

**M.SC.
PSYCHOLOGY/
APPLIED PSYCHOLOGY**

SYLLABUS

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI – 600 005**

**FROM THE ACADEMIC YEAR
2023-2024**

TANSCHÉ REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION	
Programme	M.Sc., Applied Psychology
Programme Code	
Duration	PG-2 YEARS
Programme Outcomes (Pos)	<p>PO1: Problem-Solving Skill Apply knowledge of Management theories and Human Resource practices to solve business problems through research in a Global context.</p> <p>PO2: Decision-Making Skill Foster analytical and critical thinking abilities for data-based decision-making.</p> <p>PO3: Ethical Value Ability to incorporate quality, ethical, and legal value-based perspectives into all organizational activities.</p> <p>PO4: Communication Skill Ability to develop communication, managerial and interpersonal skills.</p> <p>PO5: Individual and Team Leadership Skill Capability to lead themselves and the team to achieve organizational goals.</p> <p>PO6: Employability Skill Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p>PO7: Entrepreneurial Skill Equip with skills and competencies to become an entrepreneur.</p> <p>PO8: Contribution to Society Succeed in career endeavors and contribute significantly to society.</p> <p>PO 9 Multicultural competence Possess knowledge of the values and beliefs of multiple cultures and a global perspective.</p> <p>PO 10: Moral and ethical awareness/reasoning Ability to embrace moral/ethical values in conducting one's life.</p>

<p>Programme Specific Outcomes (PSOs)</p>	<p>PSO1 – Placement To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, and beliefs and apply diverse frames of reference to decisions and actions.</p> <p>PSO 2 - Entrepreneur To create effective entrepreneurs by enhancing their critical thinking, problem-solving, decision-making, and leadership skill that will facilitate startups and high-potential organizations.</p> <p>PSO3 – Research and Development Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization toward growth and development.</p> <p>PSO4 – Contribution to Business World To produce employable, ethical, and innovative professionals to sustain in the dynamic business world.</p> <p>PSO 5 – Contribution to the Society To contribute to the development of society by collaborating with stakeholders for mutual benefit.</p>
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Template for P.G. Programmes

Semester-I	Credit	Hrs	Semester-II	Credit	Hrs	Semester-III	Credit	Hrs	Semester-IV	Credit	Hrs
1.1. Core-I	5	5	2.1. Core-V	5	5	3.1. Core – IX	5	5	4.1. Project with viva voce	7	10
1.2 Core-II	5	5	2.2 Core – VI	5	5	3.2 Core – X	5	5	4.2. a) Internship/Industrial Training* (OR)	8	
1.3 Core – III	5	5	2.3 Core-VII	5	5	3.3 Core-XI	5	5	4.2.b)**		
1.4. Core-IV	5	5	2.4. Core-VIII (Psychological Assessment-I)	4	6	3.4. Core-XII (Psychological Assessment-II)	4	6	• Internship/Industrial Activity	2	-
1.5 Discipline Centric Elective -I	3	3	2.5 Discipline Centric Elective – III	3	3	3.5 Discipline-Centric Elective - V	3	3	• Industry/ Entrepreneurship (20% Theory 80% Practical)	3	4
1.6 Generic Elective-II:	3	3	2.6 Generic Elective -IV:	3	3	3.6 NME II (Supportive)	2	3	• Skill Enhancement course / Professional Competency Skill	2	4
			2.7. NME I	2	3				• Extension Activity	1	-
	26	26		27	30		24	27		15	
Total Credit Points -92											

*Students undergoing 4.2. a (Internship/Industrial Training) will learn Industry/Entrepreneurship skills, Professional Competency Skills and will do extension activities during their internship.

** College/University can decide to opt either 4.2. a) **or** 4.2.b).

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits, and Hours Distribution System for all Post – Graduate Courses including Lab Hours

First Year – Semester – I

Part	List of Courses	Credits	No. of Hours
	Core – I	5	5
	Core – II	5	5
	Core – III	5	5
	Core – IV	5	5
	Elective – I	3	3
	Elective – II	3	3
		26	26

Semester-II

Part	List of Courses	Credits	No. of Hours
	Core – V	5	5
	Core – VI	5	5
	Core – VII	5	5
	Core – VIII	4	6
	Elective – III	3	3
	Elective – IV	3	3
	NME I	2	3
		27	30

Second Year – Semester – III

Part	List of Courses	Credits	No. of Hours
	Core – IX	5	5
	Core – X	5	5
	Core – XI	5	5
	Core – XII	4	6
	Elective – V	3	3
	NME II	2	3
		24	27

Semester-IV

Part	List of Courses	Credits	No. of Hours
	Project with VIVA VOCE	7	10
	Internship/ Industrial Activity (4.2. a -OR- 4.2 b.)	8	-
		15	

Total 92 Credits for PG Courses

Note: Internship/ Industrial Training provides in-depth understanding and honing of student's professional competency skills that are essential for a smooth transition from academics to vocation. Hence, it has been decided to have complete three months internship in the final semester

Semester - I				
S No	Course No – Category	Title of the course	Credit	Hour
1	1.1 Core -I	Theories of Personality	5	5
2	1.2. Core-II	Research Methodology & Applied Statistics	5	5
3	1.3 Core - III	Counselling skills and techniques	5	5
4	1.4 Core - IV	Psychopathology	5	5
5	1.5 Elective I	One from Group – I	3	3
6	1.6 Elective - II	One from Group – II	3	3
TOTAL			26	26
Semester – II				
7	2.1 Core -V	Psychometry	5	5
8	2.2 Core-VI	Behaviour Modification	5	5
9	2.3 Core - VII	Human Resource Management	5	5
10	2.4. Core - VIII	Psychological Assessment - I (Counselling and Psychotherapy)	4	6
11	2.5 Elective III	One from Group – I	3	3
12	2.6 Elective - IV	One from Group – II	3	3
13	2.7. NME-I		2	3
TOTAL			27	30
Semester – III				
14	3.1 Core -IX	Applied Social Psychology	5	5
15	3.2 Core-X	Advanced Cognitive Psychology	5	5
16	3.3 Core - XI	Psychotherapy	5	5
17	3.4. Core XII	Psychological Assessment - II (Organizational Behaviour & HR)	4	6
18	3.5 Elective V	One from Group – I	3	3
19	3.6. NME-II		2	3

TOTAL			24	27
Semester – IV				
20	4.1. Project Dissertation	Project Viva voce	7	10
21	4.2. a) Internship/Industrial Training (Three Months) (OR)	Internship Viva (OR)	8	
		<ul style="list-style-type: none"> • Internship/ Industrial Activity (2 credits) 		
	<ul style="list-style-type: none"> • Industry/ Entrepreneurship (20% Theory 80% Practical) (3 credits) 			
	<ul style="list-style-type: none"> • Skill Enhancement course / Professional Competency Skill (2 credits) 			
	4.2. b) Internship (Optional)	<ul style="list-style-type: none"> • Extension Activity (1 credit) 		
TOTAL			15	
Total Credits 92				

Group I (Any 3 out of 6)

1. Geriatric challenges and development
2. Addiction Counselling
3. Training and development
4. Psychological intervention for developmental disorders
5. Organizational Behaviour
6. Psychological Training Module

Group – II (Any 2 out of 4)

1. Interpersonal and communication skills
2. Computer-assisted research skills
3. Relationship counselling
4. Corporate counselling

*Psychotherapy is an important paper for the students of Applied Psychology and it has been moved into core courses.

SEMESTER-I: CORE

SEMESTER-I (CORE)**Course Name: THEORIES OF PERSONALITY (Core 1)****Course Code: 23UPPSY3C01****Year and Semester: I Year; I Semester****Credits: 5**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:**The major objectives of this course are:**

1. To make the student understand personality and its determinants
2. To know the fundamentals of personality theory and its emergence to gain insight into human behavior.
3. To understand the significance of each school of thought in psychology
4. To compare and contrast the conceptual framework of various theories of personality
5. To know the recent trends in personality theories and how it is applied in the field of psychology

LEARNING OUTCOMES: -**On successful completion, the students will be able to:**

CO1(K2): Understand the determinants of psychology and how it emerged as the significant concept of psychology

CO2 (K2): Classify and compare various personality theories' basic principles and approaches to understanding human nature.

CO3(K4): Explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, humanistic, and contemporary theories.

CO4(K5): Apply different personality theory perspectives by engaging students in a discussion about the everyday applications of various personality theories.

CO5(K5): Adapt to apply principles of personality in counseling practices.

Lesson - Units

Unit – I: Introduction to personality Theory - Nature of Personality- Personality theory and history. Definitions- Personality, Paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

Unit – II: Psychodynamic Approach: Sigmund Freud- Psychoanalysis, Alfred Adler- Individual Psychology, Carl Jung- Analytical Psychology, Klein- Object Relations Theory

Unit – III: Neo Psychoanalytic Approach: Karen Horney- Psychoanalytic Social Theory, Erich Fromm- Humanistic Psychoanalysis, Sullivan- Interpersonal Theory, Erikson- Post-Freudian Theory

Unit – IV: Humanistic Approach/ Type/Cognitive /Dispositional: Abraham Maslow- Holistic Dynamic theory. Carl Rogers- Person-Centered theory, May – Existential Psychology, Eysenck -Trait and factor theory, Allport -Psychology of the Individual, BIG 5 Theory

Unit – V: Behavioristic Approach/ Recent Theory: Skinner- Behavioral Analysis, Albert Bandura-Social Cognitive theory, Rotter & Mischel -Cognitive Social Theory, Seligman- Positive Psychology approach

Recap: Factors contribute to constituting personality, chronological and emergence of various personality theories, concept of humans from Various theories, understanding of human nature from birds' eyes views with interpretations of significant theorists in personality.

