M.A. Psychology 2012-13(Professional ethics, gender, human values, environment and sustaiability)

Papers fulfilling the above criteria are highlighted.

Sub Code No.	Subject Title	Credit	Int.	T (Ext)	P / V Ext.	Total
	Sem I					
110001	Cognitive Processes	4	50	50		100
110002	Research Methodology	4	50	50		100
110003	Psychological Testing	4	50	50		100
110201	Psychological Testing Practical	4	50	50	50	100
110101	Theories of Personality (Core/elective)	4	50	50		
110102	Environmental Psychology (Elective)	4	50	50		
	SemII					
210004	Neurocognition	4	50	50		100
210005	Application of Statistics in Psychology	4	50	50		100
210006	Application of personality Theories	4	50	50		100
210202	Psychological practical-Experiments	4	50		50	100
210103	Applied Social Psychology(core/elective)	4	50	50		100
210104	Positive psychology(elective)	4	50	50		100
210105	Cross –Cultural Psychology(elective)	4	50	50		100
	SemIII					
	Clinical Psychology					
410111	● Psycho Pathology : Child and adolescent (core Paper)	4	50	50		100
310112	Psycho Pathology : Adult and Geriatric(core Paper)	4	50	50		100
310888	Dissertation	4	50	50		100
310113	Psycho Diagnostics :Assessment of Cognitive functions(core Paper)	4	50	50		100
310114	Psycho Diagnostics : Assessment of Personality and emotions(core Paper)	4	50	50		100
310221	Orientation to Practicum in Clinical Psy. (core Paper)	4	50		50	100
	SemIII					
	Industrial Psychology					
310121	Organizational Behaviour (core Paper)	4	50	50		100
310122	Human Resource Management (core Paper)	4	50	50		100
310123	Organizational change and development(core Paper)	4	50	50		100
410123	Dissertation	4	50	50		100
310124	Occupational Health and safety/ Industrial Relations and Labour Laws(core Paper)	4	50	50		
310221	Orientation to Practicum in Industrial Psy. (core Paper)	4	50		50	100
	Sem.III					
	Counselling Psychology					
310131	Psychology of Adjustment I (core Paper)	4	50	50		100
310132	Psychology of Adjustment II (core Paper)	4	50	50		100

310133	Assessment In Counseling Psychology I(core Paper)		50	50		
310134	Intervention In Counselling Psychology I(core Paper)	4	50	50		100
310321	Orientation to Practicum In Counselling Psy. (core Paper)	4	50		50	100
	Sem.IV					
	Clinical Psychology					
410115	Psychotherapy and Counselling(core Paper)	4	50	50		100
410999	Field based practicum/internship(core Paper)	8	100		100	200
410888	Research project/dissertation(core Paper)	8	150		50	200
	Sem.IV					
	Industrial Psychology					
410125	Employee counselling(core Paper)	4	50	50		100
410999	Field based practicum/internship(core Paper)	**8**	**100**		**100**	**200**
410888	Research project/dissertation(core Paper)	8	150		50	200
	Sem.IV					
	Counselling Psychology					
410135	Intervention strategies(core Paper)	4	50	50		100
410999	Field based practicum/internship(core Paper)	**8**	**100**		**100**	**200**
410888	Research project/dissertation(core Paper)	8	150		50	200

M.A.Psychology 2012-13.

Paper I-Cognitive Psychology- Core paper

No. of Credits-4,

Marks 100 (50 internal, 50 external)

Objectives:

1) To acquaint the student with the various domains in Cognitive Psychology
2) To help students understand the significance of Cognitive Psychology / Neuroscience.
3) To acquaint the students in the various models & Theories of Cognitive Psychology. Internal Assessment can be done on following parameters

Unit I:*Introduction to Cognitive Psychology & Cognitive Neuroscience:*

Objectives:
    1. To help the students gain understanding of historical roots of cognitive psychology
    2. To enable the students to critically evaluate models/approaches of cognitive psychology
    3. To gain understanding of various research methods and applications of these methods
      In the study of cognitive psychology
    4. To gain deeper understanding of application of knowledge of theories and principals of cognitive psychology
    5. To enable the students to understand structure, functions of brain and methods of cognitive neuroscience.

1.1 Definition & History,
Domains & Approaches,
Research Methods
Current Status
Applied Cognitive Psychology (Ergonomics/Affordances/Instruction/ Designing training/ Practical Intelligence/Invention)

1.2 Cognitive Neuroscience
- Organization of Nervous System
- Brain – Structure & Functions.
- Methods in Cognitive Neuroscience.

Unit II: *Thinking: Problem Solving & Creativity*
Objectives:

1. To enable the students to critically evaluate stages of thinking and theories of thought processes.
2. To gain understanding of various types of problems.
3. To be able to critically evaluate of approaches to problem solving.
4. To gain deeper understanding of obstacles to problem solving and problem solving cycle.
5. To enable the students to understand creativity, its measurement, stages, theories and blocks to creativity.

2.1
Stages of Thinking.
Theories of thought processes
2.2
Problem Solving:
Types of Problems.
Approaches to Problem Solving
Obstacles to Problem Solving.
Problem Solving Cycle.
2.3
Creativity-
Approaches/sources to Creativity,
Measurement of Creativity
Stages of Creativity.
Simonton's Chance- Configuration theory.
Relationship between Creativity & Problem Solving.
Blocks to Creativity.

Unit III: *Reasoning & Decision Making.*

Objectives:
1. To help the students gain understanding of reasoning, inductive as well as deductive and differentiate between the two types of reasoning.
2. To enable the students to critically evaluate heuristics of decision making as well as stages of decision making, differentiate between individual and group decision making and their research base.
3. To gain understanding of various research methods and applications of these methods In the study of cognitive psychology
4. To gain deeper understanding of judgement and decision making and risk performance.

3.1 **Reasoning:**
Types- Inductive Reasoning/ Deductive Reasoning

3.2 Decision Making:
Heuristics,
Stages,
Individual Decision Making, Group Decision Making
Judgment & Decision making,
Risk Performance

Unit IV:*Human Intelligence & Artificial Intelligence,*

Objectives:
1. To help the students gain understanding of historical roots of human intelligence.
2. To enable the students to critically evaluate theories of human intelligence.
3. To gain understanding of measurement of human intelligence.
4. To gain deeper understanding of process of intelligence, physiological and cultural approaches to human intelligence.
5. To assist the students to understand the concept, history and applications of artificial intelligence.

4.1 Concept of Human Intelligence
Historical Background
Theories of Human Intelligence
Measurement of Human Intelligence
Process of Intelligence .
David Marr's analysis
Physiological and Cultural Approach

4.2 Artificial intelligence:
History
Applications
Reference:

1. Kellogg R.T 'Cognitve Psychology'(2003), 2nd Edition. Sage Publications New Delhi.
2. Janhnke J.C, Nowaczyk R.H ' Cognition',(1998), Prentice-Hall Inc. New Jersey.
3. Matlin M ' Cognition' 7th Ed, (2009), John Wiley & Sons Inc.
4. Michael W. Eysenck and Mark T. Keane,(2005), Cognitive Psychology: A Student Handbook,. Hove, Eng., Lawrence Erlbaum Associates,
5. Solso, Robert L. ' Cognitive Psychology"(2009), 6nd Edition , Allyn & Bacon Inc.
6. Sternberg R.J 'Cognitive Psychology'(2009), 5th Edition, Harcourt Brace College Publishers.

Internal Assessment can be done on following parameters:
- Review of literature on past studies.

- Propose new experiments based on studies.
- Book –Reviews.
- Critical Evaluation (Essay type).
- Essays on Current Trends/ Scope in field of Cognitive Psychology.

<u>Paper II-Research Method - Core paper</u>

No. of Credits-4,

Marks 100 (50 internal, 50 external)

OBJECTIVES:
1. To acquaint the students and make them understand the basics of research methods.
2. To acquaint students with advantages and disadvantages of different methods of research.
3. To develop the research initiating skills among the students.
4. To enable them to work on research project and report it properly.
5. To enable them to conduct research independently.

UNIT-1 INTRODUCTION

After learning this module, students will be able to:
  a) Know the basics of the fundamental scientific research.
  b) Define variables, select the problem and formulate hypotheses properly.
  c) Understand the various steps involved in conducting research.
  d) Understand the ethical issues in psychological research.

1.1 Scientific research – Meaning, aims, objectives and characteristics.
1.2 Basic concepts – Variables, Problems and Hypotheses.
    1.2.1 Variable: Meaning, types and control
    1.2.2 Problem: Meaning and characteristics of good problem.
    1.2.3 Hypothesis: Meaning, objectives, types and characteristics.
1.3 Basic steps of research: Problem, review, hypotheses, sample, data collection, analysis, interpretation and report.
1.4 Ethical issues in psychological research (APA).

UNIT-II SAMPLING AND DATA COLLECTION METHODS

After learning this module, students will be able to:
  a) Follow the scientific methods of sampling.
  b) Apply the appropriate method of data collection.

2.1 Sampling: a) Probability Sampling
              b) Non-probability sampling
2.2 Data collection:
         a) Experimental methods
         b) Non – experimental methods
         c) Qualitative research – Principles, types and comparison with quantitative research.

UNIT-III   RESEARCH DESIGN

After learning this module, students will be able to:

      a) Understand the different research designs.
      b) Implement appropriate basic research design.

3.1Experimental Research Designs

3.1 a. Between group design
3.1b. Within group design
3.1c. Factorial design
3.2   Quasi – experimental design

UNIT-IV   REPORTING   RESEARCH

After learning this module, students will be able to:

      a) Know the importance of writing the research report in a standard format.
      b) Will understand the APA format of writing research report.
      c) Will be able to conduct and report their own research.

4.1   Purpose and types of reporting research.
4.2   APA style of preparing research report and article for journals.
4.3   Collecting and reporting references in APA format from various sources.
4.4   Writing own research proposal on any topic. (10 marks)

Books for references:
1. American Psychological Association. (2009). Publication Manual of the American Psychological Association, Sixth Edition. APA.
2. Denzin, N. K. & Lincoln, Y. S. (2000). The handbook of qualitative research, 2nd edition, Sage publication. California.
3. Elmes, D. G. (2011). ResearchMethods in Psychology. Wadsworth Publishing; 9 ed.
4. Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.
5. Goodwin, J. (2009). Research in Psychology: Methods in Design. Wiley (6th edition).
6. Gursuch R.L. (1983). Factor analysis (2nd ed).
7. Kerlinger, F. N. (1995). Foundations of behavioural research. New Delhi: Surjeet Publication.
8. Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi: Wiley Eastern Ltd.

9. Maanen, J. V. (1979). Qualitative methodology. Sage publication.
10. McBurney, D. H. (2009). Research methods. (8th Ed.). Wadsworth Publishing.
11. Neumen, L. W. (1997). Social research methods - Qualitative and quantative approaches. 3rd edition. Allyn and Bacon.
12. Ritchie, J & Lewis, J. (2003). Qualitative research practice- a guide for social science students and researcher. Sage publication. New Delhi.
13. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (Ninth Edi.). NY: McGraw Hill.
14. Singh, A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
15. Tabachnick , B.G. and Fidell, L. J. (2001). Using Multivariable statistics (4th ed).

