# Master of Science
# in
# Applied Psychology



## DETAILED SYLLABUS
## FROM 2018-2019 BATCH

## DEPARTMENT OF PSYCHOLOGY
# PERIYAR UNIVERSITY
## SALEM, TAMILNADU

**DEPARTMENT OF PSYCHOLOGY**
**SYLLABUS FOR M.SC. APPLIED PSYCHOLOGY**
**FROM 2018-2019 BATCH ONWARDS**

**Programme Description**

The Department of Psychology offers two-year full-time M.Sc Programme in Applied Psychology with specialization in Clinical Psychology and Human Relations. With the goal of acquiring specialized knowledge, the program would allow students to nurture their academic interest in clinical, HR and research domains of Psychology, along with personal growth.

**Programme Objectives**

1. To prepare students in specific areas in which professional psychological services can be rendered.
2. To train them into skills and competencies which are required for practice as a Psychologist.
3. To sensitize them to the ethics of profession
4. To develop research insight.
5. To develop self-reflective skills.

|  | Code No. | COURSE | PAPER NAME | Hrs/ Wk | Cre dits |
|---|---|---|---|---|---|
| Semester I | 18PSC01 | Core I | Advanced General Psychology | 4 | 4 |
|  | 18PSC02 | Core II | Life Span Psychology | 4 | 4 |
|  | 18PSC03 | Core III | Psychopathology | 4 | 4 |
|  | 18PSC04 | Core IV | Research Methods & Statistics | 4 | 4 |
|  | 18PSC05 | Core V | Positive Psychology for Health & Wellbeing | 4 | 4 |
|  | 18PSE01 | Elective I | Advanced Social Psychology | 4 | 4 |
| Semester II | 18PSC06 | Core VI | Theories of Personality | 4 | 4 |
|  | 18PSC07 | Core VII | Human Resource Management | 4 | 4 |
|  | 18PSC08 | Core VIII | Counselling Psychology | 4 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| | 18PSC09 | Core IX | Experimental Psychology I | 8 | 4 |
| | 18PSE02 | Elective II | Consumer Behaviour & Marketing | 4 | 4 |
| | | Supportive | *To choose from other department/s* | 3 | 3 |
| | | | Human Rights *(Compulsory Paper for ALL students)* | 2 | - |
| | | Add-On | MOOC Course (Add-on) | - | 2 |
| Semester III | 18PSC10 | Core X | Cognitive Neuro Psychology | 4 | 4 |
| | 18PSC11 | Core XI | Psychotherapeutics | 4 | 4 |
| | 18PSC12 | Core XII | Organizational Behaviour and Training | 4 | 4 |
| | 18PSC13 | Core XIII | Experimental Psychology II | 8 | 4 |
| | 18PSC14 | Core XIV | Project Work [150 Report + 50 Viva = 200 Marks] | - | 8 |
| | 18PSE03 | Elective III | School Counselling | 4 | 4 |
| | | Supportive | *To choose from other department/s* | 3 | 3 |
| | | Add-On | MOOC Course (Add-on) | - | 2 |
| Semester IV | 18PSC15 | Core XV | *Internship/ Institutional training* [150 Report + 50 Viva = 200 Marks] | IV Sem | 12 |
| **Total No. of Credits: 90 + 4 (Add-On)** | | | | | |
| **Total Marks: 2200** | | | | | |

**ADVANCED GENERAL PSYCHOLOGY (18PSC01)**

**OBJECTIVES**
- To enable the student to understand the basic concepts in psychology
- To make them understand the recent advancements in the general psychology
- To sensitize the student on motivational, emotional and other aspects of behaviour

**UNIT I: INTRODUCTION**
*Psychology:* Brief history of Modern Psychology – Its Grand Issues and Key Perspectives – Multicultural Perspective – Evolutionary Psychology - Positive Psychology Perspective-Cyber Psychology.

*Research in Psychology:* the Scientific Method –Theory in the Scientific Method- *Research methods in Psychology:* Observation- Correlation-Experimentation. Ethical Issues in Psychological Research

**UNIT II: BIOLOGICAL BASES OF BEHAVIOR AND THE BRAIN**
*The Biological Basis:* Neurons-Basic Structure and Functions – Neurotransmitters- the Nervous System-the Endocrine System.

*The Brain:* The Brain Stem- The Hypothalamus- Thalamus and the Limbic System- the Cerebral Cortex-The Brain and Visual Perception- the Brain and Human Speech- the Brain and Higher Mental Processes.

*Heredity and Behavior:* Genetics- Role of Genetics and Environmental Effect on human behaviour- Genes and Evolutionary Psychology.

**UNIT III: SENSATION, PERCEPTION, CONSCIOUSNESS, AND LEARNING**
*Sensation:* Sensory Thresholds- Psychophysics and its methods-Sensory Adaptation-Vision – Hearing – Touch and other Skin Senses – Smell and Taste– Kinesthesia and Vestibular Sense. *Perception:* – Organizing principles- Constancies and Illusions- Pattern Recognition and Distance Perception –Plasticity of Perception-Extrasensory perception.

*State of Consciousness:* Biological Rhythms– Waking States of Consciousness – Sleep and Sleep Disorders- Dreams- Hypnosis- Consciousness Altering Drugs. *Learning:* Principles and Applications of Classical Conditioning- Principles and Applications of Operant Conditioning- Principles and Applications of Observational Learning- Social Cognitive Learning Theory.

**UNIT IV: MOTIVATION AND EMOTION**
*Motivation:* Drive, Arousal, Expectancy, Goal Setting and Need hierarchy Theories of Motivation- Hunger Motivation and Regulation of Eating- Sexual Motivation and Human Sexual Behaviour– Aggressive Motivation– Achievement Motivation - Intrinsic Motivation.

*Emotion:* Nature, Expression and Impact – Biological Basis of Emotion – External Expression of Emotion. Emotions and Cognitions –Subjective Well Being.

**UNIT V: INTELLIGENCE & CREATIVITY**

*Intelligence* –Nature – Meaning – Theories of Intelligence– Measuring Intelligence– Heredity and Environment in Intelligence–Group Differences in Intelligence. Emotional Intelligence.

*Creativity* – Views of Creativity- Techniques of Creativity.

**TEXT BOOK**

Robert A. Baron (2001). *Psychology.* New Delhi: Prentice Hall of India.

**REFERENCE BOOKS**

Cacioppo, J., & Freberg, L. (2018). *Discovering psychology: The science of mind.* Cengage Learning.

Kalat, J. W. (2016). *Introduction to psychology.* Nelson Education.

Robert A. Baron & Girishwar Misra(2014). *Psychology* (Indian subcontinent edition /5th Ed.) Pearson Education Limited.

Carole Wade &Carole Tavris (2012). *Invitation to psychology (5th Ed.).* Pearson/Prentice Hall.

Gregory J. Feist., & Erika L. Rosenberg (2012). *Psychology: Perspective and Connections (2nd Ed.).* McGraw-Hill.

Robert S. Feldman. (2012). *Psychology and your Life.* TATA McGraw-Hill.

Hockenbury, D. H., & Hockenbury, S. E. (2011).*Discovering psychology (5th Ed.).* Worth Publishers.

Hilgard, E.R. (1999). *Introduction to Psychology* (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.

Mangal, S.K. (1999).*General psychology.* New Delhi: Surjeeth Publications.

Morgan C.T, King, R.A., Weisy, J.R, Scooper, J. (1993). *Introduction to Psychology.* New Delhi: Tata Mc-Graw Hill Publishing Company.

## LIFE SPAN PSYCHOLOGY (18PSC02)

**OBJECTIVES:**
> ➢ To introduce the students to the perspectives of human development and formation of new life
> ➢ To impart knowledge on physical and cognitive development from babyhood to adolescence
> ➢ To provide an understanding of psychosocial development from babyhood to late adulthood

**UNIT I: INTRODUCTION**
Human development early approaches- Human development today- Theoretical perspective: Psychoanalytic- Learning- Cognitive- Evolutionary/Sociobiological- Contextual.