Learning Resources:

Recommended Text books:

1. Duanep, Schultz & Sydney Ellen Schultz (2012). Theories of Personality (10th Ed.) New Delhi: Thomson Publishers
2. Hall, S. Calvin & Garner Lindzey (2007). Theories of Personality(4thEdn.), John Wiley & sons: US 137 (H)
3. Jess Feist and Gregory j Feist (2008) Theories of personality,7th edition, McGraw Hill

References:

1. Donna M, Ashcraft (2015). Personality Theories Workbook, Cengage Learning, USA.
2. Allen, B. P. (1997). Personality theories: Development, growth, and diversity, (2nded.). London: Alyn and Bacon.
3. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). Theories of Personality (4th Edition), John Wiley & sons

Web Sources:

- <http://www.thetransformedsoul.com/additional-studies/miscellaneous-studies/the-four-human-temperaments>
- <https://sites.google.com/site/psychologyofpersonalityperiod8/home/type-and-trait-theories/sheldon-s-personality-theory>
- <https://www.mindler.com/blog/introverts-extroverts-careers/>
- <https://courses.lumenlearning.com/boundless-psychology/chapter/traitperspectives-on-personality>
- <https://www.psychologistworld.com/cognitive/carl-jung-analytical-psychology>

Out of Syllabus- Self Study

- Recent research in personality theories
- Study Zuckermann, Murry,
- Kelly- Psychology of personal Constructs
- Personality profiles of famous personalities
- History and childhood experiences of each theorist's reflections on their conceptual framework and their approach to life.
- Indian theory on personality

Course Name: RESEARCH METHODS AND APPLIED STATISTICS (Core 2)

Course Code: 23UPPSY3C02

Year and Semester: I Year; I Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To understand the processes of scientific research.
2. To gain knowledge in ethics in research
3. To explore the use of appropriate research design.
4. To familiarize with various types of sampling techniques
5. To gain knowledge in research report writing

LEARNING OUTCOMES:

On successful completion, the students will be able to :

- CO1(K2): Describe the elements of research, sampling, and hypothesis formulation.
- CO2(K3): Develop research report in APA Style.
- CO3(K3): Apply knowledge for the selection of appropriate research design.
- CO4(K4): Analyze ethical issues in conducting research
- CO5(K5): Explain the steps in conducting psychological research.

Lesson - Units

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 group designs – Completely randomized group designs, randomized factorial groups design. Dependent group designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Non- experimental designs: Quasi-experiments – Time-series design, nonequivalent group 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. Analysis of data using SPSS

Unit- V: Report Writing and computers in research: Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report –

Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.

Learning Resources

Recommended Text books

1. Evans, A.N., &Rooney, B. J. (2011). Methods in psychological research. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Jackson, S.L. (2015). Research methods and statistics. New Delhi, India: Cengage Learning India Pvt. Ltd.
3. Kothari, C. R. (2004). Research methodology, (2nd ed). Chennai: New Age International Publishers.
4. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th ed.). Singapore: McGraw-Hill.

REFERENCE BOOKS

1. Coaley, K. (2009). An introduction to psychological assessment and psychometrics. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Coolican, H. (2009). Research methods in statistics in psychology. New Delhi, India: Rawat Publications.
3. Gravetter, F.J., & Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning.
4. Mohanty, B., & Misra, S. (2019). Statistics for behavioural and social sciences. New Delhi, India: Sage Publications.
5. Myers, J. (2008). Methods in psychological research. New Delhi, India: Sage Publications.
6. Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics. New York, NY: McGraw Hill.
7. Singh, A.K. (2006). Tests, measurements, and research methods in behavioural sciences. Patna, India: Bharati Bhavan Publishers.

Recap

- Reviewing of Psychological research done using various research designs, sampling techniques

Web source:

- <https://www.sciencedirect.com/topics/psychology/psychological-research>
- <https://opentextbc.ca/researchmethods/chapter/qualitative-research/>

- <https://www.studysmarter.us/explanations/psychology/research-methods-in-psychology/>
- <https://www.verywellmind.com/introduction-to-research-methods-2795793>
- <https://apaformat.org/apa-format-overview/>

Out of Syllabus: Self Study

- Difference Between qualitative and quantitative research
- Recent research in the area of the specialization
- Students can submit a research proposal in their area of interest

Course Name: COUNSELING SKILLS AND TECHNIQUES (Core 3)

Course Code: 23UPPSY3C03

Year and Semester: I Year; I Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To acquire knowledge about skill-based models of counseling.
2. To examine the ethical issues in counseling
3. To understand the skills and process of online counseling.
4. Practice the skills of attending, listening, and responding with empathy using classroom activities and exercises.

5. To understand one's strengths and limitations in basic counseling skills.

LEARNING OUTCOMES:

On successful completion, the students will be able to:

CO1(K2): Discuss the process of counseling offline and online and ethical issues.

CO2(K3): Explain the basic counseling skills of listening, responding, challenging, and formulating action plans.

CO3(K4): Identify and differentiate skills at different stages of Counseling.

CO4(K5): Evaluate the various counseling approaches that are skill-based.

CO5(K6): Apply the skills of counseling through classroom activities and practicum

Lesson - Units

Unit- I: Counseling Skills and Ethical Issues: The Helping relationship and process.

Specific Counseling skills: Understanding the internal frame of reference, showing attention and interest, paraphrasing and reflecting feelings, structuring, probing, monitoring, challenging, and self-disclosing. Managing resistance and making referrals. Facilitating problem-solving. Improving client's perceptions, negotiating homework, conducting middle sessions, and terminating helping. Ethical and Legal Issues in Counseling

Unit- II: The Skill-Based Models of Counseling: Egan's problem management approach

to helping. Stage I Problem clarification, Stage II Setting goals based on dynamic understanding, Stage III Facilitating action. Ivey and Ivey's Step by Step Micro skills model- Towards Intentional interviewing and Counseling. The Micro skills hierarchy. Drawing out client stories. Relationship-Story and Strengths- Goals- Restory- Action. Increasing skills and flexibility. Theory and microskills.

Unit- III: Listening & Empathy Building: Qualities of the Effective Listener: Positive & Negative Listening– Proximity in Listening–Using Silence – Head nodding – Facial Expressions – Active Listening – Distraction –Assessing your own Listening. Clarifying empathy– Empathy building Statements–People who empathize –Simple reflection of content – Simple reflection of feeling – Selective reflection – Putting it all together – Using Empathy in everyday life – Empathy in difficult situations–Ethical issues

Unit- IV: Activities in Counseling: Information Activities: Types of information – Pros and cons of advice-giving – Breaking bad news – Confrontation I – Confrontation II – Checking for understanding. Facilitation Activities: Exploring facilitation – Types of facilitation– Learning to facilitate – Group facilitation – Limits to facilitation – Dealing with contingencies. Problem-Solving Activities: Types of the problem– Identifying problems– Problem- Solving Cycle–Clarifying Problems– Dealing with problems – Planning – Evaluation of Problem-solving. Coping with Feelings: Types of feelings – Feeling words – Expressing feelings – Dealing with Paradox - Focusing –Preventing Burnout–Coping with stress

Unit- V: Online Counseling Skills: Establishing an online presence and online relationship, online expression and listening, and establishing and maintaining an open dialogue. Professional considerations in online practice. Technological advances: Implications for Counseling Psychological research, training, and practice Practicum: To practice basic skills of listening, responding, empathizing, and summarizing in the classroom under supervised guidance.

Recap: Conducting quizzes, class tests, assigning students to do review sessions, “Question hour”

Learning Resources:

Recommended Textbooks:

1. Egan, G. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping*, 11th edition. Pacific Grove, CA: Brooks/Cole
2. Brown, S.D., & Lent, R.W.(2008).*Handbook of counseling psychology* (4th Ed) Edison, NJ: John Wiley & Sons, Inc.
3. Evans, J (2009) *Online Counseling and Guidance Skills: A resource for trainees & practitioners*, 1st Edition, Sage Publications India Pvt. Ltd., New Delhi
4. Ivey, A.E., Ivey, M.B.,& Zalaquett, C.P.(2018). *Intentional interviewing and counselling*. 9th edition. Belmont, CA: Brooks/Cole Cengage learning Pub. Co.
5. Feltham, C.,& Horton, I.(2017).*The SAGE handbook of counseling and psychotherapy* (4th ed.).Los Angeles, CA: Sage Publications Pub. Co.
6. Nelson–Jones, R. (2011). *Basic counseling skills: A helper’s manual* (2nd Ed.). Chennai, India: Sage Publications India Pvt. Ltd.

References:

1. Burnard, P. (1995). *Counseling skills training: A source book of activities for trainers*. London, England: Kogan Page Ltd.
2. Nelson-Jones (2010). *The theory and practice of counseling and Therapy* (5th ed). Sage.
3. Meier, A.&Boivin,M. (2010), *Counseling & Therapy Technique, Theory and Practice* (Sage)
4. Thompson,R.A.(2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3rd ed. Routledge.