ASSESSMENT (INTERNAL FOR 50 MARKS)

1. PowerPoint presentation.   10 Marks
2. Tutorial submission.   10 Marks
3. Open book test.   10 Marks
4. Actual data Collection, scoring and section 4.4 (Sample size min. 20).   20 Marks

Paper III <u>Psychological Testing -Core paper for 80 credits psychology students and Elective paper for Non-Psychology students</u>

No. of Credits-4,   Marks 100 (50 internal, 50 external)

Objectives

  1 To help students learn the scientific approach to assessment of individual differences through psychological testing.

  2 To Develop Competence in Test Construction in scientific manner and taking appropriate decisions based on test scores

3 To understand measurement concepts, types of assessments, and purposes of various types of assessment tools

4 To develop an understanding of the reliability, validity, and use of various assessment measures

UNIT 1 Introduction

Objectives:
1. To help the students gain understanding of concept, characteristics and classification of psychological test.
2. To enable the students to gain understanding of scales of measurement.
3. To gain understanding of various steps of test construction and test adaptation.

4. To gain deeper understanding of ethical and cultural issues in testing.

1.1. Definition, characteristics and classification
1.2 Definition and scales of measurement
1.3 General steps in test construction and test adaptation

1.4 Testing procedure

1.5 Ethical and cultural issues in testing

UNIT II Test standardization
Objectives:
1. To help the students gain understanding of item analysis in the context of psychological testing.
2. To enable the students to critically evaluate reliability and validity of psychological test.

3. To gain understanding of various types of norms and their interpretation.

2.1 Item analysis: purpose, theory, item difficulty, item discrimination
2.2 Reliability: definition, types and importance

2.3 Validity: definition, types and importance

2.4 Norms: types and interpretation

UNIT III Applications of psychological tests

Objectives:
1. To help the students gain understanding of application of psychological tests in the field of educational testing, counselling set up, clinical set up and occupational set up.
2. To enable the students to critically evaluate Strengths and limitations of psychological test

3.1 Educational and counseling

3.2 Clinical

3.3 Occupational

3.4 Strengths and limitations of psychological tests

UNIT IV- Test Construction by Students

Objectives:
1. To help the students gain understanding of test development and carry out the process of psychological test construction in any one of the field such as Attitude, Interest , Vocation and educational testing.

A group of five students has to construct a short test measuring any one of the following

4.1 Attitude

4.2 Interest

4.3 Vocation

4.4 Educational setting

References:

1.Anastasi ,A.& Urbina,S(2002).Psychological testing .New Delhi: Pearson Education Asia

2.Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage Publication Pvt. Ltd.

3.Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6th Ed.). New York: McGraw-Hill.

4.Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cenegage.

5.Murphy, K.R., & Davidshofer, C.O. (2001). Psychological testing: Principles and applications (5th ed.). New Jersey: Prentice Hall.

6.Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors

Assessment/Evaluation (50 marks)

1. Test construction, with psychometric properties such as reliability, validity and norms.

2. Comprehensive information and critical evaluation of psychological tests of the area of student's choice.

PAPER IV-   PSYCHOLOGICAL TESTING PRACTICALS- Core paper

Marks 100 (50 internal, 50 external)

OBJECTIVES

i)To make the students aware of the need for Psychological assessment.

ii) To acquaint the students with the different areas of psychological assessment.

iii) To help students understand administration, scoring and interpretation of psychological test.

iv) To help students develop skills for using different psychological tests.

Unit I   INTELLIGENCE TESTS

i) CATTELS TEST OF INTELLIGENCE

ii)CATTELS CULTURE FAIR INTELLIGENCE SCALE INDIAN ADAPTATION BY

Kapoor Rao &Singh

iii)INDIAN ADAPTATION OF WAIS (Ramaswamy) or WISC (Malins)

iv)BHATIAS BATTERY OF INTELLIGENCE TEST

v) BINET KAMAT'S TEST OF INTELLIGENCE

 Unit II APTITUDE TESTS &INTEREST INVENTORY

   A) **Aptitude tests**

I) DIFFERENTIAL APTITUDE TEST BATTERY

II) GENERAL APTITUDE TEST BATTERY

iii) DBDA

 B) Interest inventories

 I) STRONG'S VOCATIONAL INTEREST BLANK

ii) COMPREHENSIVE INTEREST SCHEDULE Sanjay Vohra

iii) CRITES CAREER MATURITY SCALE Indian Adaptation by Nirmala Gupta

Unit III PERSONALITY ASSESSMENT

 i) CATTELLS 16PF

 II) CATTELLS HIGH SCHOOL PERSONALITY QUESTIONNAIRE

  III) MULTI DIMENSIONAL ASSESSMENT OF PERSONALITY (MAP)

 iv) NEO -PI

 Unit IV OTHER TESTS

I) EMOTIONAL INTELLIGENCE TEST BY ANUKOOL HYDE &OTHERS

 II) LOCUS OF CONTROL SCALE

 III) BEMS SEX ROLE INVENTORY

 IV) TORRANCE TEST OF CREATIVITY

V) LD SCREENING TEST

REFERENCE: Manuals for various tests.

NOTE i) two tests from modules I, III &IV should be introduced

ii) From module II two tests from category A and B should be introduced

ii) TOTAL 10 TESTS TO BE INCLUDED

Paper V-Theories of Personality-Core/Elective paper for 80 credits psychology students and Elective paper for Non-Psychology students

No. of Credits-4,

Marks 100 (50 internal, 50 external)

Objectives

1. To provide the students an understanding of the different theories of personality
2. To learn to critically evaluate the different theories.
3. To orient the students in application of this knowledge.

Unit-1 Introduction

Objectives:
1. To help the students gain understanding of concept of personality.
2. To enable the students to critically evaluate Psychoanalytic theory.

1.1 What is personality? How is personality studied and assessed?
1.2 Psychoanalytic perspective : concepts, evaluation

Unit-II **Neo Analytic Perspective**

Objective: To provide an understanding of individual neo analytic theories.

Enable the students to critically evaluate the neo analytic theories

2.1 Alfred Adler,

Cart Jung

Karen Horney

Eric Fromm

Harry Stack Sullivan

Erik Erickson

2.2 Behaviouristic and Social Cognitive perspective: Bandura

Unit III **Humanistic Perspective**:

Objective:

1.To enable students to gain understanding of humanistic, existential and positive aspects of personality.

2.To critically evaluate the humanistic theories.

      3.1   Abraham Maslow, Carl Rogers
      3.2   Existential: Rolo May, Victor Frankl
      3.3   Positive aspects of personality

Unit IV **Trait perspective**:

Objective:
1. To provide the students an understanding of individual trait theories.

2. To critically evaluate the trait theories.
      4.1 Allport,
      4.2 Cattel,
      4.3 Eysenck
      4.4 Five factor model of personality concepts, evaluation

References

1. Hall C. S., Lindzey. G & Camobell J. B.(Year) Theory of Personality, 4th Edn., John Wiley & Sons.,
2. Friedman H, Schustack M: Personality Classic Theories and Modern Research, 5th Edn, Pearson Education Pvt. Ltd. India, 2011.
3. Susan Cloninger: Theries of Personality, 5th Edn., Pearson Education Pvt. Ltd. India, 2008.
4. Olson M, Hergenhah B. R. Introduction to Theories of Personality, 8th Edn., Pearson Education Pvt. Ltd. India, 2010.
5. Baron R. A. Psychology, 5th Edn, Pearson Education, 2002.

Assessment:
1. Practical applications of personality theories.

2. MCQ tests.
3. Survey using personality questionnaires.
4. Essay type assessment.
5. Book review of original work of the personality theorists.

Paper VI-Environmental Psychology-Elective paper for 80 credits.
No. of Credits-4,
Marks 100 (50 internal, 50 external)

Course Objectives
● To become familiar with the various issues in environmental psychology
● To study theories and application of environmental psychology for quality life
● To explore perceptual and cognitive processes especially relevant to human environment interactions
● To understand the effects of high population density, noise and weather conditions on human behavior and functioning
● To study preventive controls environmental problems

UNIT I   INTRODUCTION

After learning this module, students will be able to:

a) Get exposure to the various aspect of environmental psychology.
b) Understand the theories and application of environmental psychology
c) Understand the ethical issues in environmental research.

1.1   Definition, Nature, Characteristics, classification of environment.
1.2   Indian and world perspective on human- environment relationship. Nature and salient features.
1.3   Environment Behaviour theories: Arousal, Environmental Load, adaptation level.
1.4   Ethical considerations in Environmental Research.

UNIT II   ENVIRONMENTAL COGNITION

After learning this module, students will be able to:

a) Get acquainted with the environmental cognition
b) Understand the theories and other field of environmental cognition.
c) To explore perceptual and cognitive processes especially relevant to human environment interactions

2.1 Nature and characteristics

2.2 Theories of environmental cognition: Development, Information Processing, spatial knowledge acquisition, Hierarchical ordering of spatial knowledge.

2.3 Substantive areas of environmental cognition: Cognitive distance and cognitive mapping, Cognition and Attitudes

2.4 Environmental perception: Nature and characteristics, Social and cultural influences, Environmental Cognition and cognitive mapping, Acquisition of Environmental Attitudes.

UNIT III   PERSONAL SPACE AND TERRITORIALITY

After learning this module, students will be able to:
  a) Understand the significant of personal space.
  b) Get exposure to the various important issues in maintaining personal space.

3.1 Nature, Function and determinants of personal space. Consequences of personal space invasion

3.2 Territoriality: function and types, territoriality & aggression.

3.3 Crowding: Concept, physiological and behavioral consequences, density intensify, behavior constraints, control; social interaction demand, sequential and eclectic

3.4 Reducing the causes and effects of crowding.

UNIT IV   ENVIRONMENTAL STRESS AND PREVENTION

After learning this module, students will be able to:
  a) Get acquainted with the environmental stress.
  b) Understanding and identifying environmental problems and techniques to prevent.

4.1 Environmental Stress: Nature and Characteristics

4.2 Type and behavioural effects of stressors- Natural disasters, technological catastrophe, noise and air pollution

4.3 Environmental psychology and community: Quality of life, social process and socialites

4.4 Preventive techniques

a) Social support: Residential neighborhood and urban environments

b) Personal control: environmental education, prompt, reinforcement, littering energy conservation

BOOKS RECOMMENDED

1.   Bell, P.A., Greene, T. C., Fisher, J.D., & Baum A. (2001) **Environmental Psychology.** (Vth edition) Wadsworth Group/ Thomason Learning, 10 Davis Drive Belmont CA, U.S.A.

2.   Bell, P.A. Fisher, J.D. & Loomis, R.J. (1973) **Environmental Psychology,** Philadelphia W.B. Sannders.

3.   Altman, I. (1975) **The Environmental and Social Behavior,** Meoneterey California : Brooks/Cole, Publication Company.

4.   Cone D. & Hayes C. (1984) **Environmental Problems behavioral solutions,** Meoneterey California : Brooks/Cole, Publication Company.

5.   Wiere Alian, W. (1984) **An Introduction to Ecological Psychology,** Cambridge Univ. Press.

6.   Sahoo, F.M. Mishra P.K. & Pinta, R.S. (1985) **Environment and Behavior: Ecology Perspective.** New Delhi: Akshat Publications.

7.   Jain, U. (1987) **The Psychological Consequences of Crowding** New Delhi: sage.

8.   Stokols, Dainel & Altman, Irwin (1987) Handbook of Environmental Psychology (Vol. 1 & 2) New York, John Wiley & Sons.

9.   Bhattacharya, S. (2008). **Environmental Psychology**, First edition, Global vision publishing house, New Delhi.

10.   Bonnes Mirilia and Secchiaroli Gian Franco (1995): Environmental Psychology-A Psycho-Social Introduction: New Delhi: Sage Publications.

11.   Bechtel, Robert B. (1997): **Environment & Behaviour – An Introduction**, New Delhi : Sage Publications.

12. Veitch, R., & Arkkelin, D. (1995). **Environmental Psychology: An Interdisciplinary Perspective**. Englewood Cliffs: Prentice-Hall, Inc. A Pearson Education Company.