**UNIT II: FORMING A NEW LIFE TO INFANCY AND BABYHOOD**
Prenatal development - Birth Process - newborn baby – Babyhood Cognitive development: Piagerian approach - Psychosocial development – Foundations of psychosocial development – Children of working parents – Contact with other children.

**UNIT III: PUBERTY AND ADOLESCENCE**
Physical development: Puberty- Physical and mental health. Cognitive development: Cognitive maturation - Psychosocial development: Search for identity- sexuality- Relationship with family, Peer and Adult Society.

**UNIT IV: YOUND ADULTHOOD TO MIDDLE ADULTHOOD**
Physical development in young adulthood – health and physical condition – Physical changes in middle adulthood – Cognitive development: Schaie life-span model – measuring cognitive abilities – Psychosocial development: Foundations of intimate relationships - Marital problems – Middle Adulthood - Psychosocial development : consensual relationships – other Kinship ties.

**UNIT V: LATE ADULTHOOD TO DEATH AND DYING**
Theories of Biological Aging- Physical changes- Physical and mental health Psychosocial Development- Personal relationship in late life - Non-Marital kinship ties- Faces of death - Facing Death and Loss- Death and Bereavement across lifespan – Right to die.

**TEXT BOOK**
Papalia, D.E., Olds, S.W., and Feldman, R.D. (2004). *Human development* (9th edition). New Delhi: Tata McGraw-Hill.

**REFERENCE BOOKS**
Berk, E.L. (2007). *Development through lifespan* (3rd edition). New Delhi: Pearson Education, Inc.
Feldman. (2010). *Discovering the Lifespan.* New Delhi: Pearson Education, Inc.
Keenan, T and Evans, S. (2009). *An Introduction to Child Development* (2nd edition). New Delhi: Sage Publications.

## PSYCHOPATHOLOGY (18PSC03)

**OBJECTIVES:**
- To introduce students to historical conceptions and perspectives of psychopathology
- To impart knowledge and skills required for diagnosis of psychological conditions
- To orient students on different psychological disorders, its causes and treatment

**UNIT I: HISTORY, APPROACH TO PSYCHOPATHOLOGY AND ASSESSMENT & DIAGNOSIS**

Understanding psychopathology – Historical conceptions of abnormal behavior: Supernatural model, Biological model, Psychological model.

One dimensional Vs multi-dimensional model – genetic contribution to psychopathology – Contribution of neuroscience to psychopathology – Behavioral& Cognitive science – Emotions – Cultural & interpersonal factors – Lifespan development.

Assessing psychological disorders – Diagnosing psychological disorders.

**UNIT II: ANXIETY & STRESS- RELATED DISORDERS; OBSESSIVE-COMPULSIVE DISORDERS; AND MOOD DISORDERS**

Complexity of anxiety disorders – Anxiety Disorders: GAS, Panic disorder and Agoraphobia, Specific Phobia, Social Anxiety Disorder. Posttraumatic stress disorder – Obsessive-Compulsive and Related disorders: Obsessive-Compulsive disorder.

Defining Mood disorder – Structure of mood disorder – Additional defining criteria for depressive and bipolar disorders. Causes: Biological, Neurological, Psychological, Social and cultural – Treatment: ECT and TMS, Psychological, Preventing relapse.

**UNIT III: SEX RELATED DISORDERS, GENDER DYSPHORIA**

Meaning of normal sexuality – Overview of sexual dysfunctions: Sexual desire disorder, Sexual arousal disorder, Orgasm disorder, Sexual pain disorder. Assessing sexual behavior- Causes and treatment of sexual dysfunctions. Paraphilic disorders – Types – Assessing and treating paraphilic disorders – Gender dysphoria.

**UNIT IV: PERSONALITY DISORDERS**

Aspects of personality disorder – Categorical and dimensional models – Comorbidity – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder – Cluster B personality disorders: Antisocial, Borderline, Histrionic, Narcissistic personality disorder – Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.

**UNIT V: SCHIZOPHRENIA SPECTRUM AND OTHER RELATED DISORDERS; NEURODEVELOPMENTAL DISORDERS**

Clinical descriptions: Positive symptoms, negative symptoms, disorganized symptoms. Historic schizophrenia subtypes – Other psychotic disorders – Causes of schizophrenia – Treatment of schizophrenia. Attention-deficit/hyperactivity disorder – Specific learning disorder – Autism spectrum disorder – Intellectual disability – Causes – Treatment – Prevention.

**TEXT BOOK:**

Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology – An Integrative Approach* (7th ed). New Delhi: Cengage Learning.

**REFERENCE BOOKS**

Sarason and Sarason. (2010). Abnormal Psychology: The Problem of Maladaptive Behaviour (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd.

Carson and Butcher. (2010). Abnormal Psychology (13th edition). New Delhi: Pearson Education, Inc.

Hecker. (2010). Introduction to Clinical Psychology. New Delhi: Pearson Education, Inc.

Sadock and Sadock. (2003). Kaplan and Sadock‟s Synopsis of psychiatry: Behavioural sciences/ Clinical Psychiatry (9th edition). Philadelphia: Lippincott Williams & Wilkins.

## RESEARCH METHODS AND STATISTICS (18PSC04)

**OBJECTIVES:**
- ➢ To orient students to the different stages of research
- ➢ To give insight into the various research methods
- ➢ To identify and apply appropriate research tools
- ➢ To acquire the skill of reporting the research
- ➢ To employ various statistical techniques including software for psychological research

## UNIT I: FOUNDATIONS OF RESEARCH

Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

## UNIT II: HYPOTHESIS, VARIABLES AND SAMPLING

Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity.

Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research.

## UNIT III: RESEARCH DESIGN

Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs.

Non-experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

## UNIT IV: STATISTICS

Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression.

Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test.

Practical: Analysis of data using SPSS will be demonstrated.

## UNIT V: COMMUNICATING IN PSYCHOLOGY

Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation.

**TEXT BOOKS**

Evans, A. N., & Rooney, B. J. (2008). *Methods in Psychological Research.* New Delhi: Sage Publications India Pvt. Ltd.

Jackson, S. L. (2010). *Research Methods and Statistics.* New Delhi: Cengage Learning Ondia Pvt. Ltd.

**REFERENCE BOOKS**

Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.

Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi: Rawat Publications. M.Sc Applied Psychology, 2014-15 9

Gravetter,F.J. and Forzana,L.A.B. (2009). Research methods for behavioral sciences. United States: Wordsworth Cengage learning

Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall

Kothari, C.R. (2008). Research Methodology – Methods and Techniques. New Delhi: Wiley Eastern Ltd.

Kundu. (2010). Research Methodology. New Delhi: Pearson Publishing.

Myers, J. (2008). Methods in Psychological Research. New Delhi: Sage Publications.

Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). Fundamentals of Behavioural Statistics. New York: McGraw Hill.

Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan Publishers.

## POSITIVE PSYCHOLOGY FOR HEALTH AND WELLBEING (18PSC05)

**OBJECTIVES:**
- To orient students to the concepts of Health and Medicine
- To give insight into changing behaviour for better health
- To make them understand psychological process behind illness
- To acquire the skill of coping with illness
- To employ various positive psychological techniques for good mental and physical health

### UNIT I: BASICS OF HEALTH PSYCHOLOGY

*Health Psychology:* Individual Perspective-Conducting Research in Health Psychology: the true experiment- the Correlation- Prospective versus Retrospective Studies- Longitudinal versus Cross-Sectional Research- the Field versus the Laboratory.

*Medical Care:* Medicine and Alternative Medicine- Psychosomatic and Behavioral Medicine- Medicine Today- Psychological Factors in Illness and Disease- Models of the Physician-Patient Relationship- Communication in therapeutic interaction- Positive Health.

### UNIT II: PHYSICAL HEALTH AND BEHAVIOR CHANGE

*Staying Healthy-* Medical Communication and Physical Health- Prevention of Diseases/Impairments- Degenerative Diseases- Primary Prevention and Behavioral Outcomes- Secondary and Tertiary Prevention and Behavioral Outcomes: Components of Interventions that Work- Controlling Hypertension- Controlling Diabetes.