Web resources

- <https://www.apa.org/education-career/ce/beyond-microskills.pdf>
- https://cognella-titles-sneakpreviews.s3-us-west-2.amazonaws.com/82967-1A-URT/82967-1A_SP.pdf

Out of Syllabus: Self Study

- Cross-cultural differences in counseling
- Counseling in the Indian context

Course Name: PSYCHOPATHOLOGY (Core 4)

Course Code: 23UPPSY3C04

Year and Semester: I Year; I Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:

The major objectives of this course are:

- To introduce students to the historical conceptions and perspectives of psychopathology
- To acquaint students with various anxiety and mood disorders with their causal factors and intervention
- To orient students to the types of somatic, dissociative, and sex-related disorders
- To provide insight into the clinical features of various personality disorders
- To impart knowledge and skills required for the diagnosis of schizophrenia, neurodevelopmental and neurocognitive disorders

LEARNING OUTCOMES:

On successful completion, the students will be able to:

CO1 (K2) To introduce students to the historical conceptions and perspectives of psychopathology

CO2 (K5) To acquaint students with various anxiety and mood disorders with their causal factors and intervention

CO3 (K4) To orient students to the types of somatic, dissociative, and sex-related disorders

CO4 (K5) To provide insight into the clinical features of various personality disorders

CO5 (K6) To impart knowledge and skills required for the diagnosis of schizophrenia, neurodevelopmental and neurocognitive disorders

UNIT I HISTORY OF ABNORMAL PSYCHOLOGY, CLINICAL ASSESSMENT & DIAGNOSIS

Abnormal Psychology – DSM 5 – Classification and Diagnosis – Historical conceptions of abnormal behavior – Perspectives to understand the causes – Biological, Humanistic, Existential, Social and Cultural.

Clinical Assessment and Diagnosis: Basic elements in assessment – Physical assessment – Psychosocial assessment – Integration of assessment data – Classifying abnormal behavior.

UNIT II STRESS, ANXIETY, OBSESSIVE-COMPULSIVE DISORDER & MOOD DISORDERS

Stress disorders – Prevention and treatment – Overview of anxiety disorders: Specific Phobias, Social anxiety disorder, Panic disorder and Agoraphobia, GAD, Obsessive-Compulsive and Related disorders

Mood disorders: Unipolar and Bipolar disorders – Causal Factors – Treatments and Outcomes – Suicide: Clinical picture and causal pattern – Factors associated with suicide – Prevention and intervention.

UNIT III SOMATIC, DISSOCIATIVE, AND SEX-RELATED DISORDERS

Somatic Symptom and Related disorders: Illness anxiety disorder, Conversion disorder, Factitious disorder – Dissociative disorders: Depersonalization, Dissociative amnesia, and Dissociative identity disorder.

Paraphilic disorders – Types – Causal factors and treatment – Gender dysphoria – Pedophilia – Different sexual dysfunctions.

UNIT IV PERSONALITY DISORDERS

Clinical features of personality disorders – Challenges – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder. Cluster B personality disorders: Histrionic, Narcissistic, Antisocial, Borderline, personality disorder. Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.

UNIT V SCHIZOPHRENIA, NEURODEVELOPMENTAL AND NEUROCOGNITIVE DISORDERS

Borderline, personality Schizophrenia: Clinical Picture – Positive symptoms, Negative symptoms – Subtypes – Other psychotic disorders – Causal factors and Treatment of schizophrenia.

Neurodevelopmental disorders: Attention-Deficit/Hyperactivity Disorder, Autism spectrum disorder – Specific Learning Disorder – Intellectual disability Neurocognitive disorders: Delirium, Parkinson's disease, Huntington's disease, and Alzheimer's disease.

TEXT BOOK

Butcher, J.N., Hooley, J.M. & Mineka, S. (2019). *Abnormal Psychology* (17th edition). Pearson India Education Services Pvt. Ltd.

REFERENCE BOOKS

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

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.

SEMESTER-II:
CORE

SEMESTER II- CORE**Course Name: PSYCHOMETRY (Core 5)****Course Code: 23UPPSY3C05****Year and Semester: I Year; II Semester****Credits: 5**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:**The major objectives of this course are:**

1. To understand the steps in the construction of Psychological tests.
2. To gain knowledge of the procedures in standardization and development of norms.
3. To describe item writing procedures for different types of tests.
4. To explain item analysis procedures used in test construction
5. To understand ways to minimize errors in test construction.

LEARNING OUTCOMES:**On successful completion, the students will be able to:**

CO1(K2): Describe the steps in test construction and standardization

CO2(K3): Explain the requirements of item writing and methods in item analysis

CO3(K4): Analyze test construction principles for different types of tests.

CO4(K5): Summarize test standardization procedures such as reliability, validity, and development of norms.

CO5(K6): Plan test construction and/or standardization procedures for hypothetical tests

Lesson - Units

Unit- I: The science of psychometrics. Psychometrics in the 21st century. Defining the test– Classification of tests – Characteristics of standardized tests. Scaling-Selecting a scaling method. Representative scaling methods. Criterion-referenced tests and norm-referenced tests.

Unit- II: Construction of Intelligence Tests: Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple-choice items. Advantages of multiple-choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing. Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.

Unit- III: Construction of Other Types of Tests: Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters. The distinction between objective tests of ability, temperament, and dynamics. Practical hints for objective test construction in personality and motivation. Differential Activation of different subjects. The influence of ability and achievement on objective test scores. Group vs Individual tests. Objective test dimensions. Projective Tests-construction of projective tests. Item writing for mood and state scales. Attitude measurement: types of attitude scales.

Unit- IV: Item Analysis: Important variables for item analysis. Two indices in item analysis- correlations of items and the total score, choice of the item –analytic statistics. Item scoring and item analysis-Item difficulty, Item discrimination, and Item response theory. Selection of items after item analysis. Re-writing items. Failure to form a test.

Unit- V: Test Standardization: An overview of the different types of reliability and validity. Factors affecting reliability and validity- Generalizability of test scores. Norms- Meaning and purpose of norms. Raw score transformation. Percentile And Percentile Ranks, Standardized scores. Normalizing standard scores .T scores, stanines, sten scores, and C-Scale. Selecting a norm group--age and grade norms. Local and sub-group norms. Practical difficulties in test construction.

Recap:

Conducting quizzes, class tests, assigning students to do review sessions, “Question hour”

Recommended Textbooks

1. Kline,P.(2015).A handbook of test construction: Introduction to psychometric design. NewYork, NY: Methuen.
2. Schultz, K. S., Whitney,D.J. &Zickar,M.J.(2021) Measurement theory in action-Case studies & Exercises,(3rd ed), Routledge, New York, Taylor &Francis
3. Rust,J.,Kosinski,M., Stillwell,D,(2021).Modern psychometrics: The science of psychological measurement(4th ed)

References

1. Anastasi,A.,& Urbina, S. (2017). Psychological testing. (7thed). Chennai, India: Pearson India Education Services, Pvt. Ltd.
2. Gregory,R.J.(2017).Psychological testing. (7thed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
3. Husain,A.(2012). Psychological Testing.Noida, India: Dorling Kindersley (India)Pvt.Ltd

Web references

- <https://files.eric.ed.gov/fulltext/EJ1083861.pdf>
- <https://www.egyankosh.ac.in/bitstream/123456789/73590/3/Unit-9.pdf>

Out of Syllabus: Self Study

- Constructing own questionnaire and suggesting suitable methods of standardization.
- To follow the steps given in Modern Psychometrics by Rust

Course Name: BEHAVIOR MODIFICATION (Core 6)

Course Code: 23UPPSY3C06

Year and Semester: I Year; II Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. Learn the terminology, procedures, and techniques of Behavior Modification
2. Equip students to apply these principles within the real-world environment.

LEARNING OUTCOMES:

On successful completion, the students will be able to :

CO1(K2): Demonstrate knowledge of the basic principles and techniques in operant and classical conditioning.

CO2(K3): Apply the behavioral model to the procedure and practical applications of various techniques to establish new behaviors

CO3(K4): Distinguish between behavior modification techniques to increase desirable behavior and decrease undesirable behavior, and their practical applications

CO4(K4): Distinguish between behavior modification techniques for anxiety induction and anxiety reduction and their practical applications

CO5(K5): Recommend individualized behavior modification plans based on the various techniques learned

Lesson - Units

Unit- I: Basic Concepts: Definition and characteristics of behavior modification: Historical aspects. Areas of application. Reinforcement - positive and negative reinforcement, escape and avoidance behaviors, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, and schedules of reinforcement. Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Respondent conditioning, the timing of neutral and unconditioned stimulus, higher-order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behavior, and Influential factors of respondent conditioning. Introduction to functional behavioral analysis. Basic behavioral principles of the A-B-C contingency. Formal behavioral assessment. A brief look at the areas of application.

Unit- II: Procedures to Establish New Behaviours: Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, and the three-term contingency. Generalization, Shaping, and its applications - How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism). Chaining. Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, and total task presentation. Chaining Components of behavioral skills training procedures. Modeling, instructions, rehearsal, feedback.

Unit- III: Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior: Differential reinforcement of alternative behavior, differential reinforcement of

other behavior-Differential reinforcement of low rates of responding. Antecedent control procedures. Using antecedent control strategies. Using punishment. Timeout, Response Cost.

Unit- IV: Other Behavior Change Procedures

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioral contract, components of a behavioral contract. Cognitive behavior changes procedures, Thought stopping. Introduction to third-wave therapies–Dialectical Behaviour therapy, Metacognitive therapy.

Unit- V: Overview of Assessment, Formulation, and Intervention in Clinical Conditions:

Clinical Conditions– Depression, panic, OCD, GAD, eating disorders, PTSD. Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety–relaxation, systematic desensitization, in-vivo desensitization. Anxiety induction procedures – implosive therapy flooding, aversive counterconditioning –use of electric shock, covert sensitization.

Recap: Conducting quizzes, class tests, assigning students to do review sessions, “Question hour”

Recommended Textbooks

1. Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures*. (6th ed.). Boston, MA: WadsworthCengageLearning.
2. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behavior Therapy: Techniques And Empirical Findings*. (3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.

References:

1. Kanfer, F.H., & Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. *Archives Of General Psychiatry*, 12(6), 529-538.
2. Simos, G. (2002). Vol I & II *Cognitive behavior therapy: A guide for the practicing clinician* (Vol 1) London, England: Brunner-Routledge.

