment of ADHD – Conner’s Rating Scale
Behavior Management of ADHD
Psycho educating the parent
Role of School Psychologist

Unit VI: Communication Disorders

Definition according to DSM 5
Language Disorder, Speech sound disorder, Stuttering, Social Pragmatic Communication Disorder
Characteristics of children with Communication Disorders
Implications in the school setting
Assessment and Identification
Educational Approaches
Role of the School Psychologist

Unit VII: Specific Learning Disorder

Diagnostic criteria according to DSM 5
Characteristic Features
Implications in the school setting
Assessment and Identification of SLD
Interventions – Academic, Behavioural
Role of the School Psychologist

Unit VIII: Emotional or Behavioural Disorders

Diagnostic criteria and characteristics of children with Oppositional Defiant Disorder, Conduct Disorder, Separation Anxiety Disorder, Selective Mutism, Specific Phobias, Social Anxiety Disorder, Attachment Disorders, PTSD, Adjustment Disorders, Dissociative Disorders,
Substance Dependence
Screening Tests – Child Behaviour Checklist, Behavioural and Emotional rating Scale
Use of Projective tests – Children’s Apperception Test, Draw-a-person test
Functional Behavioural Assessment
Implications in the school
Interventions and the role of School Psychologist

Unit IX: Sensory and Physical Impairments

Implications of sensory and physical impairments in the school setting
Assessment approaches to visual impairment and hearing impairment – brief overview
Educational approaches to visual and hearing impairments

Role of a school psychologist in helping these children

Unit X: Giftedness/Talentedness

Who are gifted children?

Assessment and Identification of giftedness

Educational approaches for gifted children

Role of a School Psychologist

Assignments Required – Minimum one

1. Write a report of observation of the instructional approach used with a child having a (any) sensory impairment.
2. Write a report of the Child Behavior Checklist administered to understand a child's behaviour problem in a regular school.
3. Interview a parent whose child has a language delay and submit a report. Focus on the implications the condition has over the academic/emotional/social functioning of the child.
4. Psychoeducation with a Parent whose child has ADHD.

References

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SEMESTER III. PC 234-C
CHILD DEVELOPMENT- IMPLICATIONS FOR SCHOOL PSYCHOLOGY

Objectives

- To understand developmental stages and theories to make a link between the critical periods in development and the curriculum development
- To understand theories in the practice of School Psychology and evaluate their significance

Unit I: Childhood Development – overview

Stages of development – Prenatal, infancy, early childhood, middle childhood and late childhood, adolescence (briefly cover all areas namely, physical, cognitive, social and emotional)

Critical Periods in development of all major milestones

Relevance of developmental stages to School Psychology – effective practices in curriculum design, implementation and evaluation

Unit II: Theories of Development and Implications in School Settings

Jean Piaget

Lev Vygotsky

Erik Erikson

Urie Bronfenbrenner

Lawrence Kohlberg

Theories of Play

Play as a Context for Early Learning and Development

Unit III: Curriculum Designing in Schools – Including Social and Emotional Learning

Key Psychological Issues in Curriculum Development for Young Children

Evidence-based Practices in the Development of Social-Emotional Learning Curriculum for Early childhood - Pre-school, Primary School, Middle School and High School

Social and Emotional Learning in Curricula of Elementary, Primary, Middle and High School– the CASEL guide

Curriculum in higher schools: Curricular frameworks: Bloom’s taxonomy, Stating Competencies, Learning Objectives and Learning Outcomes

Unit IV: School Readiness

Readiness in Academic Skills

Skills children should have before they start pre-school

Linking readiness and Curriculum

Guidelines for Pre-school curricula

Unit V: Language and Literacy Development

Pre-literacy Development, Emergent Literacy Development, Early Literacy Development

Seven Areas of Early Literacy Learning and Development - Alphabet knowledge, print awareness, written language, reading comprehension, phonological awareness, oral language, and listening comprehension

Learning to read Vs Reading to learn

Assignments required- Group activity

-Students are required to observe practices in Kindergartens and compare the curricula and evaluate them on the basis of evidence based practices

-Suggest a tentative curriculum and its implementation at kindergarten level.