*Behavior Change:* Adherence to Medical Regimens-Sources of Health Information-Health Belief Model- Theories of Reasoned Action and Planned Behavior- Specific Beliefs about Health- Persuasion-Social Cognitive Theory- Self-Regulative Theories-Subjective Social Norms-Intentions and Commitment- Behavior Modification-Behavioral Self-Control- Cognitive Modification.

### UNIT III: PAIN, STRESS AND COPING

*Pain:* Perception of Pain- Theories of Pain-Neuro-chemical Basis of Pain and Pain Inhibition- Cognitive Outcomes of Pain- Psychological Factors and Pain- Cognitive Methods of Pain Control-Cognitive-Behavioral Methods of Pain Control- Behavior Modification in Chronic Pain.

*Psychological Processes, Stress, and Physical Illness:* Psycho-physiological Disorders- the Concept of Stress- Cognitive Appraisal in Stress-Psychoneuroimmunology - Stress and Cardiovascular Disorders - Psychophysiological Disorders and Stress.

*Coping Processes:* Cognitions and Coping- Cognitive Coping Styles- Causal Attributions- Sense of Control- Coping Interventions: Mental Control- Cognitive Retraining- Exercise- Relaxation Techniques- Systematic Desensitization-Biofeedback.

### UNIT IV: BASICS OF POSITIVE PSYCHOLOGY

*Positive Psychology:* Assumptions and Goals- Psychology of Wellbeing- Positive Psychology and Health Psychology - Positive Therapy- Subjective Wellbeing-Psychological wellbeing and positive functioning.

Positive emotions- Positive Emotions and Health Resources-Positive emotions and well-being- Cultivating Positive Emotions- Genetics and happiness- Personality and happiness- Growth through Trauma- Resilience and its Sources –Self Regulation.

**UNIT V: POSITIVE PSYCHOLOGY THE BEHAVIOUR CHANGE**
Positive beliefs and Happiness - Optimism and Coping- Wisdom and the model of life management - Religion/ Spirituality and wellbeing - Using positive psychology to treat depression Mindfulness and Wellbeing.

*Lifestyle practices for health and well-being:* Achieving Sustainable New Happiness- Physical Activity (Positive Psychology in Motion)- Balancing Time Perspective in Pursuit of Optimal Functioning- Positive/ Healthy Aging.

**TEXT BOOKS**
DiMatteo, M.,  & Leslie R. Martin(2010). *Health Psychology* (LPE). New Delhi: Pearson Education India.
Steve R. Baumgardner & Marie K. Crothers (2009). *Positive Psychology* (LPE). New Delhi:  Pearson Education India.

**REFERENCE BOOKS**
Alan Carr (2004). *Positive Psychology: the Science of happiness and Human Strengths* (SIE). London: Routledge.
Alex Linley P. & Stephen Joseph (2004). Positive Psychology in Practice. John Wiley & Sons, Inc.
David F. Marks, Michael Murray, Brain EvansEmee Vida Estacio (2011). *Health Psychology: Theory, Research and Practice.* Sage.
Seligman,M.E. (2008). Positive health. *Applied Psychology,* 57, 3-18.
Snyder, C.R., Shane J. Lopez, & Jennifer Teramoto Pedrotti (2011). *Positive Psychology: the Scientific and Practical Explorations of Human Strengths (2nd Ed.).* New Delhi: Sage.
Shelly E. Taylor (2008). *Health Psychology* (6th Ed.). New Delhi: Tata McGraw-Hill.
Taylor, S. E., & Sherman, D. K. (2004). *Positive psychology and Health Psychology: A Fruitful Liaison.* In Positive psychology in practice, 305-319.

## ADVANCED SOCIAL PSYCHOLOGY (18PSE01)

**OBJECTIVES:**
➢ To help students to develop an understanding about one's-self, how people think about, influence and relate to one another
➢ To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

**UNIT I: INTRODUCTION**
Definition – Nature - Boundaries – Research Methods: Systematic observation, Correlation, Experimental method. Social Cognition: Heuristics, Schemas, social thought, affect and errors on social cognition.

**UNIT II: SOCIAL PERCEPTION AND SOCIAL IDENTITY**
Social Perception: Non-verbal communication, attribution, impression formation and impression management. Aspects of Social Identity: The Self presentation, self knowledge and self esteem.

**UNIT III: ATTITUDES, ATTRACTION AND PROSOCIAL BEHAVIOUR.**
Attitudes: Formation, influence, guiding behaviour, persuasion, resistance and cognitive dissonance. Attraction: internal and external sources, similarity and mutual liking and close relationships as foundations of social life. Prosocial Behaviour: Motives, bystander effect and factors that increase or decrease it and emotions

**UNIT IV: STEREOTYPE, PREJUDICE, DISCRIMINATION AND AGGRESSION**
Causes, effects and cures of Stereotyping, Prejudice and Discrimination. Aggression: Perspectives, Causes, Emotions, Bullying and Techniques to prevent and control.

**UNIT V: GROUPS, SOCIAL INFLUENCE AND APPLICATIONS**
Groups: reasons for joining and exiting, effect of others presence and coordination, Fairness, Decision making and leadership. Social influence: Conformity, Compliance and Obedience. Applications: Social adversity, personal health, legal system and personal happiness.

**TEXT BOOK**
Baron, Robert A., and Branscombe, Nyla R. (2016). *Social Psychology* (13th edition), Noida, Pearson India Education Services Pvt. Ltd.

**REFERENCE BOOKS**
Baron, Robert A., and Byrne, D. (2001). *Social Psychology* (8th edition) Reprint New Delhi: Prentice-Hall of India Pvt Ltd.
Crisp, R.J., and Turner, R.N. (2007). *Essential Social Psychology*. New Delhi: Sage Publications.
Myers, D.G. (2002). *Social Psychology* (7th international edition). New York: McGraw Hill Companies.

## THEORIES OF PERSONALITY (18PSC06)

**OBJECTIVES:**
- To enable students to compare and contrast various theories of personality
- To make them to critically evaluate different theories in the background of the empirical evidence.
- To help them to understand the application of personality assessment in clinical practice

**UNIT I: INTRODUCTION**
Study of Personality -  History – Definitions – Personality in the context of internet and social networking – Ethnic and gender issues – Assessment: reliability and validity, self report, online tests, projective tests, clinical interviews and behavioural assessment. Research – Theory – Questions about human nature.

**UNIT II: THE PSYCHODYNAMIC PERSPECTIVE**
Classical Psychoanalysis: Sigmund Freud. Neo-psychoanalytic approaches: Carl Jung – Analytical Psychology, Alfred Adler – Individual Psychology, Karen Horney - Neurotic Needs and Trends.

**UNIT III: THE LIFE SPAN AND GENETICS PERSPECTIVES**
Life Span approach: Erick Erikson. Genetics approach: Gordon Allport – Motivation and Personality, Trait theories: Raymond Cattell, Hans Eysenck, Robert McCrae and Paul Costa, Michael Ashton and Kibeom Lee.

**UNIT IV: THE HUMANISTIC AND COGNITIVE PERPECTIVES**
Humanistic Approach: Abraham Maslow – Needs-hierarchy theory, Carl Rogers: Self Actualization Theory.  Cognitive approach: George Kelly – Personal Construct Theory.

**UNIT V: THE BEHAVIOURAL, SOCIAL AND MINOR PERPECTIVES**
Behavioural Approach: B.F. Skinner – Reinforcement Theory. Albert Bandura – Modeling Theory.  Mini – Theories: Locus of Control, Sensation Seeking, Learned Helplessness, Optimism/ Pessimism, Positive  Psychology and Happiness and Success.

**TEXT BOOK**
Schultz, D.P. and Schultz, S.E. (2013). *Theories of Personality* (10th Ed). Delhi.

**REFERENCE BOOKS**
Cengage Learning India Private Limited.
Lindzey, G., Campbell, J.B. and Hall (2007). *Theories of Personality* (4th Ed). New York: John Wiley (Student Edition).
Kaplan, R.M. and Saccuzzo, D.P (2002). *Psychological Testing:   Principles, Applications and Issues* (5th Ed). New Delhi: Asian Book.