Web resources

- <https://in.sagepub.com/en-in/sas/behavior-modification/journal200900#description>
- https://onlinecourses.swayam2.ac.in/cec22_ed04/preview

Self- study component

- Observation of videos of case studies using different methods of behavior modification
- An overview of strategies to promote generalization in behavior change.
- Assertiveness training

Course Name: HUMAN RESOURCE MANAGEMENT (Core 7)

Course Code: 23UPPSY3C07

Year and Semester: I year; II Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES: -

The main objectives of this Course are:

1. To introduce the fundamental concepts of the HR Department and its structure, personnel policies, and principles.
2. To enable the students to learn the process and the sources of planning, recruitment, and selection and identify appropriate performance appraisal methods.
3. To impart skills in designing training and development programs and explain the maintenance of Human Resources.
4. To understand the appraisal process and methods.
5. To investigate the causes of stress and describe the models of stress.

LEARNING OUTCOMES:

On successful completion, the students will be able to:

CO1(K1): Define and describe human resource management.

CO2(K3): Examine the process and sources of recruitment.

CO3(K4): Analyze the techniques of training.

CO4(K5): Evaluate the different types of rewards.

CO5(K6): Discuss the legal benefits and services provided by organizations.

Lesson - Units

Unit- I: Introduction to Human Resource Management- Scope- Objectives of human resource management-Structure and functions of human resource department - Image and qualities of HR managers - Evolution of human resource management –Personnel policies and principles –Human resource management model.

Unit- II: Acquisition of Human Resources- Human resource planning and forecasting - Job analysis - Job description and Job specification-Process and sources of recruitment- Selection process.

Unit- III: Development of Human Resources- Training and development– Designing training and development programme- Methods and techniques of training- Evaluation of training program.

Unit- IV: Motivation of Human Resources -Job design work scheduling and motivation- Job characteristics model- Job enrichment- Job rotation- Work modules- Flexitime-New trends in work scheduling. Performance Appraisal – Appraisal process - Appraisal methods – Factors distorting appraisals. Rewarding the productive employee -Types of rewards- Qualities of effective rewards- Criteria for distribution of rewards.

Unit- V: Maintenance of Human Resources- Benefits and Services-Legal benefits and services provided by organizations. Disciplining the problem employee. Safety and health-The occupational safety and health act. Safety programme- Causes of accidents- Preventive measures. Health programmes- Causes of stress - A model of job stress - Causes of burnout – Reducing burnout.

Recap: Image and qualities of HR managers, Designing training and development programme, Factors distorting appraisals, Causes of accidents.

Learning Resources:

Recommended Texts:

1. Decenzo, D.A., Robbins-D. A., Verhulst, L.S. (2015). Human Resource Management (11th ed) India: Wiley.
2. Aswathappa K. (2006). Human Resource and Personnel Management (4th ed.). New Delhi: Tata McGraw Hill Publishing company limited.
3. Dessler D. & Varkkey B., (2017). Human Resource Management, (16th ed.) India: Prentice, Hall Private Limited

References:

1. Mamoria-C. B (2007). Personal Management, Twelfth edition, Mumbai : Himalaya Publishing House
2. Durai.P.(2020). Human Resource Management (3rd ed).India: Pearson Education.
3. Decenzo - D.A. - Robbins - D. A. (2007). Personnel/ Human Resource Management India: Prentice-Hall Private Limited.

Web sources:

- <https://www.economicdiscussion.net> › personnel-policies- Personnel Policies: Meaning, Definitions, Types, Importance
- <https://www.toppr.com> › human-resource-management- Recruitment Process: HRM, External and Internal Sources
- <https://safetyculture.com> › Topics- The Process of Evaluating Training Programs – Safety Culture
- <https://kitaboo.com> › training-evaluation-evaluate-training- 5 Best Ways to Evaluate Training Effectiveness and Impact

Outside syllabus- Self Study

- Equal employment opportunity
 - Career development.
- Research in Human Resource Management.

Course Name: PSYCHOLOGICAL ASSESSMENT – I (Core 8)

Course Code: 23UPPSY3C08

Year and Semester: I Year; II Semester

Credits: 4

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
0	0	6	0

OBJECTIVES:

The major objectives of this course are:

1. To assist in the selection of appropriate tests.
2. To develop competence in Various types of Psychometric tests
3. To Administer psychological tests according to the guidelines
4. To understand and interpret the person's test scores
5. To understand and solve the ethical issues in Psychological assessment.

LEARNING OUTCOMES:

On successful completion, the students will be able to :

CO1(K2): Explain the conceptual framework of psychological testing.

CO2(K2): Identify the appropriate psychological test

CO3(K3): Determine how to discuss the obtained individual data.

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

At least 10 tests have to be conducted from the following list:

1. Raven's progressive matrices
2. Weschler's Adult Intelligence
3. Differential Aptitude tests
4. Adolescent Interest scale
5. David's Battery of Differential aptitude test III
6. Myers Briggs Type Indicator (MBTI)
7. Cattell's 16 Personality Factor Questionnaire (16PF)
8. Multiple Anxiety Inventory
9. Beck Depression Scale
10. Memory Scale
11. Assessment of Learning disability
12. Career maturity
13. Assertive Questionnaire
14. Students Stress Scale
15. Marital Adjustment Questionnaire

Recap: The test can be discussed along with the process of construction and validation

Recommended Textbooks:

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

Reference:

1. Freeman, G.B. (1971) *Theory and Practice of Psychological testing*. New Delhi : Oxford and IBH Publishing Co.
2. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.

3. Singh, A.K. (2004). Test Measurements and Research Methods in Behavioural Sciences. Patna: Bharat Bhavan Publishers and Distributors.

Web resource:

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpI>
- <https://www.verywellmind.com/psychometric-properties-425262>

Self-study:

- Students can refer to the psychological research done using the above test
- They can conduct a research study using the tests.

SEMESTER -III:
CORE

SEMESTER III- CORE**Course Name: APPLIED SOCIAL PSYCHOLOGY (Core 9)****Course Code: 23UPPSY3C09****Year and Semester: II Year; III Semester****Credits: 5**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES: -**The main objectives of this Course are:**

1. To understand the key issues and theoretical concepts of applied social psychology and examine the roles of applied social psychologists.
2. To analyze the intricacies underlying the theories of attribution and social cognition and gain insight into the formation of attitudes and analyze its impact on behavior.
3. Examine the causes of prejudice and explore techniques to prevent them.
4. To gain an understanding of the cognitive, affective, and behavioral processes of individuals as influenced by group interaction.
5. To understand the applications of applied social psychology to social issues in the field of media, legal system, politics, work settings, community, health, and environment.

LEARNING OUTCOMES:**On successful completion, the students will be able to :**

CO1 Delineates the theoretical concepts of applied social psychology and appraises the role of applied social psychologists.

CO2 Explain the attribution concept and relate the information in a social context to explain and predict others' behavior.

CO3 Explore the influence of social indicators on the formation of attitudes and examine the attitude- behavior relationship.

CO4 Demonstrate ability to articulate group behavior, prejudice, and its influence on individuals' behavior.

CO5 Apply the principles of social psychology in various fields like media, legal system politics, work settings, community, health, and environment.

Lesson - Units

Unit- I: Introduction: Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.

Unit- II: Understanding Others & Social Cognition: Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Schemas, sources of error in social cognition.

Unit- III: Attitude & Prejudice: Attitude: Meaning – three components – Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: The Early Approach & the Cognitive Approach. Attitude Change: Cognitive Dissonance – Attitude scales. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice.

Unit- IV: Group Dynamics & Leadership: Group: Nature, functions, types of group, theories of group formation, Social facilitation, Social loafing, Group Think, Influence of the minority. Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional, and other types of leadership.

Unit V: Applying Social Psychology to arenas of life and one's own life: Applying social psychology: In Media, Legal Systems, Politics, Work settings, Community/Culture, Health,

and Environmental Psychology, social neuroscience Applying social psychology to personal relationships, to the classroom and good life - balance optimism and pessimism.

Recommended texts

1. Robert A. Baron & Nyla R. Branscombe, Social Psychology, 13th Edition, Pearson Education.
2. David G. Myers, Prem Sahajpal, Pushpita Behera. (2012) Social Psychology, 10 edition, McGraw Hill Education (India) Private Limited.
3. Robert S. Feldman, (2001). Social Psychology 3rd Edition, Pearson.

References:

1. Schultz, W., Oskamp.S (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.
2. Frank W.Schneider., Jamie A. Gruman., Larry M. Coutts. (2005) Applied social Psychology- Understanding and Addressing Social and Practical Problems, Sage publications.
3. Gruman J, A.,: Schneider, F. W. & Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3ed edition. New Delhi: Sage Publications.

Web resources

- <https://www.youtube.com/watch?v=9VIWm6OJA4k> scope of social psychology in India
- <https://www.youtube.com/watch?v=tcvouz1v12M> social psychology

Out of Syllabus: Self Study

- Develop a semi-structured interview schedule and conduct an attitude survey

Course Name: ADVANCED COGNITIVE PSYCHOLOGY (Core 10)

Course Code: 23UPPSY3C10

Year and Semester: II Year; III Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES: -

The main objectives of this Course are:

1. To develop an understanding of Cognitive Neuropsychology
2. To give orientation about different methods in cognitive neuroscience
3. To explain brain structure and functions
4. To develop the concept behind the neurological functions of sensory, motor, attention, and memory
5. To provide the understanding of brain functions related to executive functions, emotions, and social cognition

LEARNING OUTCOMES:

On successful completion, the students will be able to :

CO1(K1): Recognize the importance of cognitive neuropsychology and its connections to human behavior

CO2(K2): Explain various methods in cognitive neuroscience and their applications

CO3(K2): Understand the structure and functions of the brain and its application in understanding various disorders

CO4(K4): Discuss the importance of cognitive bases of perception and the neural bases of sensory-motor functions

CO5(K3): Explain the neural background for higher-order cognitive functions, such as attention, language, executive functions, learning and memory, consciousness, and emotion regulation.