Reference

Kernan, M. (2009) *Play as a context for Early Learning and Development A research paper Aistear: the Early Childhood Curriculum Framework*

Dunst, C.J. et al. (2006). *Framework for Developing Evidence-Based Early Literacy Learning Practices Center for Early Literacy Learning Volume 1 Number 1*

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Starting Strong Curricula and Pedagogies in Early Childhood Education and Care five curriculum outlines. Directorate for Education, OECD 2004

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SEMESTER IV. PC 241

PSYCHOTHERAPY AND BEHAVIOUR MODIFICATION

Objectives:

- To familiarize with the basic foundations of psychotherapy and behavior modification
- To understand the rationale, goals and techniques of various forms of psychotherapy aimed at bringing about behaviour change

Unit I: Psychotherapy - Introduction

Definition of Psychotherapy

Basic Ingredients of Psychotherapy

Goals of Psychotherapy

The Process of Psychotherapy - Importance of the therapeutic relationship

Psychotherapy as 'corrective emotional experience'

Process and Outcome Research in Psychotherapy

Unit II: Psychoanalytic Psychotherapy

Psychoanalytic Psychotherapy

Contributions of Freud- Free Association, Dream Analysis, Analysis of Resistance, Analysis of transference, Working through

Unit III: Behaviour Therapy and Behavior Modification

Principles and Assumptions in Behaviour Therapy

Assessment in Behaviour therapy

Jacobson's Progressive Muscular Relaxation – technique

Systematic Desensitization – rationale, theory and technique

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

Modeling and Behaviour Rehearsal Procedures

Aversive Techniques

Response Elimination and Extinction procedures

Self-control procedures

Assertiveness Training – theory and technique

Unit IV: Cognitive-Behaviour Therapy

Principles and Assumptions in Cognitive-Behaviour Therapy

Assessment in Cognitive-Behaviour therapy

Beck's Cognitive therapy – principles and techniques

Ellis's Rational Emotive Therapy – principles and techniques

Mindfulness-based cognitive therapy – principles and techniques

Motivational Interviewing for Behaviour Change

Unit V Client-centered Therapy, Gestalt therapy and Supportive Therapy

Principles, Assumptions, Goals and techniques in:

- Client-centered Therapy
- Gestalt therapy

- Supportive Therapy

Unit V: Family Therapy and Interpersonal Psychotherapy

Systems Theory

Family as a System – characteristics

Approaches (briefly) – Systemic, Strategic, Behavioural, Psychodynamic

Psychoeducation – Foundations, principles, goals and techniques

Interpersonal Psychotherapy – Assumptions, Concepts, Techniques

Unit VI Other therapies

Principles, Assumptions, Goals and techniques in Group therapy

Concepts, Goals and techniques in Transactional Analysis

Crisis Intervention – models, theory and techniques

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

Assignment

- The student is required to write assignments evaluating process issues underlying therapeutic processes. Articles from Journals relating to Psychotherapy Research could be used for this purpose. The student has to review the article (in not more than 500 words) and submit the same.
- The student has to take up two or more therapy systems and compare and contrast them.

Reference

- Rimm, D. C & Masters, J. C. (1979). *Behaviour Therapy; Techniques and empirical findings*. New York: Academic Press.
- Carson, R. C., Butcher, J. C. & Mineka, S. (2000.) *Abnormal Psychology and Modern Life*. New Delhi: Pearson Education.
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SEMESTER IV. PC 242-A

CLINICAL INTERVENTIONS

Objectives

- To understand the process of clinical formulation in major psychiatric disorders
- To learn the approaches to management of major psychiatric disorders

Unit I: Clinical Interventions in Anxiety Disorders

Behavioural and Cognitive-behavioural Formulation and therapy in:

- Panic Disorders
- Specific Phobia
- Social Anxiety
- Generalised Anxiety Disorder
- OCD

Mindfulness-based Cognitive Therapies for Anxiety Disorders (overview)

General Psychodynamic Formulation for Anxiety Disorders and Therapy (briefly)

Unit II: Clinical Interventions in Mood Disorders

Behavioural and Cognitive-behavioural Formulation and therapy for Depression

Interpersonal Psychotherapy and IPSRT for Mood Disorders

Brief Psychodynamic Therapy for Depression (briefly)