## HUMAN RESOURCE MANAGEMENT (18PSC07)

**OBJECTIVES:**
- To learn the concept, evolution, history and importance of Human Resources Management
- To accomplish theoretical and practical perspective, concepts, issues and practices in Human Resource Management
- To manage and maintain the human resources at work place

**UNIT I: FRAME WORK OF HUMAN RESOURCE MANAGEMENT**
Introduction: Nature, Concept & Functions of HRM, Qualities of HR Manager, Evolution of HRM.

HRM Environment: External Factors and Internal Factors, Implications of HRM Environment, Role and Responsibility of HR Professionals in Changing Environment.

HR Information System, Accounting and Audit: Computer Aid to HR Information System, Designing, Software Packages, HR Accounting, HRM Audit.

**UNIT II: HUMAN RESOURCE PLANNING AND ANALYSIS**
Human Resource Planning: Concept of HRP - Importance, Responsibility and Factors affecting HRP, HRP Process, Time Dimension of HRP, Barriers to Effective HRP.

Job Design and Job Analysis: Factors Affecting Job Design. Approaches to Job Design, Job Analysis, Functional Job Analysis, Role Analysis.

**UNIT III: AQUIRING HUMAN RESOURCE**
Recruitment: Concept, Recruitment Policy, Source of Recruitment, Recruitment Process and Design of Application Form.

Selection: Concept, Selection Process, Application Forms, Selection Tests, Selection Interview, Factors Affecting Selection Process.

Induction and Placement: Process, Socialization of New Employee, Placement.

**UNIT IV: PERFORMANCEMANAGEMENT, COMPENSATION & BENEFITS**
Concept, Performance Appraisal, Methods of Performance Appraisal, Appraisal Feedback, Performance Counselling, Barriers to Effective Performance Appraisal.

Compensation Management: Concept, Job Evaluation and Executive Compensation. Incentives and Benefits: Concept, Financial Incentives, Fringe Benefits and Non-Financial Incentives.

**UNIT V: MANAGING INDUSTRIAL RELATIONS**
Dynamics of Industrial Relations: Concept of Industrial Relations, Trade Unions
Discipline & Grievance Management: Discipline Management, Grievance Management

Management of Industrial Disputes: Concept of Industrial Dispute, Settlement of Industrial Disputes

**TEXT BOOK**
Prasad, L. M. (2017). Human Resource Management (5th ed.).New Delhi: Sultan Chand.

**REFERENCE BOOKS**
Aswathappa K., (2017) HRM - Text and Cases (8th Ed). McGraw Hill Education (India) Pvt Ltd, New Delhi.
Dessler G. (2008). HRM (11th ed). Pearson – Prentice Hall, New Delhi

**COUNSELLING PSYCHOLOGY (18PSC08)**

**OBJECTIVES:**
- To orient students about the importance of Guidance and Counseling
- To understand the nature of counseling situation
- To understand the various areas of Counselling
- To become aware of Ethical and Legal issues in Counselling

**UNIT I: GUIDANCE AND COUNSELLING AN INTRODUCTION**
Meaning of Guidance – Basic principles and assumptions underlying guidance – Definitions of counseling – Factors contributing to the emergence of counselling - Characteristics of Counsellor – The identity of Counselling – History of Therapeutic Counselling: The ancient Philosopher – The first Psychiatrists – Influences from Psychology – The Guidance era. The counseling era – The era of the therapeutic counseling – Licensing and regulation in Counselling - Guidance and counselling in Indian context.

**UNIT II: SETTINGS FOR COUNSELLING**
Different roles of Counselors – A set of generic skills – A set of common goals – Developmental and remedial orientation – Team work –Qualities of Counselling relationships – Perspectives on helping relationships.

*Counselling process:* Creating a relationship in the initial interview: Establishing rules – Planning hope – Assuring confidentiality- Assessing expectations – Collecting information – Identifying problems – Beginning intervention – First session agenda review – Reciprocal influence.

**UNIT III: COUNSELLING APPLICATIONS**
*Group Counselling:* Survey of groups, Encounter groups – Guidance Groups – Counselling groups – Therapy groups – Self-help and support groups. Some considerations in the use of group modalities – Counteracting potential limitations – Advantages of group work.

*Career counselling:* Functions of work – Roles of Counselling- Holland's Theory of career development. Career Education: Abilities – interests – values – Career Decision Making – Trends and Issues in Career Counselling: Changes in the work place – Work and Leisure – Use of Technology – Counselling in Industry.

**UNIT IV: MARITAL, FAMILY, SEX AND ADDICTION COUNSELLING**
*Family Counselling:* Theories of Family Counselling – Sex Counselling: Clinical assessment interview – Physical examination and medical history – Exploration of relationship – Sensate focus exercise – Specialized techniques – Evaluation.

*Addictions Counselling:* Symptoms of addiction: Drug use and abuse – Drug culture – Types of drugs – Effects of drug abuse – Adolescent drug use – Prevention – Abuse in special populations – the Elderly – The disabled – Principles for counselling the Chemically dependent.

**UNIT V: PROFESSIONAL PRACTICE**

*Counselling Diverse Population:* Multiculturalism – Influence of Biases – Identity issues – Preferred clients – counselling and gender – Counselling ethnic minorities – Counseling the aged – The counselor and HIV – Counselling clients who are physically challenged.

*Ethical and Legal Issues:* Professional Codes- Our divided loyalties – Areas of ethical difficulty – Dual relationship and sexual improprieties – Misjudgment and failures – Deception and informed consent – Confidentiality and privileged communication – Recent trends – Making ethical decisions – Legal issues in Counselling – Advice for the passionately committed counselling student.

**TEXT BOOKS**

Charles J. Gelso., Elizabeth N. Williams., & Bruce R. Fretz. (2014). *Counseling Psychology (3rd Edn.).* Washington, DC: APA Publications.
Kottler, J.A. and Brown, R.W. (2000). *Introduction to Therapeutic Counselling.* New York: Brooks / Cole.

**REFERENCE BOOKS**

John Sommers - Flanagan., & Rita Sommers - Flanagan. (2015). Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques. New Jersey: John Wiley & Sons, 22-Jun-2015
Kathryn, G. and David, G. ( 2008). *Relationship Counselling for Children, Young People and Families.* New Delhi: Sage Publications.
Kinra. (2010). *Guidance and Counselling.* New Delhi: Pearson Learning Inc.
Mc Leod, J. (2009). *Counselling Skills.* New Delhi: Rawat Books Ltd.
Payne, M. (2010). *Couple Counselling.* New Delhi: Sage Publications.

## EXPERIMENTAL PSYCHOLOGY – I (18PSC09)

**Objectives:**
- To provide the theoretical basis of psychological testing
- To provide practical exposure to assess, diagnose and interpret various psychological concepts
- To provide training in the administration of various Psychological Tests

### Part I Psychological Testing
Students have to learn various aspects of Psychological Testing and write an answer for a question from this part in Practical Examination

### THE BASICS OF PSYCHOLOGICAL TESTING AND TEST CONSTRUCTION
The Test: Features of a test- types & Uses of Tests- Responsibilities of Test Users- History of Testing- Raw Scores and Raw Scores Transformation- Selecting a norm group- Criterion reference tests.

Test Construction and Standardization: Steps- Scaling methods and levels of measurement - Rational test construction – Empirical test Construction –Factor Analytic test construction.

### ASSESSMENT OF INTELLIGENCE, APTITUDES AND ACHIEVEMENT
Intelligence Assessment: Intelligence Testing and Factor analysis- The Wechsler scales of Intelligence- Stanford-Binet Intelligence scales-Detroit tests of learning aptitude- Kaufman Assessment Battery for Children- Individual tests of achievement- Nature and assessment of Learning Disabilities.

Aptitude Assessment (Group tests of Ability): Multidimensional aptitude battery-Multiple Aptitude Test Batteries- Predicting College Performance-Post Graduate Selection Tests. Achievement Assessment: Educational Achievement tests-Test Bias and Controversies.

### PERSONALITY, NORMALITY AND POSITIVE PSYCHOLOGICAL ASSESSMENT
Personality Assessment: Projective techniques: Association, completion, construction and expression techniques. Psychopathology (Personality) Assessment: Self-report inventories: theory guided inventories- Factor-analytically derived inventories- Criterion keyed inventories.
Behavioral assessment- behaviour therapy and behavioural assessment-Structured interview schedule- Systematic direct observation- Analogue behavioural assessment- Ecological momentary assessment.