ASSESSMENT (INTERNAL FOR 50 MARKS)

1. PowerPoint presentation.   10 Marks
2. Assignment on current environmental issues   10 Marks
3. Open book test.   10 Marks
4. Mini research report on the recent trends in this field   .   20 Marks

SNDT WOMENS UNIVERSITY

PSYCHOLOGY   MA PART I / **Sem.II**

Course in Neurocognition/ Cognitive neuropsychology (Core)

Paper code: 21004   Credits: 4   Marks: 100 (50 internal, 50 external)

The goal of the course on Neurocognition is to develop a better understanding of the overlapping field of cognitive neuroscience, neuropsychology and cognitive psychology. To this end the course topics will include basic understanding of fundamental relationship between brain and behavior.

Unit I/Module I: Introduction to Cognitive neuropsychology

Objectives: -

1. This will help the student in understanding of historical perspective and current status of cognitive neuropsychology.

2. It will enable the student to understand the anatomy of brain as well as the function of neurons and neurotransmitters.

1.1   Brief history of Cognitive neuropsychology

1.2   Introduction to nervous system: Neurons

1.3   Synaptic transmission: neurotransmitters

1.4   Brain anatomy

Unit II/Module II: Attention and Memory

Objectives:

1.   This will help the student in understanding the neurophysiology and neuropsychology of attention.

2.   It will enable the student to understand the relationship between brain and memory.

   2.1   Neurophysiology of human attention.

   2.2   Neuropsychology of human attention

   2.3   Memory and brain

   2.4   Neuroimaging the human brain and memory.

Unit III/Module III: Cerebral Lateralization and Specialization

Objectives:

1. This will help the student in understanding the principals of cerebral organization.

2. It will enable the student to understand how cerebral communication and specialization takes place.

3.1 Principals of cerebral organization.

3.2 How the two hemispheres communicate

3.3 Hemispheric specialization

3.4 Structure and functions of lobes and sub-cortical structure

Unit IV/Module IV: Executive Functions and Frontal Lobe

Objectives:

1. This will help the student in understanding the subdivisions of frontal lobe

2. It will enable the student to understand the role of frontal lobe in executive function.

4.1 Subdivisions of frontal lobe

4.2 Frontal lobe and working memory

4.3 Frontal lobe and goal oriented behavior

4.4 Frontal lobe and other executive functions.

Evaluation of students:

1. Term paper on current status of research in the topics included in the syllabus.

2. Report of Field visit to hospitals offering neuropsychological services.

3. Review of existing neuropsychological assessment tools.

4. Objective Test

References:

1. Betty, J. (1995) Principals of behavioural neuroscience. Chicago: Brown & Benchmark.

2. Ellis, A.W. (1988) Human cognitive neuropsycholohy. Hove, UK: Ellbaum

3. Ellis, A.W., Young,A.W.(1996) Human cognitive neuropsycholohy. Hove, UK: Ellbaum

4. Gazzaniga, M.S.., Ivry, R.B. & Mangun, G.R. (2008) Cognitive neuroscience: The biology of mind. New York: Norton.

5. Kilb, B. & Whishaw, I.Q. (1990). Fundamentals of human neuropsychology. New York: W.H. Freeman.

6. Mangun, G.R. (2012) Neuroscience of attention: Attentional control and selection. Oxford University Press

7. Parkin,A.J.(2001) Explorations in cognitive neuroscience. Psychology Press Ltd.

8. Rapp, B. (Ed.) (2001) Handbook of Cognitive Neuropsychology, New York: Psychology Press

COURSE IN

Application of Statistics in Psychology (Core)

Sem.II

Paper code: 21005   Credits: 4   Marks: 100 (50 internal, 50 external)

The goal of the course on application of Statistics in Psychology is to develop a better understanding of the field of statistics, as applied to psychology. Understanding the application of quantitative methods is important from research viewpoint that is an integral part of the M. A. Psychology program. This will enhance their understanding and skill of carrying out independent research.

OBJECTIVES

  At the end of the course the students will be able to

i) Develop conceptual understanding of statistical methods and their utility for empirical   research

ii) Understand the use of software package for social sciences

iii) Use suitable statistical techniques foe interpreting research findings

Unit I/ Module I: INTRODUCTION TO DESCRIPTIVE STATISTICS

1.1 Definition and use of statistics, Scales of measurement

1.2 DESCRIPTIVE STATISTICS Measures of central tendency & Measures of Variability

 1.3 Concept of normality & normal distribution

1.4 Concept of standard scores, levels of significance, Power and effect\

Unit II/Module II   Measures of Association, Prediction and Other Methods:

2.1 Correlation: product moment, partial correlation, Special correlations.

2.2 Nonparametric correlations: Kendall's tau, Spearman's rho, other measures.

2.3 Linear Regression (OLS). Multiple Regression; Logistic Regression

2.4 Chi Square

Unit III/ Module III: Inferential Statistics:

Inference about location

3.1 Two group Differences: t test- Independent and dependent samples,

3.2 Multi-group Differences: One-way ANOVA: Independent and dependent samples; Two-way ANOVA:

Independent samples

3.3 Wilcoxon Sign-Rank test; Median test; U test; Kruskal-Wallis test .

Unit IV/ Module IV: Inferential Statistics: Multivariate

4.1 MANOVA ,Discriminant Function Analysis, Factor Analysis

4.2 SOFT WARE PACKAGE IN SOCIAL SCIENCES

Evaluation:

1. Analysis and interpretation of actual data collected as part of small research study.

2. Class test

3. Report of training in soft ware package in social science

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2. Gourch, R. L. (1983). Factor Analysis. NJ: Lorrence Erlbaum.

3. Gravetter, F. J. & Wallnau, L. B. (2012). Statistics for the Behavioral Sciences. Wadsworth Publishing; 9 edition.

4. Guilford, J. P., & Fructore, B. (1978). Fundamental statistics for psychology and education. N.Y.: McGraw-Hill.

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Howell, D. (2009) Statistical Methods for Psychology, 7th Edition, Wadsworth.

6. Loehlin, J. (1998). Latent Variable Models: an introduction to factor, path, and structural analysis. Hillsdale, N.J.: LEA.

7. Marcoulides, A. G. & Schumacker, E. R. (2001). New developments and techniques in

structural equation modeling. Hilsdel, New Jersey: Lawrence Erlbaum.

8. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley.

9. R Development Core Team. (2011). R: A Language and Environment for Statistical

Computing. R Foundation for Statistical Computing: Vienna, Austria. (http://www.Rproject.org)

10. Sheskin, D. (2011).Handbook of Parametric and Nonparametric Statistical Procedures, FifthEdition. Chapman and Hall/CRC.

11. Tabachnick, B. G. & Fidell, L. S. (2001). Using multivariate statistics (4th Edi.). Boston: Allynand Bacon.

12. Wilcox, R. R. (1996). Statistics for social sciences. San Diego: Academic Press.

13. Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical

Course in

Applications of Personality Theories(Core)

Sem.II

Paper code: 21006   No. of credits 4   Marks 100 (50 internal, 50 external)

The goal of the course on application of personality theories is to develop a better understanding of the field of

personality. Understanding the application of personality theories is important from the viewpoint of

counselling and psychotherapy, that is an integral part of the M. A. Psychology program. This will enhance

students' understanding and skill of carrying out independent counselling and therapy work.

Unit I / Module I – Introduction

Objectives

1. To help students gain an understanding of the various applications of personality theories.

2. To enable students to critically evaluate the practical utility of psycho analytic & neo analytic

   theories.

   1.1   Scope and importance of the application of theories of personality

   1.2   Psychoanalytic Theory : Treatment using Psychoanalysis – Psychoanalytic therapy.

   1.3   Neo Analytic Theories: Application to treatment - Alfred Adler, Carl Jung. Erik Erikson,

   Erich Fromm, Karen Horney and Harry Stack Sullivan

Unit II/ Module II: Learning – Behavioural Perspective

Objectives:

1. To provide an understanding of application of behavioural theories.

2. To develop the skill in planning and executing behavior modification program

2.1   Treatment based on Pavlov's Classical Conditioning.

2.2   Treatment based on Skinner's Operant conditioning.

2.3   Treatment based on Bandura's Social Cognitive theory.

Unit III/ Module III – Humanistic & Existential Theories

Objective

To provide an understanding of the application of humanistic & existential theory in counselling practice.

3.1   Carl Rogers and Person-Centered Counselling

3.2   Application of Abraham Maslow's theory: understanding characteristics of Self - Actualized persons

for personal growth

3.3   Viktor Frankl, Rolo May – Existential therapy

Unit IV/ Module IV – Trait Perspective

Objective

To provide the students an understanding of the application of trait theories, in the context of psychological

assessment.

4.1   Psychometric application of Gordon Allport's theory – The study of values

4.2   Psychometric application of Raymond Cattell's trait theory – Personality assessment tools developed

by R.B.Cattell.

4.3   Psychometric application of Hans J Eysenck type theory – Personality assessment tools developed by

H.J.Eysenck

4.4   Five Factor Model of personality – Personality assessment tools based on five factor model of

personality

Evaluation

Book review of books on Psychotherapy

Critical review of recent articles on Psychotherapy and Psychological tests.

Class quizzes on applications of theories.

References

1. Aiken L. R. (2000) Personality: Theories, Assessment, Research and Applications. Charles C Thomas Pub. Ltd.,

2. Burger J. M. (2010) Personality 8th Edn Wardsworth Publishing.

3. Carducci B. J. (2009) The Psychology of Personality Viewpoints, Research and Applications 2nd Edn Wiley – Blackwell

4. Cervone D, L. A. Pervin (2012) Personality: Theory and Research 12th Edn. Wiley

5. Even R. B. (2009) An Introduction to Theories of Personality 7th Edn. Atlantic Publishers & Distributors.

6. Feist J, Feist G, Roberts T (2012) Theories of Personality 8th Edn. McGraw – Hill. Inc. New York.

7. Hjelle LA, Ziegler DJ (1992) Personality Theories – Basic Assumptions, Research and Applications, 3rd Edn. McGraw-Hill., Inc. New York.

8. Hogan R, Smither R (2008) Personality: Theories & Applications 2nd Edn. Hogan Press

9. Seligman, Reichenberg W. L. (2011) Theories of Counseling and Psychotherapy- Systems, Strategies and Skills, PHI Learning Private Ltd., New Delhi 3rd Edn.

Course in

APPLIED SOCIAL PSYCHOLOGY(Core)

Sem.II

Paper Code: 210103   4 CREDITS   100 MARKS (50 internal and 50 external)

The goal of the course on applied social psychology **is** to develop a better understanding of the field of social psychology as applied to problems of daily life. Understanding the application of social psychology is important in the context of working in social and developmental sector.

Objectives:

1. To acquaint the students with recent development in Applied Social Psychology

2. To acquaint the students with the concepts, theories of Social Psychology and their applications.

Unit I/Module I: Defining the field of Applied Social Psychology

1.1 Social Psychology – Defining Social Psychology, Social Psychology as a Science

1.2 Applied Social Psychology – Applied Social Psychology as a Science, The role of Personal Values, Historical Context of Applied Psychology, A problem Focus, Social Influence on Behaviour: The Power of the situation, Level of Analysis, The need for a broad approach, Various Roles of Applied Social Psychologists.