Unit III: Clinical Interventions in Schizophrenia

Psychoeducation

Family Interventions

Behavioral Management

Cognitive Therapy for Psychotic Symptoms

Social Skills Training

Unit IV: Clinical Intervention in Somatic Symptom Disorder

Cognitive-behavioural Formulation and Therapy in Somatic Symptom Disorder

Psychodynamic Formulation and Therapy in Somatic Symptom Disorder

Reattribution Therapy and Skills Therapy for Somatic Symptoms

Unit V: Clinical Interventions with Dissociative Disorders, PTSD, Acute Stress

Problem-solving Training

Coping Skills Training

EMDR (briefly)

Family Interventions

Unit VI: Clinical Interventions with Addictive Disorders

Psychoeducation

Behavioural and Cognitive-Behavioural Formulation and Interventions

Motivational Interviewing

Family Interventions

Coping Skills Training

Relapse Prevention Training

Unit VII: Clinical Interventions with Childhood Disorders

Psychoeducation and Parent Management Training
Behavioural Modification
Family Interventions
Play Therapy

ADHD - Behaviour charting, Contingency Management, Parent Management Training
Autism Spectrum Disorders – Psychoeducation, Parent Management Training
ODD/Conduct Disorders - Behaviour charting, Contingency Management, Family Interventions
Other Emotional Issues – Play Therapy, Art Therapy

Unit VIII: Interventions in Personality Disorders

Cognitive-behavioural Formulation of PDs
Dialectical Behaviour Therapy
Family Interventions

Unit IV: Couple and Family Problems

Assessment in Family Therapy briefly- Genogram, Circular assessment, Family life cycle stages
Psychoanalytic Family Therapy
Structural Couple and Family Therapy
Behavioral Couple and Family Therapy
Emotion Focussed Couple and Family Therapy

Assignment Required

The student has to formulate a case (hypothetical) based on any specified theoretical model and plan an intervention and write a report of the same.

Assignment Suggested

The student can take up a real case and formulate it and do a basic psychoeducation.

Reference

- Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice*, Oxford University Press
- Brammer, M. L., & Shostrom, L. E. (1960). *Therapeutic psychology Fundamentals of Actualization Counselling and Psychotherapy*. Prentice Hall.
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SEMESTER IV. PC 242-B

CURRENT TRENDS AND APPLICATION OF ORGANIZATIONAL PSYCHOLOGY

Objectives

- To understand emerging trends in the organizational scenario
- To learn ways to motivate individuals to maximize their potential
- To learn essential techniques that helps employees deal with life and work stress
- To learn the basic concepts of business communication in the organisational context.
- To learn new techniques for assessing employee productivity
- To understand ways in which organization deal with change
- To learn aspects of sustainable business and social behaviour of organization

Unit 1

Enhancing personal productivity through motivational strategies.

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

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

Effective strategies for dealing with gender discrimination- glass ceiling.

Unit 2

Business Communications:

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

How Communication is used by Managers, Communication concerns of managers

Oral Communication-Importance, forms, principles, guidelines & barriers. Three aspects of oral communication.

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

Types of Written Business Communication: Business Letters, Memos, Emails.

Report writing- What is a report? Purpose, Types of report, Objectives

Preparation of resume and job applications, guidelines for preparing a good CV

Preparing a Presentation: Presentation Skills, Purpose, How to design an effective presentation.

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

Unit 3

Negotiation Skills

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

Unit 4

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

Unit 5

Employee Assessment Trends:

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

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

Unit 6

Promoting relaxation through Training in Organization

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

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

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

Unit 7

Organizational Change and Development

Measuring change and organizational learning

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

Unit 8

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

Reference

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- Guffey, M.E., & Seefer, C. M. (2010). *Essentials of Business Communication*. Cengage Learning.
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- Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2014). *Human Resource Management*. Pearson Publications.