**Part II Practical**

Students have to complete a minimum of 10 Experiments and conduct an Experiment in Practical examination from this part

1.  Learning
2.  Transfer of training
3.  Muller-Lyer Illusion
4.  Size-Weight Illusion
5.  Two-point threshold
6.  Span of attention
7.  Signal Detection
8.  Concept formation
9.  Bhatia's Battery of Intelligence tests
10. Steadiness test
11. Standard Progressive Matrices
12. Emotional Intelligence
13. Internal-External Locus of Control
14. Learning Disability ( Dyslexia, Dysgraphia, ADHD)
15. Creativity Test
16. State-trait anxiety test

**Demonstration Techniques**
17. Progressive Muscular Relaxation
18. Rorschach
19. Guided Imagery
20. Transcendental Meditation
21. Suryanamaskaram

- *The above list is suggestive*

**REFERENCE BOOKS**

Anastasi,A., &Urbina,S. (1997). *Psychological testing.* (7th Edn). New Delhi: Pearson Education Inc.

Chadha, N.K. (2009). *Theory and Practice of Psychometry*. New Delhi: Sage.

Domino, G., & Domino, M.L. (2006). *Psychological testing*: *An Introduction* (2ndEdn). New York: Cambridge University Press.

Robert J. Gregory (2008). *Psychological testing: History, Principles, and Applications* (6thEdn). New Delhi: Pearson Education Inc.

Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). *Fundamentals of Behavioural Statistics*. New York: McGraw Hill.

Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan Publishers.

## CONSUMER BEHAVIOUR AND MARKETING (18PSE02)

**OBJECTIVES:**
- ➢ To introduce students what consumer behavior is and the different types of consumers and make them to understand the relationship between consumer behavior and the marketing concept, the societal marketing concept, as well as segmentation, targeting and positioning
- ➢ To understand the relationship between consumer behavior and customer value, satisfaction, trust and retention, and new technologies enabling marketers to better satisfy the needs of the consumers
- ➢ To understand how marketers are increasingly able to reach consumers wherever consumers wish to be reached

## UNIT I: CONSUMER BEHAVIOR, CONSUMERS, MARKETERS, AND TECHNOLOGY

Consumer Behavior: Nature and scope of Consumer Behavior, Consumer Research and Marketing Segmentation.

Technology driven consumer behavior: The marketing concept, consumer research, market segmentation, targeting and positioning, the marketing mix, socially responsible marketing. Customer value, satisfaction and retention.

Segmentation, Targeting, and Positioning – Market segmentation and effective targeting, bases for segmentation, behavioral targeting, positioning and repositioning.

## UNIT II: THE CONSUMER AS AN INDIVIDUAL

Consumer motivation & personality – the dynamics of motivation, systems of needs, measurement of motives, personality traits and consumer behavior, product & brand personification, the self and self-image.

Customer perception – elements of perception, perceptual selection, perceptual organization, perceptual interpretation: stereotyping, customer imagery, perceived quality & risk.

Customer learning – elements of consumer learning, classical condition, instrumental learning, observational learning.

Consumer attitude formation and change – attitudes and their formation, tri-component attitude model, multi-attribute model.

## UNIT III: COMMUNICATION & CONSUMER BEHAVIOR

Persuading consumers – the communication process, broadcasting versus narrowcasting, designing persuasive messages, persuasive advertising appeals, measures of message effectiveness.

Reference groups & word-of-mouth – source credibility and reference groups, types of reference groups, consumption related reference groups, factors affecting reference group influence, reference groups, self-concept, and brand associations, credibility of spokespersons, endorsers, and other formal sources, word-of-mouth and opinion leadership, strategic applications of word-of-mouth.

## UNIT IV:CONSUMERS IN THEIR SOCIAL & CULTURAL SETTINGS

The family and its social standing, family decision making and consumption-related roles, the family life cycle, nontraditional families and non-family households, social standing and consumer behavior, measuring social class, social classes characteristics.

Culture's influence on consumer behavior – culture's role and dynamics, learning cultural values, measuring cultural values, Indian core values, cultural aspects of emerging markets.

Cross-cultural consumer behavior – cross-culture analysis, localization versus standardization, global marketing opportunities.

## UNIT V: CONSUMER DECISION MAKING, MARKETING ETHICS, AND CONSUMER RESEARCH

Consumer decision making model, consumer gifting behavior, diffusion and adoptions of innovations.

Marketing ethics and social responsibility–exploitative marketing, crafty promotional messages, provocative marketing promoting social causes.

Consumer research – collecting secondary data, designing primary research – qualitative research and quantitative research.

### TEXT BOOK
Schiffman, L.G., Wisenblit, J. & Kumar, S.R. (2018). Consumer Behavior. (11th edn). Noida, India: Pearson.

### REFERENCE BOOKS
Schiffman, L.G., &Kanuk, L.L. (2005). Consumer Behavior (8the). New Delhi: Prentice-Hall of India Pvt Ltd.
Loudon, D.L., &Bitta, A.J.D. (2006). Consumer Behavior (4the). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

# COGNITIVE NEUROPSYCHOLOGY (18PSC10)

**OBJECTIVES:**
To enable the students to understand,
- ➢ To enable the students to understand the organization of nervous system
- ➢ To help them to utilize various methods to study the functions of brain
- ➢ to distinguish various perceptual processes
- ➢ To analyze effect of cognition on emotion

## UNIT I BRAIN RESEARCH AND ORGANIZATION OF THE NERVOUS SYSTEM
Brief History of Brain Research. Organization of Nervous System: Microscopic Organization: The Nerve Tissue- The Nerve Signals-Macroscopic Organization: Anatomical and Functional Subdivisions of the Nervous System.

## UNIT II METHODS OF BRAIN IMAGING
Direct Methods: EEG- MEG- Evoked Potentials- The Different Waves of Evoked Potential- Advantages and Disadvantages of Evoked Potentials and Magnetic Fields. Indirect Methods: PET and fMRI.

## UNIT-III HIGH LEVEL PERCEPTION- VISION & MEMORY
High Level Perception: From Sensory Organ to Sensory Cortex- From Striate Cortex to Associate Areas- The Peculiar Case of Face Recognition. Memory: Different Types of Memory- Structures and Circuits- The Cellular Basis of Memory.

## UNIT-IV LANGUAGE AND ATTENTION
Language: Theoretical Context- The First Discovery of Areas of Language and Aphasia- Input of the Split-Brain Model- The Mental Vocabulary- Comprehension of Language- Production of Oral Language- Lateralization of Language. Attention: Concepts associated with the Concept of Attention- Visuo-spatial Attention- Selective Attention (Visual/ Auditory) - The Cerebral Models of Attention.

## UNIT-V HEMISPHERIC SPECIALIZATION, EMOTION AND COGNITION
Hemispheric Asymmetry- Differences between Men and Women. From Stress to Vigilance: The Beginnings- The Mechanisms of Emotions- Emotion and Cognition.

**TEXT BOOK**
Flori, N. (2010). *Cognitive Neuroscience*. New Delhi: PHI Learning Pvt., Ltd.

**REFERENCE BOOKS**
Beaumont, J.G. (1982). *Neuropsychology*. Guildford Publishers: New York.
Best, B. J. (1983). *Cognitive Psychology* (2nd Edition). New York: West Publishing Company.
Ellis, A. W., & Young, A. W. (2013). *Human Cognitive Neuropsychology: A Textbook with Readings*. Psychology Press: Chicago
Kolb, B. (2003). *Fundamental of Human Neuropsychology* (5th edition). New York: Worth Publishers.
Matlin, M. W. (2006) *Cognition* (6th Edition). Wiley.
Rapp, B. E. (2001). *The Handbook of Cognitive Neuropsychology*: *What Deficits Reveal about The Human Mind*. Psychology Press.
Solso, R. L. (2004). *Cognitive Psychology* (6th Edition). New Delhi: Pearson Education Pvt. Ltd.
Wessells, M. G. (1982). *Cognitive Psychology*. New York: Harper and Row Publishers.