Unit II/ Module II

2.1 Applying Social Psychology to the Media – How does Media Violence Affect Us? The consequences of viewing Media Violence, Imitation of Violence, Media violence and Aggressive Thoughts, Media Violence and Fear What Happens When We Watch Pornography? Effects of Long- Term Exposure to Nonviolent Pornography, Effects of Exposure to Sexual Violence, Reducing the harmful effects of Exposure to violent pornography Does Political News Coverage Affect us? How the Media Influence our Thoughts, Effect of Negative Media Coverage of the Government. 2.2 Applying social psychology to health - Definition of health psychology. Bio- psychosocial model, social variables and health Promoting health and preventing illness- Persuasion and Social Influences in Media Health coverage, Family, Peer and School Influences Changing Health Behaviour - Health Belief Model, Theory of Planned Behaviour, Trans theoretical Model Stress, Coping and Social Support- Stress and Coping, Social Support.	

Unit III/ Module III

3.1 Applying Social Psychology to Organizations- The Individual in an Organizational Context, Making Sense of Others in the Work Environment, Job Satisfaction: Antecedents and Consequences

Interpersonal Processes in Organizations – Communication, Group Decision Making

3.2 Applying Social Psychology to the Criminal Justice System The Crime and The Criminal,

Social Psychology Of A Crime, The Origins Of Crime The Response of the Criminal Justice System ; The police Investigation, the courtroom, The Prison Setting **Unit IV/Module IV**	

4.1 Applying Social Psychology To The Environment

Resource Dilemmas – A Family of Dilemmas, What Is a Resource Dilemma? Studying Resource Dilemmas

Social Design – A Growing Collaboration, When and How Social Design Helps, Six Goals of Social Design, Outdoor Spaces

Defensible Space- Convenience Stores and Banks, Residences, Communities.

4.2 Applying Social Psychology to Diversity

Culture Diversity – Hofstede's Cultural Taxonomy, Schwartz's Values Framework

Demographics: Personal Diversity, Gender, Ethnic Background, Social Class

Diversity : Opportunities, Creativity and Innovation, Problem Solving

Diversity: Challenges, Prejudice and Discrimination

Evaluation:

1. Small survey on social psychological factors of current social events.

2. Creating blog on issues included in the syllabus such as media, environment and so on.

3. Objective tests

4. Critical evaluations of simulated social psychological scenarios.

References

1.Baron & Byrne 'Social Psychology: Understanding Human Interaction' 5th Edition, Allyen & Bacon Inc.

2.Dalton E.S (2001) Community Psychology' Wadsworth Thomson learning

Feldman Roberts 'Social Psychology – Theories, Research, and Applications' International student edition

3.Frank. W. Schneider, J. Gruman, Larry Cartts 'Applied Social Psychology: Understanding & Addressing Social & Practical Problem' Sage Publication

4.Hastie R. & Stasser G. (2000) In Reis H.T. & Gudd C.H. 'Handbook of Research Methods in Social and Personality Psychology. Cambridge University Press.

5.Higginse.T & Kruglansk A. W (1996) 'Social Psychology: Handbook of Basic Principles' Guilford Press, New York, London

6.Hollander & Raymond Hunt 'Current Perspective in Social Psychology' Oxford University Press

7.Leonard Berkowitz 'A Survey of Social Psychology Illinios' The Dryden Press, Hidstate

8.Lindesmith A.R, Strauss 'Social Psychology' Prentice Hall Publications, New Jersey

9.Misra L (1992) 'Women's Issues: An Indian Perspective' Northern Book Centre, New Delhi.

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11.Pennington D.C Gillen K & Hill P 'Social Psychology' Oxford University Press .N.Y

12.Phillip W.S.K (1994) 'Street Children in India' Rawat Publications, Jaipur

13.Reis H.T & Judd C.H (2000) Handbook of Research Methods in Social and Personality Psychology' The Cambridge Press

14.Rickel P. (1999) 'Social and Psychological Problems Prevention & Intervention' Hemisphere Publishing Cooperation, New York.

15.Second & Backman 'Social Psychology' International Students Education

16.Semin G.R & Fiedler K (1996) 'Applied Social Psychology' Sage Publications, New Delhi

17.Seras D.O, Freedman J.L & Peplau L.A 'Social Psychology' Prentice Hall Inc.

Course in

Positive Psychology (Elective)

SemII

Paper code: 210104   No. of credits 4   Marks 100 (50 internal, 50 external)

The goal of the course is to help the student's gain better understanding of the emerging field of positive psychology. Positive psychology studies human behavior that helps in achieving success in life, empowers performance and demonstrates resilience in the face of adversities of life. It seeks to find out what makes individuals flourish under both positive and negative circumstances.

Unit I/Module I: Introduction to Positive psychology

Objectives:

1.After the completion of this module the student will gain better understanding of assumptions, goals and themes of positive psychology.

2. The student will have better insight into the historical antecedents of Positive psychology.

3. It will enable the student to distinguish between eastern and western perspectives on positive psychology

1.1 Definition, assumptions, goals and themes of positive psychology

1.2 Historical antecedents of positive psychology

1.3 Differentiating betweeneastern and western perspectives on positive psychology

1.4 Classification and measure of strengths.

Unit II/ Module II: Positive emotions

Objectives:

1.After the completion of this module the student will gain better understanding of the role of positive emotions such as subjective well being, resilience, and flow in the context of positive psychology.

2.1 Subjective well being

2.2 Resilience

2.3 Flow

2.4 Emotional intelligence and emotional creativity

Unit III/ Module III: Cognitive and interpersonal focus

Objectives:

1.After the completion of this module the student will gain better understanding of the role of optimism, hope,

self-efficacy in the context of positive psychology.

3.1 Optimism

3.2 Hope

3.3 Self-efficacy

3.4 Gratitude, empathy and altruism

Unit IV/ Module IV: Applied positive psychology

Objectives:

1.After the completion of this module the student will gain better understanding of the role of positive

psychology as applied to various domains of traditional psychology

4.1 Positive psychotherapy

4.2 Positive organizational behavior

4.3 Building better communities

4.4 Assessment in positive psychology

Evaluation:

Students can be evaluated in the following ways:

1. Literature search on the existing work that differentiate between eastern and western perspectives on positive psychology.
2. Critical review of research studies published on any one of the areas of positive psychology mentioned in the syllabus.
3. Write a comparative analysis of positive and traditional approach to psychotherapy, organizational behavior, community psychology and assessment.

REFERENCES:

1. Baumgartner, S.R., & Crothers, M.K. (2012). *Positive Psychology*. New Delhi: Pearson.

2. Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology, 84*, 822-848.

3. Compton, W.C., & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth Publishing Company.

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8. The WHOQOL Group. (1998). Development of the World Health Organization WHOQOL-BREF quality of life assessment. Psychological Medicine, 28, 551-558.

9. Thompson, L.Y., Snyder, C.R., Hoffman, L., Michael, S.T. Rasmussen, H., N., Billings, L.S., Heinze, L., Neufeld, J. E., Shorey, H. S., Roberts, J. C. & Roberts, D.E. (2005). Dispositional forgiveness of self, others, and situations. *Journal of Personality*, *73*, 313-359.

Course in

Cross-Cultural Psychology (Elective)

Sem II

Paper code: 210105 No. of credits 4 Marks 100 (50 internal, 50 external)

The goal of the course is to help the student's gain better understanding of the emerging field of cross-cultural psychology. Cross- cultural psychology helps in understanding issues of diversity, in human behavior due to cultural influences.

Objectives:

1. The course will enable the students to understand meaning and methodological issues in studying cross-cultural psychology.

2. The course will help the student in gaining insight into the issues of prejudices, stereotypes and discrimination.

3. The course will help the student to understand the developmental and language factors in cross-cultural context.

Unit-I

Culture and Psychology :

Cross cultural research and psychology, defining culture,

Culture & diversity, Etics and emics.

Cross Cultural Resaerch Methods :

Types of cross cultural research, Issues concerning, Cross

cultural comparisons. Culture as a measurable construct.

Unit-II

Culture and cognition: Theoretical positions, contemporary issues, cultural influences on perception, cognition, learning, memory, problem solving, reasoning and creativity; Everyday cognition.

Culture and emotion: Basic emotions, dimensional and componential models, subjective experiences,

appraisal, physiological reaction and emotional expressions.

Unit-III

Culture & developmental processes:

Culture & temperament, Culture and attachment Cognitive

development, Moral reasoning.

Culture & Health :Cultural difference in the definition of health,

Socialcultural influences on physical health, Cultural

differences in dealing with health.

Unit-IV

Culture, language & Communication:

Structure of langugae: The sapirwhorf hypothesis, Bilingualism and culture, Intra vs. intra-cultural

communication, improving intra-cultural communication.

Culture & Social Behaviour:

Culture & Ingroup/ outgroup relationships; Culture, person perception & attractiveness; Culture & attributions;

Culture & aggression ; Culture & conformity, compliance, obedience and

co-operation.

Evaluation:

1. Objective tests

2. Book review

3. Class presentation on current trends in cross-cultural psychology.

References :

1.Baron, R.A., Byrne, D & Branscombe, N.R. (2006) Social Psychology (11th ed.) New Delhi: Pearson Education.

2.Berry, J.W, Poortinga, Y.H., Segall, M. H., & Dasen, P. R. (2002). Cross- cultural psychology: Research and application. New York: Cambridge University Press.

3.Berry, J.W. et al. (Eds). (1997). Handbook of' cross-cultural psychology (2nd Edition) (Vol 1-

   3). Boston: Allyn & Bacon.

4. Brislin, R. (Ed.) (1990). Applied cross-cultural psychology. Newbury Park: Sage.

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Course in

Psychology Practical: Experiments (Core)

Sem II

Paper code: 210202   No. of credits 4   Marks 100 (50 internal, 50 external)

The goal of the course is to help the student's gain better understanding of the designing, conduction and interpretation of results of psychology experiments. It will also help in developing the skills of developing computer program for the conduction of psychological experiments.

OBJECTIVES:

1) To acquaint the students with different areas of experimentation in the field of Cognitive Processes.

2) To make the student familiar with skills of preparing experimental designs

3) To make the students familiar with the skills of report writing.

Unit I/Module I: Learning and memory

1. Sensory memory.

2. Recognition memory [Signal Detection Method]

3. Persistence of auditory information in memory,

4. Autobiographical memory,

5. Prospective memory,

6. Paired Associate Leaning

7. Effect of visual and auditory background on learning process

8. Categorization as an aid in memory.

Unit II/Module II Attention/Perception

1. Semantic Priming

2. Visual & Acoustic confusion

3. Dual task performance

4. Effect of size and variable distance on apparent motion,

5. Emotional stroop effect,

6. Pattern recognition

7. Feature Integration

Unit III/Module III: Thinking/Reasoning

1. Syllogistic Reasoning

2. Conditional Reasoning

3. Concept Identification.

4. Concept attainment

5. Problem solving

6. Creative thinking

Unit III/Module III: Miscellaneous

1. Framing Effect

2. Anchoring Effect

3. Effect of active strategies on reading comprehension

4. Word Recognition

5. The influence of incentives on performance

6. Achievement Motivation

Note:

1. In all 10 experiments to be conducted

2. Conduct two experiments from each unit.

3. The remaining two can be selected from ant unit/module of the syllabus.

Evaluation:

1. Report writing of the experiments conducted as per APA format.

2. Designing and writing computer program for any two psychological experiments.

References:

1. Manuals of laboratory experiments in psychology.

2. Kellogg R.T 'Cognitve Psychology' (2003), 2nd Edition. Sage Publications New Delhi.

3. Janhnke J.C, Nowaczyk R.H 'Cognition', (1998), Prentice-Hall Inc. New Jersey.

4. Matlin M 'Cognition' 7th Ed, (2009), John Wiley & Sons Inc.

5. Michael W. Eysenck and Mark T. Keane, (2005), Cognitive Psychology: A Student Handbook,. Hove, Eng., Lawrence Erlbaum Associates,

6. Solso, Robert L. 'Cognitive Psychology"(2009), 6nd Edition , Allyn & Bacon Inc.

7. Sternberg R.J 'Cognitive Psychology' (2009), 5th Edition, Harcourt Brace College Publishers.

8. A.F Healy& R.W Proctor.(Ed)(2003) Handbook of psychology-Experimental Psychology (vol.4), John Wiley & Son.Inc

SNDT WOMENS UNIVERSITY

PSYCHOLOGY   MA PART II / **Sem.III**

Clinical Psychology - Psychopathology: Child and Adolescent

Paper code: 3100111   Credits: 4   Marks: 100 (50 internal, 50 external)

The goal of the course on Psychopathology: Child and Adolescents to develop a better understanding of the o field of child and adolescent psychopathology. To this end the course topics will include basic understanding of current trends and changing issues in child and adolescent psychopathology.