SEMESTER IV. PC 242-C
INTERVENTIONS IN SCHOOL SETTINGS

Objectives

- To understand a broad framework for the delivery of school related services
- To orient oneself to the major approaches to counseling that can be applied to the school setting
- To equip oneself in the processes underlying the planning, designing and implementation of evidence-based practices in prevention and interventions in school settings

Unit I: Framework for Delivery of School Psychology Services – an overview

- Direct service – Psychological and Behavioral Assessment, Educational Assessment, Psychological Treatment and Counseling
- Indirect service – Consultation with parents, teachers and others
- Whole school service - Prevention, intervention and post-intervention practices targeted at the whole school, providing support for planning, implementation and evaluation of educational and psychological strategies
- Systems service – Liasoning with outside agencies

Unit II: School Counseling - Major Approaches and its Applications

Behavioral

Cognitive-behavioral

Problem-solving Skills Training

Attachment-based approaches

Solution-focused Counseling

Psycho education and Family Counseling

Parent Training

Self-Management Interventions

Unit III: Evidence-based Instructional Practices

Evidence-based Instructions for Reading, Writing and Math – Development and Implementation of Programs for these skills at core, supplemental and intervention levels

Interventions for Homework Problems

Peer-Mediated Interventions

Teaming, Collaborating, Co-teaching

Unit IV: Consultation in Schools

Evidence-based Practices in Consultation in Schools

Consultation with parents

Consultation with teachers

Consultation with other support staff

Unit V: Prevention in Schools

Proactive Strategies for Promotion of Learning and Emotional-social competence and Resilience

Evidence-based Practices in Prevention in the School Settings

Positive Behavior Supports – Foundations, Objectives, Strategies
Life skills Education – Foundation, Objectives and Strategies
Strategies to Promote Student-engagement
Implementation of Strengths-based Approach in Teaching
Strength-based approach to education

Unit VI: Specialized Interventions

Crisis Intervention in Schools
Play Approaches – Basics, Objectives and Applications
Strategies for working with Severely Violent Behavior
Working with the Sexually Abused Child

Assignments

1. Consult with a School teacher in helping a student who has an emotional/behavioural problem. Make a plan for the management of the problem. Write the steps you would go through to implement the same. (Use the Problem-solving Framework)
2. Hold a Parent Training Session with parents of children – Talk to them about the importance of Parental Involvement in the child’s overall development. Write a report of the same.
3. Hold a class for teachers – Talk to them about classroom strategies to improve student engagement in their classroom. Write a report of the same.
4. Hold a class for all the staff (teaching and non-teaching) to promote positive behaviours in children studying in their school. Any theme could be chosen. Write the report of the same.

References

Children’s Mental Health Promotion and Support: Strategies for Educators, NASP

Dettmer, P., Thurston, L.P., & Dyck, N.J. (2005) *Consultation, collaboration, and teamwork for students with special needs. In Contexts for Working together in Schools, Part I.*

Powers, K., & Hagans, K. (2008). School Psychologists as Instructional Consultants in a Response-to-Intervention Model. *The California School Psychologist*, Vol. 13, pp 41-53.

Guidelines for Conducting Functional Behavioral Assessment and Developing Positive Behavior Intervention and Supports/Strategies, Virginia Department of Education Division of Special Education and Student Services, 2015.

Caplan, G. (1963). Types of mental health consultation. *American Journal of Orthopsychiatry*, 33(3), 470.
Lopez, S.J., & Louis, M.C. (2009). The Principles of Strengths-Based Education. *Journal of College & Character*. VOLUME X, NO. 4.

Christner, R.W., & Mennuti, R.B. (2009). *School-Based Mental Health – A Practitioner’s Guide to Comparative Practices*. Routledge.

SEMESTER IV PC 243-A/B/C

TRAINING AND PRACTICE

Clinical Psychology/ Organizational Behaviour/ School Psychology

Theory-2hours; Practicum -4 hours

Objectives

- To ensure hands on experience of each student in training and in his/her area of specialisation
- To enhance employability potential of each student undertaking the course
- To give opportunities for applying theoretical knowledge acquired during course work
- To enable students to pick up new skills and strategies followed by professionals
- To enable students to gain practical exposure to their chosen field.
- To improve interaction between educational institution and the relevant professional sector

This is a theory cum practical paper, the ESA of which is conducted as practicals at the end of the fourth semester.

Components:

Component 1. Training: Theory and Practicum

There is no ESA for this component.

1A. Training theory

Unit 1: Essential Skills for trainers

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

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

Unit 2: Modes of presentation and levels of learner involvement

Warm up activities & creating a climate of learning

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

Unit 3: Conducting, concluding and evaluating the program

Time scheduling. Pacing, starting & stopping, dealing with hostility, disinterest and other forms of participant behaviours.