Wood, G. (1983). *Cognitive Psychology - A Skills Approach*. California: Cole Publishing.

**PSYCHOTHERAPEUTICS (18PSC11)**

**OBJECTIVES:**
- ➢To understand the various approaches in psychotherapy
- ➢To gain insight into the theoretical foundations of psychotherapy
- ➢To train students to apply various techniques in real life situations

## UNIT I: INTRODUCTION TO THERAPIES, TRAINING AND SUPERVISION OF THERAPISTS

Psychotherapy: Meaning, Definition and Nature - Importance of Theories - Problems faced by the beginners. Dimensions of Therapy: Preparation- Therapeutic Relationship - Therapeutic contents- Goals of therapy - Steps in therapeutic process - Therapeutic interactions.

Training of Therapists: Objectives of training - Motivating factors in therapists - Selection of therapists for training. Cardinal elements in training: Theoretical learning - Supervised practice -Personal therapy - Evaluation - Supportive therapy.

## UNIT II: FREUDIAN, KLEINIAN AND JUNGIAN APPROACHES

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

## UNIT III: GESTALT THERAPY, COGNITIVE THERAPY AND TRANSACTIONAL ANALYSIS

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

## UNIT IV: ADLERIAN APPROACH, PERSON CENTRED THERAPY AND EXISTENTIAL THERAPIES

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

## UNIT V: BEHAVIOR AND RATIONAL EMOTIVE BEHAVIOUR THERAPIES

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

**TEXT BOOK**

Dryden, W., & Reeves, A. (2013). *The Handbook of Individual Therapy (6th Edn.).* New Delhi: Sage Publications.

**REFERENCE BOOKS**

Jack Martin., Jeff Sugarman., & Kathleen L. Slaney (Eds.). (2015). *Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences*. New York:  John Wiley & Sons, Ltd.

Wills, F. (2008). *Skills in Cognitive Behavior Counselling and Psychotherapy*. New Delhi : Sage Publications.

Capuzzi. (2010). *Counselling and Psychotherapy (4th Edn.).* New Delhi: Pearson Education Inc.

## ORGANIZATIONAL BEHAVIOUR AND TRAINING (18PSC12)

**OBJECTIVES:**
- To familiarize students about the factors that contribute to achieving organizational effectiveness, at the individual, group and structural level
- To learn theoretical foundations of training and development
- To understand the nature, importance, benefits and methods of training

**UNIT I  ORGANIZATIONAL BEHAVIOUR AND THE INDIVIDUAL IN WORKPLACE**
Definition. Models of OB; autocratic, custodial, supportive, collegial and system. Historical evolution of OB. What managers do?  Contributing disciplines to OB. Challenges and Opportunities. Implications for managers. Foundations of Individual behaviour.  Diversity. Attitudes and Job satisfaction. Emotions and Moods.  Personality and values. Perception and individual decision making. Motivation concepts and applications.  Case studies and exercises

**UNIT II   THE GROUP AND THE ORGANIZATION**
Foundations of Group behaviour. Group development and properties, Group Decision making. Understanding work teams. Communication: Process, Direction, Formal and informal, Modes, choices and Persuasive and barriers of communication.  Leadership: Basic approaches and contemporary issues. Power and politics. Conflict and negotiation. Foundations of Organization structure. Work design. Organizational culture. Case studies and exercises

**UNIT III   ORGANIZATIONAL CHANGE AND TRAINING**
Organizational Change – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues.  Organizational Development. Introduction to Training and Development – Concept, Need and the Process. Case studies and exercises

**UNIT IV  THE TRAINING METHODS**
On-the job training methods and off-the-job training.  Training climate and techniques checklist and evaluation.  Organization development interventions: Concept, Classification, target groups, process and structural interventions. Executive development interventions. Emerging developments: Case study, Mentoring, Assessment and Development Centre, Competency development, Knowledge management and factors for success of Training. Case studies and exercises

**UNIT V   TRAINING DESIGNS AND INSTRUMENTS**
Training for Expatriates, cultural diversity, call centers, team building, internim staff, anger management, self-esteem.  Training instruments: Psychometric tests MBTI, TST, PAA, FIRO-B, Audio visual aids, room arrangements and training tools. Case studies and exercises

**TEXT BOOKS**
Bhatia, S. K. (2005). Training & Development: Concepts & Practices: Emerging Developments, Challenges and Strategies in HRD. New Delhi: Deep & Deep Publications Pvt Ltd.
Robbins, P. S., Judge, A. T and Vohra, N. (2017). Organizational Behaviour (16th edition). Noida: Pearson India Education Services Pvt. Ltd.

**REFERENCE BOOKS**

Luthans, F. (2011). Organizational behaviour: An Evidence Based Approach. (12th edition). New Delhi: McGraw Hill Publishing Company Ltd.

Noe, R. A., & Kodwani, A. D. (2015). Employee Training and Development. (5th Edn.). New Delhi: McGraw Hill Education (India) Pvt Ltd.

## EXPERIMENTAL PSYCHOLOGY – II (18PSC13)

**OBJECTIVES:**
- To provide the theoretical basis of psychological testing
- To provide practical exposure to assess, diagnose and interpret various psychological concepts
- To provide training in the administration of various Psychological Tests

**Part I Psychological Testing**

Students have to learn various aspects of Psychological Testing and write an answer for a question from this part in Practical Examination

**NEUROPSYCHOLOGICAL AND OTHER SPECAIL AREAS OF ASSESSMENT**

Neuropsychological Assessment: Conceptual model of Brain-Behaviour relationships- Measures of attention and concentration – Tests of learning and memory –Assessment of language functions – Tests of spatial and manipulating ability – Assessment of executive functions – Assessment of motor output – Test batteries in neuropsychological assessment – Screening for alcohol use disorders- Assessment of mental status in the elderly.

Testing Special Population: Assessment of infant ability – Assessment of preschool intelligence – Screening for school readiness. Testing Persons with Disabilities: Non language tests- Non reading and motor-reduced test- Testing persons with visual impairments- assessment of adaptive behaviour in intellectual disability-

**INDUSTRIAL, OCCUPATIONAL, FORENSIC ASSESSMENT AND COMPUTERIZED ASSESSMENT**

Industrial and Occupational assessment: Testing in Personnel Selection- Autobiographical data- the employment interview- Cognitive abilities tests- Personality Tests-Paper-Pencil Integrity Tests- Work Sample and Situational exercises- Appraisal of Work Performance-Interest Assessments. Forensic Applications of Assessment: The Expert Witness- nature of forensic assessment – evaluation of suspected malingering- Assessment of mental state for the insanity plea-Prediction of violence and assessment of risk.

Computerized assessment: Overview and history- Computer based test interpretation- High-definition video and virtual reality- Evaluation of Computer-based test interpretation- Computerized adaptive testing.

**Part II Practical**

Students have to complete a minimum of 10 Experiments and conduct an Experiment in Practical examination from this part

1. PGI Brain Dysfunction
2. Mental Health battery
3. Medico psychological Questionnaire
4. Student problem checklist
5. DATB
6. MBTI
7. Competition and Performance
8. Beck's Depression Scale
9. Pre-marital sexual anxiety scale
10. Work Motivation
11. SDS
12. Coping styles inventory
13. Neurological Assessment Battery ( any 5 sub tests )
14. Thurston interest schedule
15. FIRO-B
16. Sequin Form Board

- *The above list is suggestive*

**REFERENCE BOOKS**

Robert J. Gregory (2008). *Psychological testing: History, Principles, and Applications* (6thEdn). New Delhi: Pearson Education Inc.

Anastasi,A., & Urbina,S. (1997). *Psychological testing.* (7th Edn). New Delhi: Pearson Education Inc.

Chadha, N.K. (2009). *Theory and Practice of Psychometry*. New Delhi: Sage.

Domino, G., & Domino, M.L. (2006). *Psychological testing: An Introduction* (2ndEdn). New York: Cambridge University Press.

Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). *Fundamentals of Behavioural Statistics*. New York: McGraw Hill.

Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan Publishers.

# PROJECT WORK (18PSC14)

**MAXIMUM MARKS: 200 (Project Report 150 + Viva Voce 50)**

The objective of the Project work is to further the student's critical thinking and scientific enquiry of psychological concepts through systematic investigation; To make the student understand the importance of scientific research in Psychology; To expose the student to various methods of research; To emphasize the role of statistical procedures in the interpretation of the data collected; To make the student learn the art of report presentation.

The Project work may be a survey (fact findings or exploratory nature). Construction or Standardization of a test, collection of clinical case studies, a Problem solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.

The Project work report should be submitted to the Department of Psychology, Periyar University at the end of the III semester. The viva-voce will be held subsequently as per the directions of the Controller of Examinations, Periyar University.

EVALUATION OF PROJECT REPORT

        1. Introduction                 20 Marks
        2. Methodology                   30 Marks
        3. Review of Literature          20 Marks
        4. Results and Discussion        40 Marks
        5. Summary and Conclusion        20 Marks
        6. References or Bibliography    20 Marks
                                         ------------
    Project Report                       150 Marks
    Viva -Voce Examination:              50 Marks
                                         ------------
        **Total**                        **200 Marks**

**SCHOOL COUNSELLING (18PSE03)**

**OBJECTIVES:**
- To orient students about the importance of School Counselling
- To make them understand and develop professional identity in India School
- To make them understand the Models of School Counselling
- To make them understand the various areas of School Counselling
- To make them aware of and deal with Suicidal thoughts, Depression, and Life Meaning

## UNIT I: FUNDAMENTALS IN SCHOOL COUNSELLING
*School Counselling*: Development of School Counselling-Scope- Counselor's role within school setting.

*Professional and Ethical Boundaries in School Counselling*: Confidentiality and the Law- Codes of Confidentiality with Pupil Clients in School- Child Protection and Codes of Confidentiality-Professional Identity of School Counselors in India

## UNIT II: MODELS OF SCHOOL COUNSELLING
Adler's Theories in School Counselling- Rogers's Person- (Child)-Centered School Counselling- Behaviorism- Ellis's Rational Emotive Behavior Therapy in School Counselling- Beck's Cognitive Behavioral Therapy in School Counselling. Glasser's Reality Therapy Supported by Choice Theory in School Counselling- Group Counselling.

*Brief Counselling Models:* Evidence based counselling- Brief therapy- Egan's Three-Stage Model- Motivational Interviewing. Solution-Focused Brief Counselling-Narrative Therapy- Coaching Skills-Strengths Based Counselling in the Schools-Virtual Counselling-Positive Psychology and School-Based Interventions.

## UNIT III: IDENTITY CRISIS, PARENTAL SEPARATION AND LOSS
*Identity Crisis among Adolescents:* Erikson's theory and Marcia's theory.

*Parental Separation and Stepparent Conflict:* Counselling at the Beginning of Parental Separation- Counselling after Separation- Counselling on Living with Step Parents.

*Loss and Bereavement:* The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling.

## UNIT IV: BULLYING AND OTHER ISSUES
*Bullying School:* Counselling Bullies- Counselling the Groups- Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse.

*Anger, Aggression and Violence in Schools:* Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils.

*Sexual Inclination and Conduct:* Heterosexual Inclination and Conduct- Counselling For Heterosexual Young People- Counselling For Homosexual Young People. *Smoking,*

*Drugs and Alcohol Misuse:* Drugs in the Society- Counselling Smokers- Counselling for Drug and Alcohol Problems.

## UNIT V: DEPRESSION, LIFE MEANING AND SPIRITUAL EMPTINESS

*Low Self-Esteem, Depression and Suicidal Thoughts:* Counselling for Self-Esteem-Counselling Depressed Young People- Counselling people with Suicidal Thoughts-Counselling the Sexually Abused.

*Life Meaning and Spiritual Emptiness:* Spirituality in the Western Life Style-Spiritual Development- Spiritual Counselling and Problems of Congruence-Integrative Style of Spirituality-Centered Counselling.

## TEXT BOOK

Lines, D. (2011). *Brief counselling in schools: Working with young people from 11 to 18.* Sage.

## REFERENCE BOOKS

Baginsky, W. (2004). School counselling in England, Wales and Northern Ireland: a review. *London: National Society for the Prevention of Cruelty to Children.*

Chandrashekar C.R. (Editor) (2008) Manual for college teachers on students counselling, National Institute of Mental Health & Neuro Sciences, Bangalore.

Kandi, S. (2014). Prevalence of Counselling Needs in Late Adolescent College Students of India. *Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi, 4*(2).

Miller, D. N., Nickerson, A. B., & Jimerson, S. R. (2009). Positive psychology and school-based interventions. *Handbook of positive psychology in schools,* 293-304.

Ramakrishnan, V. K., & Jalajakumari, V. (2013). Significance of imparting guidance and counselling programmes for adolescent students. *Asia Pacific Journal of Research, 2*(9), 102-112.

Robert J. Wright. (2012). *Introduction to School Counselling.* Sage Publications

Venkatesan, S., & Shyam, H. R. (2015). Professional identity of school counselors in India. *Journal of the Indian Academy of Applied Psychology, 41*(1), 25.

**INTERNSHIP REPORT (18PSC15)**

**MAXIMUM MARKS: 200 (Report 150 + Viva Voce 50)**

**OBJECTIVES:**

The post graduate students have to complete an internship in the IV Semester.  It will help them

➢ To obtain direct filed experience in real-life settings such as hospitals, counselling centers, mental health centers or community clinics industries and organizations.

➢ To decide the direction of their career by providing opportunity to obtain hands-on experience.

➢ To provide a meaningful educational opportunity which will help students to establish themselves in their preferred area of practice.

**Guideline For Internship:**

1. A Candidate undertaking Internship should be equipped with the theoretical knowledge in the discipline and practical skills  in  Psycho-diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective materials.

2. During the Internship the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference where in the cases are diagnosed  and treatment/management plan mooted and progress in  treatment/training  discussed. The candidate may be guided to pursue fifteen case studies in detail.

3. Besides, the candidates may be required to collect information regarding the following:

- The history of the organization, the vision and mission statement of the organization, personality sketch of the pioneers in the organization, historical development of the Department of Psychology/ Psychiatry/ Mental Health/ Counselling/ HR  in the organization.
- The demands and expectations of the role of the Psychologist.
- The privileges of the Psychiatrist/Mangers/Psychologists in the hospital/ organization.
- The functional domain and demarcations of Psychologist Vs Psychiatrists/ HR
- The organizational chart of the Organization and the status of HR team/ Department.
- The test privileges available at the Hospital/Industry. The test approved for administration in the clinical/HR settings by the team, procedures followed in  administering  the  tests  in  diagnosis  and

management and follow up of the use of various test, if any.

- The therapeutic privileges/ employee privileges available at the Hospital/Industry especially, those approved by the clinical team to provide psychotherapies/counseling and group therapies/ HR trainers.
- The details about the hospital/ organization routines, mainly about the admission procedures, document maintained, regular clinical/organizational conference, meetings and the follow-up of the cases in detail.

4. After completion of the internship, the report should be submitted to the Department within the stipulated date prescribed by the Department. The Report should adequately reflect the exposure to the training and experience gained by the candidates during the internship.

5. In case a candidate could not submit the report within the date specified he/she may be granted extension of time of three months at once for submitting their report.

6. The candidates are required to maintain a work diary/ log book for their three months Clinical/Industrial internship. Candidates are required to report to the concerned guide allotted at the department after completing 70 working days of Clinical/Industrial internship by 3rd week of March. Further the candidates are required to maintain attendance at the department after completing the internship till the date of viva voce examination. The candidates should submit the Clinical/Industrial internship Report [with a minimum of 15 cases] within 20 days (inclusive of holidays) after completion of the clinical/industrial internship.