Unit I/Module I: Introduction

1.1 Development and Psychopathology
1.2 History of Child and adolescent psychopathology
1.3 Attention deficit/hyperactive disorder
1.4 Oppositional defiant, conduct disorder and Aggression

Unit II /Module II: Internalizing Disorders

2.1 Anxiety: Identification, and etiology.
2.2 Obsessive-compulsive disorder: Identification, and etiology
2.3 Post-traumatic stress disorder: Identification, and etiology
2.4 Affective disorder- depression and suicide: Identification, and etiology

Unit III/Module III

3.1 Autism spectrum disorder and pervasive developmental disorder: Identification, and etiology
3.2 Mental Retardation: Identification, and etiology.
3.3 Learning disability: Identification, etiology and remediation
3.4 Speech and language disorder/communication disorder: Identification, and etiology

Unit IV/Module IV

4.1 Substance abuse: Identification, and etiology
4.2 Eating disorders: Identification, and etiology
4.3 Sleep disorder: Identification, and etiology
Evaluation:
1. Term paper on any given topic
2. Review of literature and critical analysis/Book review
3. Case discussion
4. Class test

References:

- Beauchaine T. P., Hinshaw S. P. (2008) Child and Adolescent Psychopathology, John Wiley & Sons.

- Wilmshurst L. (2011) Child and Adolescent Psychopathology, SAGE Publication
- Sarason A, Sarason B. A. (2006) Abnormal Psychology, Pearson Education Publishing Co.
- Gelder (2009) New Oxford Text Book, Vol. I & Vol. II, Wiley Blackwell
- Kaplan & Sadok (2011) Comprehensive Textbook of Psychiatry 9th Edn.
- Lishman W. A. (2008) Organic Psychiatry 3rd Edn. Wiley Blackwell
- De Sousa A, De Sousa D, De Sousa A (2004) Child Psychiatry, The National Book Depot, Mumbai
- Davison G. C., Neal J. M., Kring A. M. (2004) Abnormal Psychology 9th Edn., New York Wiley.

SNDT WOMENS UNIVERSITY

PSYCHOLOGY   MA PART II / Sem.III

Clinical Psychology - Psychopathology: Adult and Geriatric

Paper code: 310112   Credits: 4   Marks: 100 (50 internal, 50 external)

The goal of the course on Psychopathology: adult and geriatric is to develop a better understanding of the o field of adult and geriatric psychopathology. To this end the course topics will include basic understanding of current trends and changing issues in adult and geriatric psychopathology.

UnitI/Module I

1.1 Mental health act.

1.2 Development of psychiatric nosology; DSM and ICD

1.3 Anxiety disorders: Identification, and etiology.

1.4 Psychosomatic disorders: Identification, and etiology

Unit II/ Module II

2.1 Schizophrenia: Historical overview, classification, etiology and current view.

2.2 Delusional disorder: Identification, and etiology

2.3 Mood disorder: Classification, and etiology.

2.4 Suicide: etiology, and risk factors.

Unit III/ Module III

3.1 Personality disorders: classification and, etiology

3.2 Sexual disorders/ dysfunction: Classification, and etiology

3.3 Geriatric disorders: anxiety, mood and suicide.

Unit IV/ Module IV

4.1 Epilepsy

4.2 Major neurological conditions: tumor, stroke and brain injury, infectious diseases of brain.

4.3 Geriatric disorders: Dementia and degenerative disorders.

4.4 Somatoform disorder/ somatic symptoms disorders: Identification, and etiology .

Evaluation:

1. Simulated case presentation.

2. Class tests

Clinical Psychology - <u>Psychodiagnostics-Assessment of Cognitive Functions</u>

Paper code: 310113   Credits: 4 Marks: 100 (50 internal, 50 external)

Objective

1. To make the students acquaint with the theoretical constructs behind Psycho-diagnostics testing.
2. To acquaint them to different testing methods in Clinical Psychology.
3. To stimulate their interest in research and test construction in the field of Clinical Psychology.

Unit – I

1.1   Binet's and Wechsles's Scales of intelligence
1.2   Problems in testing adult intelligence
1.3   Intelligence testing in India

Unit – II

2.1   Assessment of memory: WMS, PGIMS

2.2   Assessment of emotional intelligence

2.3   Multiple intelligence

Unit – III

3.1   Assessment of learning disability: Reading, writing, arithmetic, spelling

3.2   WRAT, Woodcock Johnson, any other

Unit – IV

4.1   Overview of Neuropsychological assessment

4.2   Neuropsychological battery

4.3   Use of technology in psychological assessment

Evaluation:

Recent development in tests of cognitive functions.

Term paper on clinical use of cognitive function tests.

Class assessment.

References

1. Gary Groth-Marnat (2009) HANDBOOK OF PSYCHOLOGICAL ASSESSMENT FIFTH EDITION, John Wiley & Sons, Inc.,

2. John R. Graham, Jack A. Naglieri , Volume Editors (2003) HANDBOOK of PSYCHOLOGY (VOLUME 10) ASSESSMENT PSYCHOLOGY, John Wiley & Sons, Inc., (Irving B. Weiner, Editor-in-Chief)

4. Randy W. Kamphaus , Jonathan M. Campbell (2006) Psychodiagnostic Assessment of Children, John Wiley & Sons, Inc

5. Aurelio Prifitera , Donald H. Saklofske , Lawrence G. Weiss (2008) WISC-IV Clinical assessment and Intervention SECOND EDITION, Elsevier Inc.

6. Henry Kellerman, Anthony Burry (2007) Handbook of Psychodiagnostic Testing, Fourth Edition - , Springer ScienceBusiness Media, LLC.

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8. Kate Anthony; Deeanna Merz Nagel; Stephen Goss. (2010). the Use of Technology in Mental Health: Applications, Ethics and Practice Charles C. Thomas Pub. Ltd.

9. Weiner B. (1983): Clinical Methods in Psychology, John Willey & Sons, New York,
10. Kulshrestha, S. P. And Rhimal D. N. (Ed.) Recent advances in Educational and Psychological testing, Jugal Kishore & Co., 1984.
11. Sharma V, Malhotra S Edi (2011) Clinical Neuropsychology, Harprasad Institute of Behavioural Studies, Agra India
12. Anastasi A, Urbine S (2002) Psychological Testing, 7th Edn.. Pearson Edu. Inc.

SNDT WOMENS UNIVERSITY

PSYCHOLOGY   MA PART II / **Sem.III**

Clinical Psychology - <u>Psychodiagnostics-Assessment of Personality & Emotions</u>

Paper code: 310114   Credits: 4   Marks: 100 (50 internal, 50 external)

Objective

1.   To make the students acquaint with the theoretical constructs behind Psycho-diagnostics testing.
2.   To acquaint them to different testing methods in Clinical Psychology.
3.   To stimulate their interest in research and test construction in the field of Clinical Psychology.

Unit – I

1.1   Personality Assessment : Inventories, questionnaires
1.2   MMPI
1.3   MCMI
1.4   CPQ

Unit – II

2.1   Unstructured projective test: Rorschach Ink Blot test

2.2   Projective drawings: DAP, HTP, BG

2.3   Semi structured projective tests: SCT, TAT / CAT

Unit – III

3.1   Assessment of emotions: depression, anxiety, anger

3.2   Behavioural assessment

3.3   Clinical Psychology in India

Unit – IV

4.1   Characteristics of Clinical Interview

4.2   Roles & tactics in Interview

4.3   Nonverbal communication

4.4   Ethics in Clinical Psychology

Evaluation:

Critical evaluation of a test

Class tests

Recent developments in any measure of personality.

References

1. Irving B. Weiner, Roger L. Greene (2008) HANDBOOK OF PERSONALITY ASSESSMENT, John Wiley & Sons, Inc.

2. Gary Groth-Marnat (2009) HANDBOOK OF PSYCHOLOGICAL ASSESSMENT FIFTH EDITION, John Wiley & Sons, Inc.,

3. John R. Graham, Jack A. Naglieri , Volume Editors (2003)
   HANDBOOK of PSYCHOLOGY (VOLUME 10)
   ASSESSMENT PSYCHOLOGY, John Wiley & Sons, Inc., (Irving B. Weiner, Editor-in-Chief)

4. Randy W. Kamphaus , Jonathan M. Campbell (2006) Psychodiagnostic Assessment of Children, John Wiley & Sons, Inc

5. Henry Kellerman, Anthony Burry (2007) Handbook of Psychodiagnostic Testing, Fourth Edition - , Springer ScienceBusiness Media, LLC.

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9. Anastasi A, Urbine S (2002) Psychological Testing, 7th Edn.. Pearson Edu. Inc.

SNDT WOMENS UNIVERSITY

PSYCHOLOGY   MA PART II / **Sem.III**

Clinical Psychology - Orientation to Practicum in Clinical Psychology

Subject Code – 310211   Credits: 4   Marks: 100 (50 internal, 50 external)

Objectives

1. To expose the students in different Clinical setting as well as to give them experiential knowledge in Clinical Psychology.
2. To facilitate them to different independent testing, analyzing, diagnosing as well as report writing.

Unit – I

1.1   Case history taking and Mental Status Examination.
1.2   Diagnostic formulation
       Two clinical cases to be worked out by students placed in hospitals with reports of Psychological assessment.

Unit – II - Assessment of Cognitive Functions

2.1   BKT, Bhatia's Test WAPIS, WISC
2.2   SFB, VSMS
2.3   WMS.

Unit – III - Assessment of Personality

3.1   Objective Measures of Personality: – MMPI, HARS, HDRS, BDI

3.2   Semi structured projective tests – SCT, TAT / CAT

3.3   Projective Drawings DAP, HTP, KFD, BG

3.4   Rorschach Ink Blot Test

Unit – IV

4.1   Community Mental Health Outreach programme to be conducted and reported

4.2   Institutional visit to be reported

Reference

1. Kaplan H. I, Sadock BJ (2001) Synopsis of Psychiatry, 8th Edn., Gopsons, Papers Ltd., Noida
2. Manuals of the above mentioned tests.