Maintaining health and avoiding burn out. Establishing norms & credibility.

Valuation: session feedback & outcome feedback

Self study unit

Psychologist as a trainer.

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

Reference:

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

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

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

Component 1B. Training Practicum

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

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

- Leadership training
- Soft skills training
- Presentation skills training
- Communication training
- Team building training
- Diversity management
- Change management
- Organizational Development
- Work Life equilibrium

This module has to be presented, preferably so as to train a group of not less than 10 participants, for the purpose of Continuous Assessment. (These modules are intended to train non-clinical target groups.) During internship, the same module has to be presented at the institution where the student undergoes internship or to a similar group of participants. A report of the same has to be attached in the Practical record alongwith photographs and preferably a report in an audiovisual format.

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

Component 2: Internship

Each student from all the specializations has to undergo supervised internship in institutions or centres related to their respective areas for a minimum of two months.

Objectives of the internship:

- To gain a basic understanding of how to apply the knowledge acquired during course work
- To gain hands-on experience to the specialised specialisation of choice
- To gain understanding of the most recent trends in the specialisation of choice
- To gain practical exposure and use this learning experience for individual development
- To radically improve the employability skills and relevance of the learner

Component 3: Record

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

Record must include:

1. A minimum of **2 case studies** to be taken from the setting specific to learner's chosen specialisation and presented in a structured format in the record
2. A minimum of **one community work/activity** are to be done and reported by the student.

3. A report of the **active training** conducted by the student in her chosen specialization (Not included in ESA)
4. A brief report of the study tour (Not included in ESA)

Note:

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

A brief description of the work done may be included in the record.

Study Tour:

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

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

ESA:

Marks for Record at End Semester Assessment should be based on 1 and 2.

ESA should comprise of a case analysis specific to the option of the student.

SEMESTER IV PC 243- C

TRAINING AND PRACTICE –Organizational Behaviour (Theory cum Practicum)

Objectives

- To ensure hands on experience of each student in his/her area of specialisation
- To enhance employability potential of each student undertaking the course
- To give opportunities for applying theoretical knowledge acquired during course work
- To enable students to pick up new skills and strategies followed by professionals
- To enable students to gain practical exposure to their chosen field.
- To improve interaction between educational institution with the industry

This is a theory cum practical paper, the ESA of which is conducted as practicals at the end of the fourth semester.

Each student from all the specializations has to undergo supervised internship in institutions or centres related to their respective areas for a minimum of two months.

Objectives of the internship:

Organizational Psychology-Students of the organizational stream are required to learn important organizational screening and selection tools, problem solving skills, management skills and organizational counselling skills.

Record must include:

5. A minimum of **3 case histories** are to be taken and presented in a record that will be evaluated during the ESA.

Case histories options may include –

- Details of performance appraisal followed by the organization
- Report of counselling undertaken for an individual employee
- Experience of mentor-mentee during guidance process
- Competency model followed by the organization
- Subjective report of job satisfaction level of an employee with reasons
- Subjective report on employee engagement level of the employees
- Incidents of Organizational Citizenship Behaviour
- CSR initiatives undertaken by the organization
- Case studies of dealing with employee dispute

6. A minimum of **one community work/activity** is to be done by the student.

Options include workshops or training programs on any one of the area

- Leadership in an organization.
- Effective communication/ organizational efficiency.
- Negotiation Skills
- Business Etiquette

- Life skill training
- Emotional intelligence and its strategies
- Competency mapping
- Relaxation training
- Work life balance

Note:

Besides these, any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher. Examples:

Reports in the areas of systematic observation assignments on

- Organizational structure
- Organizational culture
- Compensation Structure of the organization
- Report on company employee policy
- Maternity and other fringe benefit procedure followed by the organization with employee opinion
- Organizational Ergonomics followed to aid productivity
- Employee Assistance programme
- CSR policy of the organization

A brief description of the work done may be included in the record.

End Semester Assessment:

- Report of all the works done by the student during the fourth semester are to be included in the practical record that is submitted for the ESA of Semester IV.
- ESA should comprise a case analysis specific to the option of the student.

An organizational scenario is presented and student has to suggest best possible solution for the problem presented.