Lesson - Units

Unit- I: Introduction to cognitive neuropsychology– Brief History of cognitive neuroscience – Present and existing future of cognitive neuroscience, experimental approaches to Brain functions- localization and lateralization overview of methods in cognitive neuroscience - Invasive and noninvasive methods.

Unit- II: Introduction to the brain- Structure and functions of the Neuron, Brain Anatomy and functions- the gross organization of the brain- lobes, cerebrum- the cerebral cortex- subcortex- midbrain-hindbrain- connectivity of the brain- neurotransmitters and hormones.

Unit- III: Memory and Language: Working Memory – Process of Forgetting – Memory Distortions – Reconstructive Retrieval – Recovered Memory – Memory Illusion – False Memory – Eyewitness Testimony – Approaches to Memory- Information processing & connectionist. Defining Language – Origin of Language – Meaning, Structure and Use – Universal Language – Language acquisition, models of reading and language comprehension; Meaning and beyond; Language production

Unit- IV: Problem Solving and reasoning: Types of Thinking – Well-Defined and Ill-Defined Problems – Productive and Reproductive Problems – Model of Problem-Solving - Reasoning and Decision Making – Categorical Syllogism – Conditional Syllogism – Errors in Deductive Thinking – Theories of Deductive Reasoning – Syllogistic Reasoning, Syllogistic Forms – Common Errors – Conditional Reasoning – Inductive Reasoning – General Inductions – Specific Inductions

Unit- V: Neuropsychological tests – principles of neuropsychological assessment- rationale and goals (orientation sensation, perception attention and concentration, motor skills, verbal

functions, and languages) overview of neuropsychological battery- domains and measures of tests- Halstead-Reitan, Luria Nebraska, PGI BBP, NIMHANS battery

Recap: Importance of cognitive- neuro-psychology, structure, and functions of the brain- the neural basis for sensory, motor, attention, speech and language functions, memory, forgetting, reasoning, problem-solving and decision making, Social and emotional cognition.

Learning Resources:

Recommended Text Books:

1. Jamie Ward (2015), “The Student’s Guide to Cognitive Neuroscience”- Third Edition, Psychology Press, London New York
2. Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
3. Harley, Treror, A. (2002). The psychology of language: From data to theory. Taylor Francis.
4. Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
5. Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
6. Liro P. Jaaskelainen (2015),” Introduction to Cognitive Neuroscience” – bookboon.com

References:

1. Kellogg, R. (2016). Fundamentals of cognitive psychology. Thousand Oaks: SAGE Publications.
2. Smith, E., Kosslyn, S., &Barsalou, L. (2008). Cognitive psychology. New Delhi [India]: Prentice Hall of India.
3. Sternberg, R., & Sternberg, K. Cognitive psychology (7th ed.). Wadsworth Publishing.
4. Groom, D. (2014). An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.
5. Reed, S. K. (2010). Cognition - Theories and Applications. UK: Wadsworth Cengage Learning.

Web Sources:

- <https://www.youtube.com/watch?v=EtxibYcyDz0>
- <https://www.youtube.com/watch?v=plm9tmkOV88>
- <https://www.youtube.com/watch?v=ZudHhIDG3M4>
- https://www.youtube.com/watch?v=kVollCt4_dQ
- <https://www.youtube.com/watch?v=gdzmNwTLakg>
- https://www.youtube.com/watch?v=tFHL1_DStY8

Outside Syllabus: Self Study

- Trends in cognitive neuroscience research
- Hemispheric Specialization

- Brain damage and neurological disorder
- Neuroimaging and EEG
- Reflection of Neurological issues in cognition, affect and action
- Social Cognition. Personality. Evolutionary Psychology and brain

Course Name: PSYCHOTHERAPY (Core 11)

Course Code: 23UPPSY3C11

Year and Semester: II Year; III Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1		

Course Objectives

- To demonstrate the importance of theories in therapies
- To understand the theoretical background of therapies
- To analyse various steps in therapeutic process
- To evaluate various strategies and techniques specific to classical theories
- To differentiate & escalate the differences in Gestalt theories

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 THERAPY, GESTALT 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 III: PERSON CENTRED THERAPY, BEHAVIOUR 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.

UNIT IV: COGNITIVE BEHAVIOUR THERAPY AND SOLUTION FOCUSED THERAPY

Cognitive Behaviour Therapy [CBT]: Introduction- Cognitive Model- Principles of CBT- Socratic Questions- Core Values and Beliefs- Automatic Thoughts- Cognitive Distortions- Major Cognitive and Behavioural Strategies- Essential CBT Techniques and Activities.

Solution Focused Therapy: Introduction- Solution-oriented brief therapy and single session therapy - Assumptions and Basic concepts- Core Concepts- Stages in Treatment- Therapeutic Alliance and Techniques- Process and Techniques- Limitations.

UNIT V: ACCEPTANCE AND COMMITMENT THERAPY AND CREATIVE THERAPIES

Acceptance and Commitment Therapy [ACT]: Introduction- Assumptions and Beliefs- Six Principles of ACT- Techniques and Exercises- Accepting Unpleasant-Taking Commitment-Limitations.

Creative Therapies: Overview- Unique Characteristics of Creative Therapies- Art Therapy- Music therapy- Dance/Movement Therapy- Drama therapy- Bibliotherapy/ Poetry therapy.

TEXT BOOK

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

The Eclectic Therapists (2018). Australian Institute of Professional Counsellors.

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.

Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	demonstrate the importance of theories in therapies			✓			
CO2	understand the theoretical background of therapies		✓				
CO3	analyse various steps in therapeutic process				✓		
CO4	evaluate various strategies and techniques specific to classical theories					✓	
CO5	differentiate & escalate the differences in Gestalt theories				✓	✓	

Out of Syllabus- Self Study

- Case examples particularly pertaining to the Indian context.
 - Videos of psychotherapeutic methods
- The use of psychodrama in therapeutic change.

Course Name: PSYCHOLOGICAL ASSESSMENT – II (Core 12)

Course Code: 23UPPSY3C12

Year and Semester: II Year; III Semester

Credits: 4

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
0	0	6	0

OBJECTIVES: -

The main objectives of this Course are:

1. To gain knowledge in assessment used at the workplace
2. To familiarize with the Psychometric properties of tests
3. To Administer psychological tests according to the guidelines
4. To understand and interpret the person's test scores
5. To understand and solve the ethical issues in Psychological assessment.

LEARNING OUTCOMES:

On successful completion, the students will be able to:

CO1(K2): Explain the application of psychological testing at work place.

CO2 (K2): Identify the appropriate psychological test in recruiting and managing employees

CO3(K3): Determine how to discuss the obtained individual data and write a report

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

At least 10 tests have to be conducted from the following list

1. Communication Skills Assessment
2. Emotional Intelligence
3. Work Motivation
4. Organizational Commitment
5. Job Involvement
6. Organizational Stress
7. Fundamental Interpersonal Relationship Organization Behavior
8. Work Motivation Questionnaire (WMQ)
9. Conflict Style Inventory
10. Managing by Motivation
11. Daftuar Types at Work (DTAW)
12. Leadership Effectiveness Scale
13. Employee Engagement Scale
14. Working Styles Assessment
15. Organization Effectiveness Scale

Recap: The test can be discussed along with the process of construction and validation

Recommended Text Books:

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

References:

1. Freeman, G.B. (1971) *Theory and Practice of Psychological testing*. New Delhi: Oxford and IBH Publishing Co.

2. Kaplan, R.M & Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India.
3. Singh, A.K. (2004). Test Measurements and Research Methods in Behavioural Sciences. Patna: Bharat Bhavan Publishers and Distributors.

Web resources:

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpI>
- <https://www.verywellmind.com/psychometric-properties-425262>

Outside Syllabus: Self Study

- Students can refer to the psychological research done using the above test
- They can conduct a research study using the tests.

SEMESTER-IV:

SEMESTER-IV:**Course Name: PROJECT WITH VIVA VOCE (DISSERTATION)****Course Code: 23UPPSY3D01****Year and Semester: II Year; IV Semester****Credits: 7**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
0	1	2	0

OBJECTIVES:**The major objectives of this course are:**

1. Identify the research problem on the basis of relevant literature review
2. Adopt the appropriate research design to undertake the research study
3. Apply research methodology in the selection of the sample, finalization of tools for research
4. Collect data and analyze the results
5. Present the research work in the form of a dissertation

LEARNING OUTCOMES: -**On successful completion, the students will be able to:**

CO1(K2): Identify the gap in knowledge in the existing literature

CO2(K3): Apply appropriate sampling techniques and research design

CO3(K2): Choose appropriate psychological tools for data collection

CO4(K6): Design a research plan and carry out independent research

CO5(K6): Prepare a research report

SUGGESTED FORMAT FOR DISSERTATION

Lesson - Units

Unit- I: Introduction:

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

Unit- II: Review of Related Literature (Last ten years)

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

Unit- III: Method of Investigation

- 3.1 Introduction
- 3.2 Statement of the Problem
- 3.3 Objectives
- 3.4 Hypotheses
- 3.5 Research Design (Methodology)
- 3.6 Sample (Sample, Sample Size, Sampling technique & Delimitation)
- 3.7 Variables
- 3.8 Tools (Description of the Tools – Author(s), Year, Target Group, No of items, Scoring, Norms, Reliability & Validity)
- 3.9 Statistical techniques

Unit- IV: Results and Discussion

- 4.1 Introduction
- 4.2 Tables followed by discussion

Unit- V: Summary and Conclusion

- 5.1 Summary (one and a half pages)
- 5.2 Findings
- 5.3 Suggestions & Recommendations
- 5.4 Implications
- 5.5 Conclusion

Reference (APA FORMAT)

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

GROUP-I

(Electives)

GROUP I**Course Name: GERIATRIC: CHALLENGES AND DEVELOPMENT****Course Code: 23UPPSY3E01****Year and Semester:****Credits: 3**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1		0

OBJECTIVES:**The major objectives of this course are:**

1. Acquire an insight into the aging process
2. Envisage the physical and psychological changes of the aged people
3. Identify the symptoms of mental illness in old age.
4. List out the welfare policies and agents for elderly care.
5. Express the issues of caregiving, case management, and long-term care regulations

LEARNING OUTCOMES:**On successful completion, the students will be able to :**

CO1(K2): Attain comprehensive and scientific knowledge based on various aspects relating to geriatric care.