SNDT Women's University

Proposed new syllabus for MA II Psychology (Industrial)

Semester III - ORGANIZATIONAL BEHAVIOUR

Paper code:310121   Credits: 4   Marks: 100(50 Internal, 50External)

Objectives: The goal of the course on Organizational Behaviour is to help the students develop better understanding of the basic elements of organizational behaviour and their applications in Industry

Unit I / Module I: Introduction to Organizational Behaviour

1.1 Definition and basic concepts, Important landmarks in the history of Organizational Behaviour,
Challenges and opportunities in Organizational Behaviour

1.2 Foundations of Organizational Behaviour—Biographical characteristics, Ability, Learning, Personality and Values

1.3 Perception and Decision making in organizations

1.4 Attitudes and Job satisfaction

Unit II / Module II: Emotion and Motivation—

2.1 Emotions and moods, Emotional labor, and Emotional Intelligence, OB applications of emotions and moods

2.2 Motives-- Primary and Secondary motives

2.3 Content theories: Maslow, Herzberg, Alderfer

2.4 Process theories: Vroom, Porter and Lawler's model

2.5 Applications—Job characteristic model, Employee involvement, and Use of reward for motivation

Unit III / Module III: Group Dynamics

3.1 Nature and types of groups,Concept of group dynamics, Models of group formation: Stage model, Punctuated equilibrium model

3.2 Communication process, barriers to effective communication and Organizational communication

3.3 Effective Teams: Difference between group and team, Types of teams, Creating an effective team

3.4 Conflicts: Nature and types of conflicts Conflict process, Negotiation and Bargaining

Unit IV / Module IV: Leadership

4.1 Trait theories and Behavioural approaches to leadership

4.2 Managerial Grid**,** Fiedler's theory and Life cycle theory

4.3 Transformational and Transactional – Burn's and Bas

4.4 Contemporary approaches to leadership—Spiritual leadership, Authentic transformational leadership, Resonant leadership

Note: -Organizational culture, Organizational climate, Organizational Citizenship Behaviour (OCB),

Power and Politics in organization (These topics for classroom discussion only)

Evaluation Criteria in Internal Assessment-

Training programme, Book review, Term Paper

References

1. Stephen, P.R., Timothy A., & Judge, N.V. (2011). Organizational Behavior (14th Ed). Pearson

2. Gupta, R., & Parikh, M. (2010). Organisational Behaviour (1st Ed). Tata McGraw-Hill Education

3. Sekaran, U. (1989). Organizational Behaviour, (1st Ed). McGraw Hill Education.

4. Luthans, F. (2011).Organizational Behavior,(12th Ed). Burr Ridge: McGraw-Hill

5. Pareek, U., & Khanna, S. (2011). Understanding Organizational Behaviour. Oxford university press.

6. Miner, J.B. (1992). Industrial-Organisational Psychology (Int Ed). McGraw Hill.

7. Berry, L. (1998). Psychology at Work: An Introduction to Industrial and Organizational Psychology (2nd Ed). Tata McGraw-Hill Education

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Proposed new syllabus for MA II Psychology (Industrial)

Semester III - ORGANIZATIONAL HEALTH AND SAFETY

Paper code: 310124   Credits: 4   Marks: 100(50 Internal, 50External)

Objectives: The goal of the course on Organizational health and safety is to help the students develop better understanding of the occupational hazards, importance of their prevention and positive work environment at workplace.

Unit I / Module I: Introduction to organizational safety and health

1.1 History of organizational safety and health

1.2 Management commitment and involvement

1.3 Roles and responsibilities at organizational levels

1.4 Workforce involvement

1.5 OSHA compliance and other International Guidelines

Unit II / Module II: Occupational Hazards and the Intervention Strategies

2.2 Hazard identification

2.2 Hazard analysis

2.3 Occupational illnesses

2.3 Ergonomics / Human factors in occupational hazards

2.5 Intervention, Control and Prevention of occupational hazards

2.6 Accident prevention techniques

2.7 Safety and health training

2.8 Establishing a PPE Programme

2.9 Health and safety Laws in India

Unit III / Module III: Safety and Health Programmes

3.1 Written safety and health programme—Importance, Reasons

3.2 Motivating safety and health in workplace

3.3 Behaviour Based Safety (BBS)Programmes

3.4 Occupational Safety and Health Resources

Unit IV / Module IV: Ethical Issues in Safety and Health Profession

4.1 Ethics in Organizational safety and health

4.2 Principles of safety and health

4.3 10Commandments of safety and health in workplace

4.4 Budgeting for safety and health

4.5 Budget items, Budget approach Compliance factor

4.6 Written budget, controlling cost

Evaluation Criteria in Internal Assessment--

Designing safety programme

Report of Industrial Visit about Safety and Health Issues

Term Paper

References:

1.Kaila,H.L. (2005). Human Resource Management,(Vol. 1, Vol.2). Delhi: Kalpaz publications.

2. Robbins, S.P., Timothy A., & Judge, N.V. (2011). Organizational Behavior (14th Ed). Pearson

3. Reese, C. D. Occupational Health and Safety Management—A Practical Approach,(2nd Ed). CRS press

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Proposed new syllabus for MA II Psychology (Industrial)

Semester III - ORGANIZATIONAL DEVELOPMENT/ Change

Paper code:310123   Credits: 4   Marks: 100(50 Internal, 50External)

Objectives: The goal of the course on Organizational Behaviour is to help the students develop better understanding of the basic principles of organizational development in Industry

Unit I / Module I: Nature and Foundations of OD

1.1 Definition and scope of OD
1.2 History of OD. Extent of application of OD
1.3 Values and assumptions of OD
1.4 Foundations of OD – Systems theory of OD

Unit II / Module II: Approaches and Interventions to OD

2.1 Classification schemata for OD Approaches & Interventions

2.2 Approaches: survey feedback, process consultation, team building, laboratory training approach, transactional analysis approach.

2.3 OD Interventions: role analysis technique, role negotiation technique, organization mirroring, third party peace –making, life & career planning.

Unit III / Module III: Managing Change & OD Process

3.1 Forces of change, change cycles, resistance to change & its diagnosis.

3.2 Readiness &capability for change & conflicts. Strategies for planning & implementing change.

3.3 Major phases in effective management & OD. Managerial & diagnostic limitations

3.4 Case studies in change & OD

Unit IV / Module IV: Understanding Best Practices in Organization

4.1 Need for best practices

4.2 Policies for best practices

4.3 Benchmarking

4.4 Indian approaches to benchmarking & best practices

Evaluation Criteria in Internal Assessment-

Training programme, Book review, Term Paper

References:

1. French, W.L., & Bell, C. Organization development: behavioral science interventions for organization improvement. Englewood Cliffs, N.J.: Prentice-Hall.

2. Thomas, G. C., & Christopher, G. W. Organization Development & Change.

3. Donal H., & Donal.R,B. An Experiential Approach to Organization Development (7 International Edition).Singapore: Pearson Education

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Semester III - HUMAN RESOURCE MANAGEMENT

Paper code: 310122   Credits: 4   Marks: 100(50 Internal, 50External)

Objectives: The goal of the course on human resource management is to help the students develop better understanding of the human resource practices at workplace

Unit I / Module I: Introduction to human resource management

1.1 Assumptions and theories or models of human resource management
1.2 Characteristics of human resource management
1.3 Difference between Personnel management human resource development and human resource management
1.4 Conditions favourable and unfavourable to human resource management
1.5 Current status of human resource management in India

Unit II / Module II: Resourcing the Organization and Competency Mapping

2.1 Recruitment and selection

2.2 Short term and Long term planning, Succession planning

2.3 Role of Assessment Centres

2.4 Fundamentals of competencies, Types of competencies

2.5 Designing competency models

2.6 Conducting and coding Behavioural Evaluation Interviewing(BEI)

2.7 Applications of competency mapping

Unit III / Module III: Designing the Human Resource/ Training and Development

3.1 Definition of training, Types of training

3.2 Methods of training—On the job methods and Off the job training methods and their efficacy

3.3 Design and conduct of training programmes

3.4 Various models of evaluation of training

3.5 Management and development

Unit IV / Module IV: Performance Appraisal

4.1 Concept of performance appraisal, Requirements for effective performance appraisal

4.2 Traditional and modern methods of performance appraisal, and Problems related to performance appraisal

4.3 Compensation and benefits

4.4 HRD audit

Evaluation Criteria in Internal Assessment--

Designing and conducting training programmes on Module 2, 3 & 4

References:

1. Beardwell ,I., & Holden, len. (1996). Human Resources Management, A contemporary perspective. Mc Millan India Ltd.

2. Cascia,W. F.(1995). Managing Human Resources(International Edition). McGraw Hill

3. Storey, J. (2000). Managing Human Resources in the 21st Century. Infinity books

4. Kaila,H.L. (2005). Human Resource Management, (Vol 1 & 2).Delhi: Kalpaz publications.

5. Dessler, G. Human Resources Management, (13th Ed).Prentice Hall

6. Ashwathapa, K. (2005).Human Resource and Personnel, (4th Ed). Tata McGraw Hill Education

7. Lyle, M.S. (1995). Reengineering Human Resources, (1st Ed). Wiley

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Semester III - Practicum

Paper code: 310221   Credits: 4   Marks: 100 (50 internal, 50 external)

Internal: (50 marks) - 20 marks: Case study, 10 marks: Performance Appraisal, 20 marks: Competency mapping

Module I: Motivation

i)   Secondary motives: Affiliation, Achievement and Power (McClelland's Test)
ii)   ASUFA: Internal vs External Locus of Control with Wiener's additional factors.

Module II: Personality

i)   Type Approach: MBTI
ii)   Trait approach: 16 PF, The BIG FIVE (Five Factor Model; Abridged version- 60 items)

Module III: Learning Styles

i)   Learning Style Inventory: Kolb
ii)   Learning Style Questionnaire: Mumford & Horney

Module IV: Ability/ Career Planning

i)   Intelligence: Advanced Progressive Matrices: Part I & II
ii)   Creativity: Brain Dominance Inventory, Torrence and Passi's tests of creativity

Note: Any 5 tests to be conducted

      At least 1 test to be conducted from each module

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PSYCHOLOGY   MA PART II / **Sem.III**

Counselling Psychology - **Psychology of Personal Adjustment**

Paper code: 310131   Credits: 4   Marks: 100 (50 internal, 50 external)

Objectives:

1. Understanding, evaluating and improving adjustment.

2. To study of theories, concepts and techniques concerning personal growth and

   behaviour change

3. Expand self awareness and explore the choices available in significant areas of lives.

4. Understanding of life stages and how individual experiences during these stages

Semester III

MODULE I: INTRODUCTION TO ADJUSTMENT AND HEALTH

      1.1 Concept of adjustment and evaluation of adjustment
      1.2 Theories of adjustment
      1.3 Mental health: concept and determinants
      1.4 Models of mental health

MODULE II: SELF CONCEPT AND ADJUSTMENT

      2.1 Self concept: meaning, types and aspects

      2.2 Self analysis: Description and functional analysis

      2.3 Development of the self concept

      2.4 Sex role development

MODULE IIII: THE CHALLENGE OF SELF CONTROL

      3.1 Analysing self control

      3.2 Improving self control

      3.3 weight control, smoking and drug abuse

MODULE IV: INTIMATE RELATIONSHIP AND MARRIAGE

      4.1 Gender differences in friendship and love

      4.2 Loneliness: types, causes and consequences

      4.3 Date rape: consequences and causes

      4.4 Vulnerable areas in marital adjustment

Evaluation:

a. Self analysis of minimum 10 individuals and writing report including comparison (20 marks)
b. Presentation on given topic (Marks 10) c. Class work/ assignment/ test/any other (20 marks)

References

1. Atwater, E. & Duffy, K. G. (2008). Psychology for living: Adjustment, growth and behaviour today (8th edi). Pearson.
2. Calhoun, J. F. & Acocella, J. R, (1983) " Psychology of Adjustment and human relationship" 2nd edition (Random house new York).
3. Carson, R. C. Butcher, J. N. & Hooley, J. M. (2007). Abnormal Psychology, 13th edi. Pearson.
4. Diagnostic and Statistical manual of mental disorders –DSM –IV-TR 4th (Washington) edition – American Psych Association – JAYPEE.
5. Dunn, D.S., Hammer, E.Y, & Weiten, w. (2011).Psychology applied to modern life: Adjustment in the 21st century. Wadsworth publication.
6. Elizabeth B. Hurlock (1981) "Developmental Psychology A life- span Approach " 5th edition Tata McGraw Hill.
7. Elizabeth B. Hurlock (1997 – reprint 2010) "Child Development" 6th edition. Tata McGraw Hill.
8. Khokar, C.P. (2012).A text book of stress, coping and health. Jagdamba publishing house
9. Sawrey, M. J. & Telford, C.W. (2012). Dynamics of Mental health: The psychology of adjustment. Literary Licensing.
10. Weiten, W. & Lioyd (1999)" Psychology Applied to modern life. Adjustment at the turn of the century " 6th edition (uadsworth – Thomson learring) .