- Designing an ideal CV for a candidate after being presented with a job profile for an organization
- Enumerating the Business Etiquette to be followed for interaction with employees from a different culture (American, Indian, UK)
- Design behavioural event interview for assessing competencies or leadership skills for a particular job role presented
- Designing a training module for specific set of employees(Fresh graduates who just joined the organization or Senior employees)
- Designing a particular life skill training module after being presented with the organization's specific needs
- Designing a leadership competency model after being given the organizational profile and need requirement
- Suggesting the best leadership style after being given an organization's profile
- Suggesting the personality profile of an employee after being given job description

- Analyze the psychological merits/demerits and relevance of employee policy of an organization, after being presented with description of the employee policy
- Analyze merits and relevance of CSR policy and suggesting best method of implementation of the policy
- Designing a business communication, after being presented with the issue.
- Suggesting the negotiation skills used for resolving a presented conflict situation
- Designing effective strategies for dealing with (rumours) grapevine communication after being presented with such a communication circulating in the organization.
- Suggesting the best type of assessment for assessing employee competency for a particular job.
- Suggest ways for dealing with discrimination in work places after being presented with case of employee discrimination (gender, religion, caste based discrimination, glass ceiling effect)
- Maternity and paternity policy – Design a proper maternity/paternity policy rooted on organization's values and employee policy keeping in view the significance of parental presence in child's foundation years.
- Suggest effective work schedule changes for people facing work life imbalance
- Design strategy for motivating a de-motivated employee in an organization
- Design effective relaxation strategy for an individual employee based on the type of stress he/she face on the job, keeping in mind his/her physical conditions
- Design a counselling session for an employee presented with a problem (absenteeism, alcoholism, aggressive behaviour, discrimination)
- Suggest the best training method for a manager based on the roles he/she is expected to perform in the organization.
- Design ways for improving employee engagement in an organization facing employee disengagement
- Design industry specific ways to curb heavy attrition rates in an industry facing high rates of employee attrition
- Design comprehensive exit interview for an employee about to leave an organization to work with a competing organization

SEMESTER IV. PC 244-A/B/C (Practical)

PSYCHOLOGICAL ASSESSMENT

List of Tests for Psychological Assessment: Minimum 15 tests

In this paper the student has to conduct a minimum of 10 tests

Common Tests- Not less than 10

Memory- Wechsler Memory Scale-III, PGI memory Scale, Benton Visual Retention Test

Creativity

Aptitude- Differential Aptitude Test

*Interest**

Personality-

-Self reports-16 pf, EPPS*, Big Five factors inventory*, Emotional Intelligence inventory*,

-Projective Tests- TAT, Sentence Completion Test, Rorschach*#

General Health Questionnaire*

Tests specific to the options (Not more than 5)

Student has to conduct assessments related to their respective optional groups (clinical/ organizational/ educational). These should be dealing with diagnosis, screening and/or remediation.

Clinical Psychology-

MPI, EPI/EPQ*, Beck Depression Inventory, Bells Adjustment Inventory*, State Trait Anxiety Scale*

Neuropsychological assessment- Bender Gestalt Test, Assessment of Executive Functions, NIMHANS neuropsychology battery, Pyramid Puzzle

Rey Auditory Verbal Learning Test

School Psychology-

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

Screening Tools for children with special needs- #NIMHANS SLD battery, #CARS, #Connors

Organizational Behaviour-

Aptitude Tests, Integrity Tests, MBTI, Johari window

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

*Not to be asked for ESA

#Need not write individual reports

DISSERTATION

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

Objectives

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

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

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

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

The following standard format is suggested for the report.

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

Organization of the report should be as follows:

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

A synopsis/abstract in a single page, printed separately is also to be submitted alongwith the dissertation.

In case of a qualitative/ exploratory work, appropriate changes can be made in the format.

ESA of Dissertation

The following guideline is to be followed in the evaluation of the dissertation.

<u>Marks Break up for dissertation evaluation</u>	<u>marks</u>
Introduction, Relevance/Originality of the problem	15
Theoretical review, Review of related work	15
Method	15
Results and Discussion	25
Summary and Conclusion	5
Reference	5
<u>Viva voce</u>	<u>20</u>
Total	100 marks