CO2(K3): Analyze the health issues arising during old age.

CO3(K4): Illustrate the welfare needs of the aged

CO4(K4): Demonstrate skill development in managing elderly people in the family and community settings for the welfare of the elder persons.

CO5(K6): Identify and promote support systems and networking for care of the older persons.

Lesson - Units

Unit- I: Physiological conditions of old age: Understanding the physiological conditions of old age in context to life style, socio-economic conditions, and gender -Old age from an old

age perspective- Old age from society's perspective – Life expectancy in India and abroad – sensory problems – vision and eye diseases – cataracts – glaucoma – hearing losses – problems in movement and balance – Parkinson disease and dental problems – alcohol abuse – sexual activity.

Unit- II: Health issues in old age: Heart diseases – BP – other cardiovascular problems – arthritis, diabetics, osteoporosis, cancer, kidney or bladder diseases, incontinence, indigestion, urinary tract infections, changes in the nervous system, immune system.

Unit- III: Mental illness in old age: Symptoms of mental illness in old age – stress – different forms of stressors in old age – depression – Alzheimer's and dementia – confusion due to multiple medication – loneliness – panic disorder-fear of death – anxiety – reduced mental and cognitive functioning – suicidal tendency – insomnia – substance abuse – falls.

Unit- IV: Care and welfare needs of old age: Physical needs – health care needs – social needs – psychological needs – financial needs – retirement – singleness – adjustment problems of the aged – violence, neglect, abuse, crime, empty nest syndrome – governmental and nongovernmental welfare measures for the aged.

Unit- V: Elderly care and management: Knowledge and skills required for old age care planning- assessments – financial support- legal and medical issues – referrals, advocacy, and counseling – finding the resources human and material.

Recap: Problems of old age people staying at home as well as old age homes can be reviewed. Responsible behavior of families and citizens towards old age people can be discussed.

Learning Resources:

Recommended Textbooks:

1. Behr, N. K. & Monhanty R P. (2005). Aging in changing social systems – their problems. New Delhi: Discovery Publishers House.
2. Iswar M. (2001). Aging Human Development. New Delhi: Rawat Publications.
3. Sandrock, J.W. (1999). Lifespan development. New York: Mac-Graw Hill Publishing.

References:

1. Johnson. M. (2005). The Cambridge Handbook of Age and Ageing. New York: Cambridge University Press.
2. Mc- Innis Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allen and Bacon.

Web sources:

- Educative videos on various welfare schemes, old age living conditions, counseling old generations, and the like can be shared with the students.
- https://www.youtube.com/watch?v=Z_LbsK6LeIE problems of elderly in India.
- <https://www.seniority.in/blog/10-government-schemes-launched-for-the-benefit-of-senior-citizens/> aging policies and welfare schemes in India.

Out of Syllabus: Self Study

- Visit old age homes/senior citizen colonies, terminally ill senior citizens can be observed a report submitted for gaining a deeper understanding of the life of old people for their perspective,
- Students can adopt an old age home and provide psychological assistance to them to better understand how to function as a psychologist.

Course Name: ADDICTION COUNSELING**Course Code: 23UPPSY3E02****Year and Semester:****Credits: 3**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:**The major objectives of this course are:**

1. Gaining a basic understanding of addiction counseling and addiction theory.
2. To familiarize with different types of drugs and their effects.
3. To enable students to use various addiction counseling assessments & diagnosis
4. To equip students to psycho-educate family members of addicted patients

5. To formulate an appropriate treatment plan with respect to the biopsychosocial environment of patients

LEARNING OUTCOMES: -

On successful completion, the students will be able to:

CO1(K2): Distinguish various drugs and various types of addiction

CO2(K3): Apply the knowledge relating to addiction counseling, assessment, and Interview techniques for making a diagnosis

CO3(K3): Able to Psycho educate family members to deal with addiction

CO4(K4): Devise individualized treatment plans for addiction patients with respect to their bio-psychosocial environment

CO5(K3): Apply various therapeutic techniques in addiction counseling.

Lesson - Units

Unit– 1: Introduction to Addiction Counseling & Therapy: Counseling relationship, establishing a genuine helping relationship, Disease model vs Moral model of Addiction, Contemporary Psychoanalytic models of addiction, Kohut’s self-psychology approach to addiction, defense mechanisms and addiction theory, advantage and disadvantages of psychoanalytic theory and contemporary analytic theories.

Unit– 2: Types of Drugs and Their Effect: Drug categories, sedatives –hypnotics, stimulants, opiates, narcotics, hallucinogens, and psychotropic medications. Effects of drugs on the brain, factors affecting the response to drugs, Federal Drug Administration Schedule of Drugs. Contemporary Forms of addiction: Internet, shopping, work, sex, gambling, food, gadget. Social media addiction. Addiction cycle: Emotional Trigger, Craving, Ritual, Using, Guilt.

Unit– 3: Drug and Alcohol Assessments, Diagnosis, and Interview Techniques: The counselor as a Facilitative Gatekeeper, Components of a Comprehensive Assessment of Alcohol and Drug Assessment Instruments, Psychological Information, and Medical Information. Psychological applications to addiction counseling, Assessments, techniques and Interviews, Clinical applications for counselors.

Unit– 4: Families and Addiction: Bepko and Krestan Stage Theory, Family Life Cycle, Family Roles in Addicted Families, Al-Anon, Nar-Anon, Al-a-Teen, Families Anonymous, and ACOA Support Meetings, Intervention Strategies for Both Family and Addicted Member.

Unit– 5: Developmental theories of Recovery, Relapse and Prevention Techniques: Developmental theory, advantages, and limitations, relapse prevention, Gorski’s Relapse model, Marlatt’s Relapse model, application to addiction counseling, strengths and limitations. Biomedical model, Aversion therapy. Cognitive Therapy, Motivational Approaches to Addiction Treatment, Mindfulness-based Therapies and Group Theory, Structure and Process.

Learning Resources:

Recommended Text books:

1. Cavaiola, A.A .,&Smith,M.(2020).*A comprehensive guide to addiction theory and counseling techniques*.Routledge.
2. Brook,F.,&McHenry,B.(2015).*A Contemporary Approach to Substance Use Disorders and Addiction Counseling*. American Counseling Association
3. West, R. (2006). *Theory of Addiction*. Oxford: Blackwell.
4. Moss, A., &Dyer, K. (2010). *Psychology of Addiction*. London: Palgrave Macmillan.

Reference

1. Miller, W.R., Zweben, A., DiClemente.,C.C&Rychtarik,R.G(1999).Motivational Enhancement Therapy Manual A Clinical Research Guide for Therapists Treating Individuals With Alcohol Abuse and Dependence.National Institute on Alcohol Abuse and Alcoholism Project MATCH Monograph Series.

Web Resources

- <https://www.counselling-directory.org.uk/addictions.html#whatisaddiction>
- <https://www.youtube.com/watch?v=ZkLtnaBpxCk>

Out of Syllabus- Self Study

- ICD classification is mental and behavioral disorders due to the use of psychoactive substances
- Creating profiles of patients with mental and behavioral disorders due to the use of Psychoactive substances

Course Name: TRAINING AND DEVELOPMENT

Course Code: 23UPPSY3E03

Year and Semester:

Credits: 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To introduce the fundamental concepts of training and development.
2. To identify the need for training and to develop appropriate skills to construct objectives.
3. To understand different approaches to training and plan training methods.
4. To examine different training styles and to apply the principles to conduct training programs and ensure quality management.
5. To build skills in evaluating the training program.

LEARNING OUTCOMES:

On successful completion, the students will be able to:

CO1(K2): Differentiate training and development and describe its nature, need, and scope.

CO2(K3): Analyze and evaluate the reasons for training in light of data collection methods, training design, and the learning style of participants.

CO3(K4): Compare the merits and demerits of the experiential and non-experiential training techniques.

CO4(K6): Formulate methods of improving productivity and quality in the workplace.

CO5(K6): Recommend the techniques for evaluation of the training programme.

Lesson - Units

Unit- I: Nature and Meaning of Training and Development: Training and Development – definition – the difference between training and development activities– reasons for training skills – qualities of an effective trainer. Training as Performance Improvement practice.

Unit- II: Training and Assessment of Needs: Training Need Analysis – reasons, method of data collection, criteria for data collection. Learning styles of participants, factors influencing the learning process. Competence assessment and Skill gap analysis. Writing objectives: SMART objectives, ideas for writing objectives, task analysis.