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PSYCHOLOGY   MA PART II / **Sem.III**

Counselling Psychology - **Psychology of Adjustment**

Paper code: 310132   Credits: 4   Marks: 100 (50 internal, 50 external)

Objectives: 1. To know adjustment problems in various areas
                2. To understand various causes and effects of specific problems
                3. To understand the application of psychology in modern everyday life
                4. To sensitize students to different areas of counselling
                5. To widen their horizon by giving scope to develop out-reach programme for the community

MODULE I: PSYCHOSOCIAL DEVELOPMENT AND ADJUSTMENT

3.1 Erikson's stages of psychosocial development

3.2 Gender and behaviour: origins

3.3 Gender similarity and differences

3.4 Aging and adjustment problems

MODULE II: MLADAPTIVE BEHAVIOR PATTERNS/ DISORDERS

1.1 Diagnostic criteria for adjustment disorder as per DSM IV TR
1.2 Anxiety disorders (Generalized anxiety, phobia, obsessive-compulsive): symptoms and etiology
1.3 Personality disorders: Paranoid, schizoid, anti-social, narcissistic, dependent(only symptoms)
1.4 Affective disorders: overview

MODULE III: STRESS AND COPING

3.1 Basic concepts and types

3.2 Effects of stress

3.3 Factors influencing stress tolerance

3.4 Coping: concept, process and strategies

MODULE IV SPECIAL AREAS OF MALADJUSTMENT

4.1 Suicide: concept and models

4.2 Psychological, social and biological factor of suicide

4.3 Work related issues: job stress, work holism, multiple roles, sexual

Harassment

4.4 Environment and Behaviour interactions

Evaluation: a. Field visits to old age home/ de-addiction centre/ mental hospital/counselling and rehabilitation centre/other and writing report writing (Marks 20)) b. Presentation on given topic (Marks 10) c. Class work/ assignment/ test/any other (20 marks)

References

1. Atwater, E. & Duffy, K. G. (2008). Psychology for living: Adjustment, growth and behaviour today (8th edi). Pearson.
2. Calhoun, J. F. & Acocella, J. R, (1983) " Psychology of Adjustment and human relationship" 2nd edition (Random house new York).
3. Carson, R. C. Butcher, J. N. & Hooley, J. M. (2007). Abnormal Psychology, 13th edi. Pearson.
4. Diagnostic and Statistical manual of mental disorders –DSM –IV-TR 4th (Washington) edition – American Psych Association – JAYPEE.
5. Dunn, D.S., Hammer, E.Y, & Weiten, w. (2011).Psychology applied to modern life: Adjustment in the 21st century. Wadsworth publication.
6. Elizabeth B. Hurlock (1981) "Developmental Psychology A life- span Approach " 5th edition Tata McGraw Hill.
7. Elizabeth B. Hurlock (1997 – reprint 2010) "Child Development" 6th edition. Tata McGraw Hill.
8. Khokar, C.P. (2012).A text book of stress, coping and health. Jagdamba publishing house
9. Sawrey, M. J. & Telford, C.W. (2012). Dynamics of Mental health: The psychology of adjustment. Literary Licensing.
10. Weiten, W. & Lioyd (1999)" Psychology Applied to modern life. Adjustment at the turn of the century " 6th edition (uadsworth – Thomson learring) .

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PSYCHOLOGY   MA PART II / **Sem.III**

ASSESSMENT IN COUNSELING PSYCHOLOGY

Paper code: 310133   Credits: 4   Marks: 100 (50 internal, 50 external)

Objectives:
1. To acquaint students with the theoretical constructs underlying psychological testing.

2. To make the students familiar with different methods and techniques of psychological assessment.

UNIT 1: OVERVIEW OF ASSESSMENT

1.1 Basic assessment principle
1.2 Scoring and Communicating assessment results
1.3 Technological application and uses in assessment
1.4 Using assessment in counseling
1.5 Ethical and legal issues in assessment

UNIT 2: BEHAVIORAL ASSESSMENT

2.1 Goals and applications of behavioral assessment
2.2 Methods of behavioral assessment
2.3 Non-verbal communication
2.4 Interview: Techniques and types

UNIT 3: AGE RELATED ISSUES IN ASSESSMENT

3.1 Infant ability: Development issues
3.2 Preschool children and adolescence: ability and educational problems
3.3 Assessment of Adult and Old age problems: Palsane, Jasbir

UNIT 4: ASSESSMENT IN SPECIAL AREAS

4.1 Career and Vocational assessment: SVIB, VIR
4.2 Family and Marital assessment: FES, MAS
4.3 Emotional and Mental Health: EI, EMS, GHQ, STAI, STRESS
4.4 Projective techniques: SCT, Picture Frustration, TAT

Evaluation:
   a) Case study/Field work/Self administration   --   20Marks

   b) Other internal activities   --   20Marks

   c) Test Evaluation of any two test   --   10Marks

Books for Reference:

1.   Coaley, K. (2010). An introduction to psychological assessment and psychometrics. Sage Publicaion.

2.   Gregory, R. J. (2000). *Psychological testing, history, principles and applications*. 3rd edition. Boston: Allyn & Bacon.

   3. Kaplan, R. M., & Saccuzzo, D. P. (2005) *Psychological testing, principles, applications and*

issues. 6th edition. Wadsworth Cengage Learning. USA.

4.   Marnat, G. G. (2009). Handbook of Psychological Assessment. 5th edition. John Wiley & Sons.

   5.   Whiston, S. C. (2009). *Principles and applications of assessment in counseling*, 3rd Edition, Brooks/Cole Cengage Learning.USA.

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PSYCHOLOGY   MA PART II / **Sem.III**

Counselling Psychology - Intervention in Counselling Psychology

Paper code: 3101334   Credits: 4   Marks: 100 (50 internal, 50 external)

Objectives of the Course: (Learner's Objectives)

1. To understand the meaning and scope of counselling.
2. To comprehend the role and tasks of the counsellor in varied contexts
3. To develop an understanding of the different models/paradigms of counselling.
4. To examine the different aspects of the counselling relationship.
5. To develop skills to help individuals and groups to handle commonly occurring client problems.
6. To acquaint the learner with the ethical issues in counselling and issues related to licensing and regulation.

Unit I- What is counselling: Defining counselling; Historical trends, personal characteristics of therapist, personal counseling for therapist, problems faced by beginning therapist The relationship between counselling and psychotherapy; Counselling and other helping professions; The diversity of theory and practice in counselling. The aims of counselling; Counselling as an interdisciplinary area of study.

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

Unit II- Relationship building Strategies: Opening Techniques: Greeting, physical arrangements and attitudes; Ingredients of an effective helping relationship: Verbal and non-verbal communication. Attending behaviour; Listening responses; Closed-ended and open-ended questions; Paraphrasing; Advanced empathy, empathic summarizations, meaning and values clarification, immediacy, self-disclosure. Reflective relationship techniques: Reflection of Feelings, Types of Reflection. Structuring techniques. Reassurance; Terminating skills

Unit III- Assessment and Diagnosis in Counselling: Assessment methods: Intake and client histories ; Circular questioning; Defining the problems. Conceptualizing client problems; Interview assessment; Seven Categories of Defining the Problems.

Unit IV- Facilitating and Evaluating Change: Selecting goals : Interview leads to selecting goals; Defining goals; Evaluation of helping processes and outcomes; Selecting helping strategies and termination of session.

Reference books:

1.Brown,D. & Srebalus, D.J. (1988). *Introduction to the Counselling Profession.* Prentice Hall Inc.

2.Carkhuff, R& Anthony, W.A. (1979). *The Skills of Helping: An Introduction to Counselling.*

3.Dave, I. (1984). *The Basic Essentials of Counselling*. New Delhi: Sterling

4.Fromm, Erich (1994). *The Art of Listening*. New York: Continuum International Publishing Group Feltham, C [et al.](Eds.) (2000). *Handbook Of Counselling And Psychotherapy* London : Sage Publication Publications

Gaylin, Willard (2000). *Talk is not Enough : How Psychotherapy Really Works.* Boston. New York. London: Little Brown & Co.

Hahn, M. E. & Maclean, M.S. (1955). *Counselling Psychology*. New York: Mc Graw Hill

Kennedy, E. (1983). *On Becoming a counsellor*. NewYork: Gill and Macmillan

Mankinde, O. (1984). *Fundamentals of Guidance and Counselling*. London: Macmillan

Nickolson, D. & Ayers, H. (1995). *Individual Conselling Theory and Practice: A reference guide.* London: David Fulton Publishers.

Noonal, E. & Spurling, L. (Eds.) (1993). *The Making of a Counsellor*. London: Routledge

Stephen, M. (1994). *Counselling and Helping*. London : Methuen

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PSYCHOLOGY   MA PART II / **Sem.III**

Counselling Psychology - Orientation to Practicum in Counselling Psychology

Paper code: 310231   Credits: 4   Marks: 100 (50 internal, 50 external)

Objectives

1. To integrate theory into practice through the process of action, reflection or praxis (the practical side and application of something such as a professional skill, as opposed to its theory).

2. To provide for practicing competencies developed throughout the postgraduate program.
3. To understand the role of professional counsellor pertaining to various issues and various settings.
4. To importance and formats of history taking and mental status examination.
5. To understand counselling process in the field.
6. To understand the process of diagnosis and its importance in counselling
7. To understand and develop counselling intervention.

Method of Teaching: discussions and presentation, experiential exercises

Course Contents:

- In these courses students are expected to present 3 cases having diversity in terms of problem areas, domain areas, method of assessment and intervention.
- Students are expected to document and report cases in a prescribed format following supervision of the faculty. It should be subsequently compiled in the journal. Each case must have following framework of presentation
  .
  - *Presenting problem or concern(Detail case history)*
  - *Mental status examination*
  - *Psychological Assessment*
  - *Main points or main issues discussed*
  - *Relevant information on interventions*
  - *Long-term/short-term goals* **Evaluation**

Thus the orientation of practicum includes
  I.   Case history taking
  II. Mental status examination
  III. Assessment using at least three psychological tests
  IV. Field visits
  V.   Case presentations and discussions
  VI. Diagnostic formulations

Evaluation: Students can be evaluated on the basis of analysis of simulated case, test protocol and corresponding viva examination and on the journal writing .

Required Readings:

Singh, S. and S.P. Srivastava Teaching and practice of Social Work in   India New Royal Book Company.

Reid William   An Intervention Resource for Human services. NY: Columbia Univ. Press

Bogo,M, Vayda, E. Practice of field instruction in social work. Toronto: Toronto Univ. Press

Webb, N. Helping Families and children cope. Guilford Publishing.

Ivey, A. E., & Ivey, M. B. (2002). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Pipes, R. B., & Davanport, D. S. (1999). *Introduction to psychotherapy: Common clinical wisdom* (2nd ed.). Boston, MA: Allyn & Bacon.