CRITERIA OF EVALUATION OF INTERNSHIP REPORT

|   |   |
|---|---|
| 1. Introduction, Objectives and work carried out | 25 Marks |
| 2. Case Studies | 75 Marks |
| 3. Summary and Conclusion | 25 Marks |
| 4. Attendance | 25 Marks |
|   | ------------ |
| Total for the Report | 150 Marks |
| Viva -Voce Examination: | 50 Marks |
|   | ------------ |
| Total Marks for Internship | 200 Marks |
|   | ------------ |

**Expected Outcomes:**

*1. Career Direction*

It help students to decide what direction they could like to take their career by giving them the chance to obtain direct experience. Completing an internship can give them an opportunity chance to work in the field, helping people and offering services to different populations in various settings. Students can choose their preferred field and setting, such as working in a school by counselling children and adolescents or in a mental health clinic by counselling adults, couples and families, or in a substance abuse facility by helping patients with addiction issues. Gaining 'hands-on' experience that can help them to choose the path of their career is one of the most important outcome of a psychology internship.

*2. Increased Competence*

Gaining direct experience makes the student to become a competent practitioner. Increasing students' competence by developing their skills, values and ideas is an essential part of the psychology internship. They will develop competence in a variety of areas, such as increased experience with multiculturalism and diversity, developing their knowledge of ethical practices, learning to maintain professional relationships and to become more competent in providing direct services, such as counselling, psychotherapy and crisis intervention.

*3. Enhanced Marketability*

An internship may increase the students' value in the job market as they are equipped with hands-on experience in a specific area of practice. Completing an internship shows an employer that they can apply the theories and principles they have learned in the classroom to real life situation. Sometimes, an internship can develop into a full-time post-graduation job, while other times, it can give a foot in the door when students put their applications seeking for jobs.

*4. Formation of Work Habits*

During internship, students will develop professional work habits and begin to make that transition from student to professional. As a psychology intern, they will - ideally -- be treated as a professional, so they will be expected to adhere to the same guidelines required for other clinical/ HR staff. They will develop direct accountability and take responsibility to report to their supervisor about the place of internship.

**SCHEME OF EVALUATION**

**1. INTERNAL ASSSESSMENT (25 MARKS)**

      Tests         15 marks

      Seminar     05 marks

      Assignment  05 marks

**2. EXTERNAL EXAMINATION (75 MARKS)**

      SECTION A ---- 20 × 1 = 20 (4 Questions from Each Unit)

      SECTION B ---- 3 × 5 = 15 (One Question from Each Unit/ Out of Five
                                   Three questions to be Answered)

      SECTION C ----5 × 8 = 40 (Either or Type/ One Either or Type
                                   Question from Each Unit)

## SUPPORTIVE COURSE - POSITIVE PSYCHOLOGY (18PSS01)

**OBJECTIVES:**
- To develop the ability to look at the positives in life
- To cultivate positive emotions
- To help them to regulate themselves

### UNIT I INTRODUCTION

Traditional psychology: negative focus - Positive psychology: Health psychology, positive emotions and lifespan, clinical psychology, developmental psychology, , social/ Personality Psychology – Goals and Assumptions of Positive Psychology.

Need for psychology of well-being – Hedonic basis of happiness: measuring subjective well-being, Life satisfaction, Affect, Measures of happiness – Edaimonic basis of happiness – psychological well-being and positive functioning – Self-determination theory.

### UNIT II POSITIVE EMOTIONS AND RESILIENCE

Meaning of positive emotions – Positive emotions and health resources: Physical resources, Psychological resources, Social resources. Positive emotions and well-being: Positive behavior and Happiness, Success, Flourishing. Cultivating positive emotions.

Resilience – Meaning – Sources of resilience in children, disadvantaged youth, adulthood and later life – Trauma – effects – Explanations for growth through trauma.

### UNIT III HAPPINESS

Happiness across life span – Stability in well-being – Gender and Happiness: Gender difference in emotional experience – Marriage and Happiness: Benefits of marriage, selection effect. Gender difference in benefits of marriage – Other factors: Physical and mental health, Work and unemployment, Intelligence and education.

Understanding money and Happiness – Culture and Well-being: Individualistic style – Collectivist style – Cultural ideals, Emotional expressions, Group pride, Self-critical attitudes, False humility.

### UNIT IV GOALS, SELF-REGULATION AND SELF-CONTROL

Personal goals – Definition – Measurement – Goal-related motivation: Fulfillment of basic human needs – Goals and values – Goals and well-being: Matching hypothesis – Materialism and discontents: Content of materialistic goals, Adopting materialistic values, Affluence and materialism.

Value of self-control – Personal goals and self-regulation: Control theory, Self-discrepancy theory – Success in self-regulation: Need for planning – Commitment and Confidence – Goals and self-regulation problems – Failure in self-control – Goal disengagement.

**UNIT V POSITIVE TRAITS, CLOSE RELATIONSHIPS AND WELL-BEING**

Personality, Emotions and Biology: Positive and negative affectivity – Genetics and Happiness – Personality and happiness – Neurobiology and Motives. Positive beliefs: Self-esteem – Personal control – Optimism – Positive illusions.

Close relationships – Characteristics – Exchange and communal relationships. Friendship and Romantic love: Rules clarity, Complexity of feelings, Expectations – Types of love: Passionate and Companionate love, Triangular theory of love – Attachment style – Conflict and communication skills – Attributions – Contours of happy marriage.

**TEXT BOOK**

Baumgardner, S.R. and Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education, Inc.

**REFERENCE BOOKS**

Snyder, C.R., Lopez, S.J and Pedrotti, J.T. (2011). Positive Psychology – The Scientific & Practical Explorations of Human Strengths. New Delhi: Sage Publications.

Carr, A. (2004). Positive Psychology – The Science of Happiness and Human Strengths. London: Routledge.

**SUPPORTIVE COURSE - PSYCHOLOGY FOR PERSONAL AND PROFESSIONAL DEVELOPMENT (18PSS02)**

**OBJECTIVES:**
- ➢ To develop the potential for satisfactory life
- ➢ To instill confidence in formal and informal interpersonal relationships
- ➢ To identify life goals and provide psychological skills to achieve them

**UNIT I: DEVELOPING YOUR EMOTIONAL POTENTIAL**

The power of self-belief; what is success- values, beliefs- Setting realistic goals-self belief. Setting realistic goals; identifying your goals-creating an action plan-reaching your goals.

**UNIT II: DEVELOPING YOUR INTELLECTUAL POTENTIAL**

Improving your thinking skills; The Brain – remembering – thinking critically-solving problems- thinking creatively. Improving your study skills; learning styles-preparing to study-reading books and articles- taking notes-taking tests-using the library.

**UNIT III: DEVELOPING YOUR PHYSICAL POTENTIAL**

Eating well; nutrients- what is balanced diet? Changing your eating habits, healthy weights. Staying healthy; exercise-rest-drug abuse-STDs and AIDS.

**UNIT IV: DEVELOPING YOUR SOCIAL POTENTIAL**

Communicating effectively; what is communication? – barriers to communication-communication styles-effective communication. Improving your listening skills – Why listening is so hard? - Listening effectively. Improving your speaking your speaking skills; first impressions- speech qualities-effective conversations-speaking on telephone- speaking to groups. Getting along with others; begin with yourself-consider your ethical values- reach out to others- feedback in relationships-conflict. Functioning in groups; group dynamics-how people behave in groups- participating in groups- leading groups.

**UNIT V: DEVELOPING YOUR ACTION PLAN**

Handling Change and Stress; causes of stress-personality and stress- signs of stress- coping with stress. Managing Time; They tyranny of time- getting organized-using time management tools. Managing money; attitudes toward money-the financial pyramid- budgeting for the basics-savings, credit, and insurance-owning a home and investing for the future. Preparing for your career; what can you offer?-what do you want? Matching yourself to an occupation- taking action on your job search-your career a lifelong enterprise.

**TEXT BOOK**

Throop, R.K., & Castellucci, M.B.(2011). Reaching your potential: Personal and Professional Development (4th Edn.). Ceengage  Publishers.

**REFERENCE BOOKS**

Michael Hyatt (2018). *Your Best Year Ever: A 5-Step Plan for Achieving Your Most Important Goals.* Wall street Journal Publishers

Shawn Achor, (2018). *Big Potential : Five Secrets of Reaching Higher by Powering Those Around You.* Virgin Books