Unit-III: Training methods, designing and conducting: Training Programs Non-experiential training techniques – lecture method, audio-visual assisted method, programmed instruction, and computer-assisted instruction method – suitability, advantages, and limitations. Experiential Training techniques: Experiential learning approaches, simulation, in-basket techniques, case study, role-playing, T – groups, group discussion-Business games – suitability, advantages, and limitations. Coaching and Mentoring. Conducting training programmes- training styles, gauging group dynamics.- Training the professional - presentation skills, participation materials, questing, concluding the training session.

Unit-IV: Technical Training Systems: On-the-job and off-the-job technical training – training approaches to improve productivity and quality- TQM, TPM, 5-s concepts, Six Sigma, Quality circles, and Kaizen. Agile Methodology, LEAN, SCRUM, Kan-Ban, Design of Experiments. Training and career planning.

UNIT V: Evaluation of Training: Purpose of evaluation, Kirkpatrick’s four levels of evaluation, guidelines for measuring the four levels, evaluation methods, ROI – process, and

benefits. Kaufman's Five Levels of evaluation, The Philips ROI - process and benefits. Method of Validation, trainee validation, types of evaluation instruments - questionnaire/survey, interview, test, focus group, observation of participant, performance record.

Recap: Process and skills can be recalled through role play in the classroom setup, for example: To prepare mini training modules and testing them in stimulated corporate settings in the classroom set up, Preparing a report of various training techniques and challenges faced during training sessions, Identify the essential skills for an effective trainer.

Learning Resources:

Recommended Textbooks:

1. Camp, R.R., Blanchard, N.P., & Huszycz, G.E. (1986). Toward a more organizationally effective training strategy and practice. New Jersey: Prentice Hall.
2. Goldstein, I., & Ford, K. (2001). Training in organizations. 4thed. CA: Wadsworth Thomson.
3. Landale, A. (2006). Advanced Techniques for Training and Development. New Delhi: Infinity Books.
4. Lynton, R. P., & Pareek, U. (2013). Training for Development. 3rded. New Delhi: India: Sage Publications.
5. Blanchard, N.P., & Thacker, J. W. (2009). Effective training: systems, strategies, and practices. New Delhi, India: Pearson Education.

References:

1. Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.
2. Songh, P. N. (1996). Training management development. 4th ed. Mumbai: Suchandra Publications.
3. Hardingham, A. (1998). Training essential – Psychology for trainers. London, England: Chartered Institute of Personnel and Development.
4. Agochiya, D. (2009). Every trainer's handbook. 2nd edition. New Delhi: Sage Publications.
5. Rothwell, W., Hohne, C. and King, S., 2018. Human performance improvement. England.
6. Whitmore, J. and Lyddon, R., 2017. Coaching for Performance, 5th ed. Nicholas Brealey Publishing.
7. Singh P N. (1996). Training Management Development. Mumbai: Suchandra Publications.
8. Janakiram, B. (2007). Training and Development. New Delhi: Biztantra.

Web sources

- https://youtu.be/qBQqR_DBwlo
- <https://youtu.be/bNp7v2e4GRs>
- https://youtu.be/d_HHnEROyw
- <https://youtu.be/rT4XW9ogHD0>
- <https://youtu.be/wzicXbnmlc>

Out of syllabus - Self-study

- Visit a training department and submit a report on the various activities undertaken by the department.

Course Name: PSYCHOLOGICAL INTERVENTION FOR DEVELOPMENTAL DISORDERS

Course Code: 23UPPSY3E04

Year and Semester

Credits: 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:

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

1. To introduce various Developmental Disorders
2. To understand the causal factors of childhood disorders.
3. To gain knowledge about the different types of assessment used in the psycho-diagnosis of childhood disorders.
4. To explain the psychological principles in the management of childhood disorders.
5. To recommend suitable intervention strategies in hypothetical case studies.

LEARNING OUTCOMES: -

On successful completion, the students will be able to :

CO1(K2): Describe the clinical picture of childhood disorders.

CO2(K2): Explain the causal factors and prevalence of childhood disorders.

CO3(K3): Compare the diagnostic criteria of different childhood disorders.

CO4(K4): Identify the different types of psychological assessment of various childhood disorders.

CO5(K5): Apply various behavioural management and remedial education strategies for the different developmental disorders through hypothetical case discussions.

Lesson - Units

Unit- I: Intellectual Disability - Definition, classification, prevalence, etiology, early identification, interpersonal deficits, behavior problems, and management. Common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

Unit- II: Language and learning disabilities- Definition, prevalence, etiology – social and motivational factors. Assessment- tests of intelligence and cognitive abilities - underlying psychological and cognitive deficits. Treatment approaches- individualized educational program, remedial teaching.

Unit- III: Attention deficit hyperactivity disorder- Diagnostic criteria – co-morbid factors - academic, social & conduct problems. Etiology - biological, family, and social influences. Assessment -interviews, behavior rating scales. Treatment – medication, behavior modification, self-regulation, and cognitive behavioral intervention.

Unit- IV: Anxiety and other Disorders - Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, Obsessive Compulsive Disorder. Schizophrenia in children and adolescents. Childhood depression. Conduct disorder. habit disorders-treatment

Unit- V: Autism spectrum disorders- Prevalence, psychological and behavioral functioning, etiology, assessment, comprehensive educational treatment, and behavioral intervention. Presentation of case formulation and recommend suitable intervention strategies in hypothetical cases.

Recap: Conducting quizzes, class tests, assigning students to do review sessions, “Question hour”

Learning Resources:

Recommended Textbooks:

1. Wicks–Nelson, R., & Israel, A. C. (1984). Behaviour disorders of childhood. Englewood Cliffs, New Jersey.
2. Malavika Kapur (2011). Counselling children with psychological problems. Pearson
3. Diagnostic and statistical manual of mental disorders: DSM-5TM (5th ed.). (2013)Arlington, VA, US: American Psychiatric Publishing, Inc.

Reference

1. Learner, J.&Kline, F. (2006) Learning Disabilities and Related Disorders – Characteristics and Teaching Strategies 10th ed. Houghton Mifflin
2. Matson, A., & Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer
3. Jacobson, M &Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
4. Thambirajah& Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.
5. Henderson, D.A.,&Thomson,L.C.(2016) Counselling children (9th ed.) Cengage Learning, Boston
6. Thomas,P.H., Fedewa,A.L.(2021) Counselling & Psychotherapy with children & Adolescents-Theory &Practice for school & Clinical settings(5 th ed.) John Wiley &Sons,Canada

Web Resources:

- <https://alison.com/course/understanding-child-development-and-disabilities>
- <https://www.coursera.org/learn/child-development>

Out of Syllabus- Self Study

- Ethical and legal issues in psychological interventions with children and adolescents.
- Play therapy with children

Course Name: ORGANIZATIONAL BEHAVIOUR

Course Code: 23UPPSY3E05

Year and Semester:

Credits: 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To familiarize students with the models, contributing disciplines, and the role of managers in organizations.
2. To expose the students to the individual factors that contribute to achieving organizational effectiveness,
3. To orient how groups are formed and leadership is essential in group dynamics in an organization.
4. To understand the root causes of conflict and ways to deal with it.
5. To help students understand how the change in the organization is imminent and what psychologists can do in helping the organization adapt.

LEARNING OUTCOMES: -

On successful completion, the students will be able to :

CO1 (K3) Demonstrate the effect of various OB models on performance

CO2 (K6) Possess knowledge for understanding individual factors

CO3 (K5) Demonstrate the knowledge of group formation and the role of communication

CO4 (K4) Differentiate the types of leadership and ways to resolve conflicts in groups

CO5 (K5) Enabled to apply techniques of change in organizational development

UNIT I ORGANIZATIONAL BEHAVIOUR

Definition. Models of OB; autocratic, custodial, supportive, collegial, and system. Historical evolution of OB. What do managers do? Contributing disciplines to OB. Challenges and Opportunities. Implications for managers. Case studies and exercises

UNIT II THE INDIVIDUAL IN THE WORKPLACE

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 III THE GROUP AND COMMUNICATION

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. Case studies and exercises

UNIT IV LEADERSHIP, POWER, AND POLITICS

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 V ORGANIZATIONAL CHANGE AND DEVELOPMENT

Organizational Change – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues. Organizational Development. Case studies and exercises

REFERENCE BOOKS

Robbins, P. S., Judge, A. T and Vohra, N. (2017). Organizational Behaviour (16th edition). Noida: Pearson India Education Services Pvt. Ltd.

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

INDUSTRIAL MODULE**Course Name: PSYCHOLOGICAL TRAINING MODULE****Course Code: 23UPPSY3E06****Year and Semester:****Credits: 3**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
0	1	2	0

OBJECTIVES:**The major objectives of this course are:**

1. To help students understand the method of preparing Psychological Training Modules using counseling techniques.
2. To design customized training modules for various target groups
3. To utilize the psychological principles in constructing a training module
4. To apply psychological interventions in bringing constructive change in thinking, affect, and behavior
5. To help students acquire the necessary skills to conduct Training Programmes

LEARNING OUTCOMES: -**On successful completion, the students will be able to :**

1. Conduct needs assessment and prepares the conceptual background for the training programme.
2. Design a psychological training module with the detailed planning and structuring of a course to achieve specific instructional goals.
3. Infer a better understanding of practical knowledge, skills, and attitude to conduct training programmes.
4. Adapt specific psychological techniques into a training module.

5. Analyze and design appropriate assessment and evaluation tools that accurately reflect the results of the training module.

METHOD: This paper is an extension of the theory paper Training and Development (PAPER XX - MP / ID / 306 – INTERDISCIPLINARY, CREDITS 3) offered in the third semester.