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

SNDT WOMEN'S UNIVERSITY

PSYCHOLOGY M.A. II / SEM. IV

Clinical Psychology

Clinical Psychology Psychotherapy & Counselling Psychology

Paper Code No. 410115

Credits: 4 - Marks: 100 (50 Internal & 50 External)

Objective

1. To enable the students to learn about different therapeutic approaches.
2. To comprehend the role and skills of counsellor and ethical issues in counselling.
3. To develop skills to help clients of different age groups.
4. To develop understanding of Indian and multicultural approaches to counselling.

I. 1. Stages and skills of counselling
    2. Qualities of a good counsellor
    3. Self work of counsellor: Self awareness / exploration, beliefs, values, prejudice, handling emotions of self and others, strengths and problem areas of self.
    4. Ethics in counselling
    5. Use of technology in psychotherapy

II. 1. Concepts, techniques and application of person centered therapy
     2. Behaviour therapy: concepts, process, application
     3. Basic concepts, process and application of Beck's cognitive therapy
     4. Concepts, techniques and application of rational emotive therapy

III. 1. Therapies with children : play therapy, art therapy (dance, music, painting), remedial intervention
      2. Therapies with adolescents: issues related to sexuality, peer relations
      3. Family therapy: process, techniques and application.
      4. Gestalt psychotherapy, techniques and application.
      5. Group psychotherapy, techniques and application.

IV. 1. Indian approaches to psychotherapy
     2. Multicultural Counselling
     3. Transactional Analysis: Concepts, application
     4. EMDR – Concepts, process and application
     5. Reality therapy

References

Buchaller Susan I (2004) A Practical Art Therapy London: Jessica Kingsley Press

Burnard Philip (2005) Counselling Skills for Health Professional (4th Ed.) Nelson – Thornes

Cook N. M. & Waldon K (2006) Counselling kids with emotional and behavioural problems in schools. Denver, Love Publishing.

Culleys & Bond T (2004) Integrative Counselling skills in action 2nd edn., London, Thousand Oaks, New Delhi Sage.

Hogan S (2001) Healing Arts: The History of Art Therapy. London: Jessica Kingsley Press ISBNI 853027995

Kapur M (2001) Psychological therapies with children and adolescents. First edition. NIMHANS

Vernon A & Clemente R (2005) Assessment and intervention with children and adolescents 2nd ed. VA: American Counselling Association.

Wong D. K. (2006) Clinical Case Management for people with Mental Illness, New York: The Haworth Press.

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PSYCHOLOGY M.A. II / SEM. IV

Clinical Psychology

Clinical Psychology Field based practicum – Internship

Paper Code No. 410999   Credits: 8 - Marks: 200   100 Internal & 100 External

Objectives

1. To expose the students to different clinical settings.
2. To enable them to undertaken independent testing & report writing
3. To sensitize students to different therapeutic methods.

1. Case history taking and mental status examination.
2. Diagnostic formulation: 7 clinical cases to be worked out by students placed in hospitals with reports of psychological assessment – assessment of cognitive functions & personality.
3. Conduction of minimum six sessions of psychotherapy for 5 cases.
4. Conduction of minimum 3 sessions of group therapy.

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PSYCHOLOGY M.A. II / SEM. IV

Clinical Psychology

Research project / Dissertation

Paper Code – 410888   Credits: 8 Marks – 200

        Dissertation 150 marks & Viva 50 Marks

Objectives: To facilitate students to conduct research independently

Introduction & review of literature

Method

Results & discussion

Conclusion

Limitations

Recommendations.

References

Appendix

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PSYCHOLOGY M.A. II / SEM. IV

Industrial Psychology

EMPLOYEE COUNSELING

Paper code:410125   Credits: 4   Marks: 100(50 Internal, 50External)

Objectives: The goal of the course on Employee counseling is to help the students get acquainted with different counseling techniques which can be used in workplace to create healthy environment

Unit I /Module I : Nature and Scope of Employee Counselling:

1.1 Definition of counselling and Employee Counselling, Scope of Employee Counselling, Ethics in Counselling

1.2 Basic models of Helping: Advising, Mentoring, Counselling and Coaching.

1.3 Various Stages in Employee Counselling.

1.4 Skills in Employee Counselling.

Unit II / Module II: Workplace Counselling:

2.1 Models of workplace Counselling.

2.2. An Integrative Model of individual Employee Counselling.

2.3. Career Counselling and Planning

2.4. Ethical issues in workplace counselling.

Unit III / Module III : Stress

3.1 Nature and Types of stress, Model of stress, Potential sources of stress and Consequences of stress-   individual and organizational.

3.2 Stress and Coping: Coping process, Problem solving and emotional regulation,

Learned helpness and HardinessSocial supportand other moderator variables

3.3 Model of Coping- Lazarus and Folkman,Holmes and Rahe

3.4 Oriental Techniques: pranayam, asanas, meditation, vipasnas

3.5 Western Techniques: Biofeedback, relaxation training, Transcendental meditation, Assertiveness training, subjective well-being.

Unit IV / Module IV: Positive Psychology at Workplace

4.1 Optimism, Resilience

4.2. Emotional Intelligence.

4.3. Self efficacy

4.4. Creating Positive Organizational Culture.

Evaluation Criteria in Internal Assessment--

Term paper, Case study presentation, Role play

References:

Cooper, Grey. Marshall Judi: Understanding Executive Stress, McMillan Press, 1978.

Corsini .R.J : Current Psychotherapies, Peacock publishers, 1984

Pervin Lawrence A: Personality – Theory and Research, John Wiley &Sons, 1984.

Kaila, Human Resource Management, Volume 1 & 2, Kalpaz publications, Delhi.

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SNDT WOMEN'S UNIVERSITY

PSYCHOLOGY M.A. II / SEM. IV

Industrial Psychology Field based practicum – Internship

Paper Code No. 410999   Credits: 8 - Marks: 200   100 Internal & 100 External

SNDT WOMEN'S UNIVERSITY

PSYCHOLOGY M.A. II / SEM. IV

Industrial

Research project / Dissertation

Paper Code – 410888   Credits: 8 Marks – 200

Dissertation 150 marks & Viva 50 Marks

Objectives: To facilitate students to conduct research independently

Introduction & review of literature

Method

Results & discussion

Conclusion

Limitations

Recommendations.

References

Appendix

SNDT WOMEN'S UNIVERSITY

PSYCHOLOGY M.A. II / SEM. IV

Counselling Psychology

Intervention Strategies

Paper code:410134   Credits: 4   Marks: 100(50 Internal, 50External)

Unit I: Psychodynamic Therapy: Underlying assumptions, Centrality of unconscious, Defenses, Techniques in Psychodynamic therapy, evaluation.

Transactional analysis: Introduction to concepts in transactional analysis, techniques in transactional analysis, evaluation.

Unit II Behaviouristic Approach to Counseling: Underlying assumptions, Techniques (Systematic Desensitization, Assertiveness and Social Skills Training, Modeling and Visualization).

Lazarus Multimodal Approach to Psychotherapy: Introduction to Multimodal Psychotherapy theory – Therapeutic process – Application of techniques and procedures – Therapy with diverse populations.

Cognitive Behavior Modification: Donald Meichenbaum's approach to therapy

Beck's Cognitive Therapy, Ellis Rational Emotive Behavior Therapy

Unit III: Experiential therapies: Introduction to Humanistic perspective in psychotherapy. Concepts and principles in client-centred therapy. Existentialism and existential therapies – introduction, concepts and principles. Gestalt therapy - introduction, concepts and principles.

.

Unit IV: Family therapy: Introduction to family therapy – concepts and techniques

Psychotherapy Across Life Cycle Psychotherapy with children and adolescents Psychotherapy with adults and middle aged persons, Psychotherapy with older adults. Psychotherapy in terminal illnesses (AIDS, Cancer).

Reference BOOKS :

Capuzzi, D., & Grosss, D. R. (1999). Counseling & Psychotherapy. Theories and interventions. (2nd ed.). Upper Saddle River, NJ: Merrill

Corey, G. (2001). The art of integrative counseling. Belmont, CA: Brooks/Cole.

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Cormier, S., & Hackney, H. (1999). Counseling strategies and interventions. (5th ed.) Needham Heights, MA: Allyn and Bacon.

DeVaney, S. (Summer, 2000). The benefits of counselor receiving counseling. Chi Sigma Iota Exemplar, 15, 1 & 11.

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Fernald, P. S. (2000). Carl Rogers: Body-centered counselor. Journal of Counseling & Development, 78, 172-179.

Gilbert, L. A., & Scher, M. (1999). Gender and sex in counseling and psychotherapy. Needham Heights, MA: Allyn and Bacon

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MohdZain, A. Z. (2001). Feminist family therapy and the male perspective. In
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Morgan, B., & MacMillan, P. (1999). Helping client move toward constructive change: A three-phase integrated counseling model. Journal of Counseling & Development, 77, 153-159.

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Smith, S., Mullis, F., Kern, R. M., & Brack, G. (1999). An Adlerian model for the etiology of aggression in adjudicated adolescents. The Family Journal: Counseling and Therapy for Couples and Families, 7, 135-147.

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West, P.L., & MohdZain, A.Z. (2000). Marriage counseling and TFA model: An application. The Family Journal: Counseling and Therapy for Couples and Families, 8, 293-299.

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SNDT WOMEN'S UNIVERSITY

PSYCHOLOGY M.A. II / SEM. IV

Counselling Psychology Field based practicum – Internship

Paper Code No. 410999   Credits: 8 - Marks: 200   100 Internal & 100 External

Internship:

1. Student has to study total 15 cases from history taking to actual intervention sessions.

2. For psychological assessment minimum three tests should be administered.

3. For diagnosis DSM should not be followed since clients are normal people.

4. Cases should be discussed with the supervisor in group or individually.

5. Certificate of attendance and completion of the internship institute should be attached to the report

6. Student can use any one or combination of following therapeutic technique for every case. Minimum 6 therapies should be given

Relevant therapeutic approaches are to selected from

      a. Person Centered Therapy

      b. Cognitive Behavior Modification (REBT, Meichenbaum and Beck)

      c. Multimodal Psychotherapy

      d. Reality Therapy

      e. Transactional Analysis

      f. Behaviour Therapy

      g. Family Therapy

      h. Eclectic Approach

3. Minimum five session of counselling plan should be given

5. Write detailed report of 8 cases (3 children, 2 adult, 1 old age) are to be selected out of total 15 cases studied.

6. Group counselling:The educational or vocational group testing sessions to be conducted in the department/school/institute. 2 to 3 relevant tests may be administered and educational and / or vocational guidance to be provided to the groups on the basis of findings.

7. Short or long study tour can be arranged and writing report of it.

SNDT WOMEN'S UNIVERSITY

PSYCHOLOGY M.A. II / SEM. IV

Counselling Psychology

Research project / Dissertation

Paper Code – 410888   Credits: 8 Marks – 200

Dissertation 150 marks & Viva 50 Marks

Objectives: To facilitate students to conduct research independently

Guideline for Research Project

1) Select a topic from counselling areas and submit research proposal including title brief literature review, Hypothesis, aims & objectives,research design, sample, tools statistical analysis.

2) Proposal has to be presented and discussed before panel at least one teacher should have Ph.D. in which degree

3) Sample size should not be less than 100 (Depending on the population and subject with HOD'"s permission can be reconsider)

4) Psychological test should be standardized and as far as possible recent.

5) References should be given in APA style.

6) One hard bound and one soft copy of the report (minimum 100 pages) should be submitted in the department before final examination.