1. The Modules chosen by the students from the list given below will be oriented to the students in one or two (few) sessions.
2. Each Student has to develop 6 modules under the guidance of a supervisor (out of which 3 will be from self-help skills topics found below and 3 from interpersonal skills topics) using psychological concepts and counseling techniques (BMT, CBT, REBT, etc could be used) for specific target populations.
3. Students are expected to submit a project report about the training procedures.

SELF-HELP SKILLS (Practical Oriented Teaching)

1. Self-Awareness
2. Stress Management & Relaxation Training
3. Self-Concept, Self Esteem Skills
4. Assertiveness skills
5. Anger management
6. Diary-keeping and self-analysis
7. Goal setting behaviors
8. Time management skills
9. Physical disciplines - Exercise, etc.
10. Reading skills
11. Coping with Complexity And ambiguity
12. Coping Emotions
13. Coping with failures
14. Creative thinking
15. Self-efficacy skills

INTERPERSONAL SKILLS (Practical Oriented Teaching)

1. Communication Skills (Styles)
2. Facilitation and Moderation Skills.
3. Conflict management

4. Problem-solving and Decision Making
5. Motivation and Leadership Skills
6. Peer Counselling
7. Relationship Skills (also with reference to the opposite sex and Martial relationship)
8. Event Management Skills
9. Team Building
10. Empathy and interpersonal relationship skills
11. Negotiation and confrontation skills

Learning Resources:

Recommended textbooks:

1. Agochiya, D. (2002). *Every trainer's handbook*. Sage Publications.
2. Tony Bray (2012) *The Training Design manual The Complete Practical Guide to Creating Effective & Successful training programmes*, Kogan
3. Blanchard, N. P. & Thacker, J. W. (2009). *Effective training: systems, strategies, and practices*, Pearson Education.

References:

1. Hackett, P. (1998). *Introduction to training*, University Press India Ltd.
2. Colvin Clark (2010). *Evidence-Based Training Methods: A Guide For Training Professionals 2nd Edition*.
3. Elaine Biech (2015). *Training and Development for Dummies*, John Willey & Sons Ltd.
4. Rolf P. Lynton and Udai Pareek (2011). *Training for Development*, 3rd Edition, Sage Publications.
Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.

GROUP-II

(Electives)

GROUP-II**Course Name: INTERPERSONAL AND COMMUNICATION SKILLS****Course Code: 23UPPSY3E07****Year and Semester:****Credits: 3**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

LEARNING OBJECTIVES:

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

1. To comprehend the nature, types, and sources of stressors.
2. To understand the impact of stress on physical and mental health.
3. To understand the nature, types, and methods of coping with stress,
4. To appreciate and cultivate social support to mitigate stress.
5. To learn specific techniques to deal with stress with the help of practicum.

LEARNING OUTCOMES: -

On successful completion, the students will be able to :

- CO1(K1): Examine the nature and causes of stress
 CO2(K2): Identify the positive and negative effects of stress
 CO3(K3): Explain the coping style of stress.
 CO4(K4): Appraise the effective ways of social support.
 CO5(K6): Discuss the psychological techniques to manage stress.

Lesson - Units

Unit-I: Introduction: Definition and Meaning of Stress and Stressor; Types of Stress and Symptoms of Stress. Factors that cause stress: The General Adaptation Syndrome, The Diathesis Stress Model Sources of Stress

Unit- II-Effects of Stress - Positive effects of stress: Optimal stress and positive psychological functioning. Negative effects of stress: Effect of stress on physical and mental health

Unit-III- Coping with Stress - Introduction to Coping. Personality and Coping. Coping Style: Problem-Focused and Emotion-Focused Coping. Spiritual coping- Yoga, Meditation. Psychosocial Resources. Resilience: Growth through Trauma. Learned optimism, Hope, and gratitude as psychological moderators of stress

Unit- IV- Social Support - Meaning Effects of Social Support on Illness. Biopsychosocial Pathways. Moderation of Stress by Social Support. Effective Types of Social Support. Enhancing Social Support.

Unit- V- Interventions for Stress Management - Coping Interventions: Expressive Writing, Self- Affirmation, Relaxation Training, Exercise, Diet, Cognitive interventions, Time Management, Communication skills training: Assertiveness training.

Recap

- Types and symptoms of stress
- Effects of stress on physical mental health.
- Coping interventions.

Recommended Texts

1. Greenberg J. S (2009). Comprehensive stress management. McGraw-Hill Education.
2. Straub, O, R (2001) Health Psychology. U.S.A.: Worth Publishers.

3. Taylor, E.S. (2018). Health Psychology. (10 the.d.) India: McGraw Hill Education (India)
4. Nanda, M. (2006). Handbook on stress management. New Delhi: Indialog Publication Pvt. Ltd.

References:

1. Clegg, B. (2000) Instant stress management: bring calm to your life now. London: Kogan Page.
2. DiMatteo, R.M., & Marting, R.L (2002). Health Psychology, India: Pearson India Education Services Pvt. Ltd.
3. Nanda, M. (2006). A Handbook on Stress Management. India:Indialog Publications Pvt. Ltd
4. Turkington, C. (2005) Stress management for busy people. India: McGraw-Hill.

Web Resource:

- <http://opentextbc.ca/introductiontopsychology/chapater/15-2-stress-and-coping/>- Stress and Coping
- <http://courses.lumenlearning.com/boundless-psychology/chapater/coping-with-and-managing-stress/> - Coping with and managing stress.
- <http://www.garrettcollege.edu/images/faculty/kasecamp/PSY101/psy7.pdf>- Notes - Health, Stress & Coping
- http://college.cengage.com/psychology/bernstein/essentials/4e/assets/instructors/outlines/ch10_outline.pdf - Chapter Health, Stress and coping.

Out of Syllabus- Self Study

- Health-Endangering Behaviors
- Promoting Healthy Behavior
- Cognitive coping strategies change the thinking process about stressors.
- James Prochaska - five stages of successful change

Course Name: COMPUTER ASSISTED RESEARCH SKILLS

Course Code: 23UPPSY3E08

Year and Semester:

Credits: 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To have hands-on training on state-of-the-art technology developments in research.
2. To gain knowledge in various statistical tests using SPSS
3. To identify appropriate statistical analysis for the research
4. To gain familiarity with various concepts in SPSS
5. To Interpret data output in SPSS

COURSE OUTCOME:

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

CO1(K2): Comprehend the basics in research methodology and fundamentals of using SPSS

CO2(K2): Acquire knowledge on an overview of statistical tests in SPSS

CO3(K3): Create graphical representations and charts.

CO4(K4): Statistically Analyze given research data and represent in the required format

CO5(K5): Apply knowledge acquired in preparing a research report.

Lesson - Units

Unit- I: Basics in Research methodology -Variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on- line off-line usage, scope, and utilities in every stage of research. Online database Psy-INFO Direct, Reference manager software - Mendeley, Papership, EndNote, Zotero.

Unit- II: Fundamentals of Using SPSS - Introduction to what SPSS can do, Descriptive information and statistics, An overview of statistical tests in SPSS, Exploring data with graphics, Reading Raw Data into SPSS, Input of raw data into SPSS, Input of data directly into the SPSS Data Editor.

Unit- III: Basic Data Management in SPSS - Creating and recoding variables, Using SPSS functions for making/recoding variables, Subsetting variables and observations, and Analysis of a subset of data. Labeling and documenting data, SORT, and SPLIT BY, Missing data in SPSS.

Unit- IV: Data Analysis: Creating and editing graphs and charts, Exploratory data analysis: scale data, Probability, and inferential statistics, Comparing categorical variables, Mean differences between groups: “t” test, ANOVA, ANCOVA, MANOVA, MANCOVA, correlation, regression, multiple and hierarchical regression, factor analysis – exploratory and confirmatory - structural model.

Unit- V: Interpretation and presentation: Prepare the report on statistical data analysis in the appropriate formats, Use the related software (Word, Excel) as an additional tool for preparing a good report.

Recap: Demonstration of online database and reference managing software can be done.

Learning Resources:**Recommended Textbooks:**

1. McCormick, K., & Salcedo, J. (2020). SPSS statistics for dummies. John Wiley & Sons.
2. Aldrich, J. O. (2018). Using IBM SPSS statistics: An interactive hands-on approach: Sage Publications.

References:

1. Brace, K., Kemp, R. & Snelgar R (2009) Spss for Psychologist – a guide to data analysis using SPSS. Palgrave Macmillan
2. Mayers, A. (2013) Introduction to statistics and SPSS in Psychology. Pearson Education

Web Source:

- <https://www.youtube.com/watch?v=rBj3gyNaTW4>
- <https://www.youtube.com/watch?v=zFBUfZEBWQ>
- <https://www.youtube.com/watch?v=GQP47ijt4LI>

Out of Syllabus- Self Study

- With the help of hypothetical data students can do various statistical tests and report in appropriate formats Students can explore AMOS and R Software

Course Code: RELATIONSHIP COUNSELING FOR CHILDREN AND YOUNG PEOPLE**Year and Semester: 23UPPSY3E09****Credits: 3**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:

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

1. Familiarize concepts, models, and theories related to Relationship counseling
2. Acquire an advanced theoretical understanding of Counseling with Children and Young People, integrating opportunities to develop professional and practical counseling skills.
3. Apply Relationship counseling skills in real-time scenarios
4. To learn competencies based on professional body standards to work with children and young people
5. Identifying the ways in which children and young people manage and process their emotions, including the ability to recognize situations where they are finding it difficult to access these

LEARNING OUTCOMES: -

On successful completion, the students will be able to:

CO1(K3): Demonstrate counseling techniques to help the child explore relationships

CO2(K3): Employ strategies to address children and young people's relationships with significant others

CO3(K3): Apply relationship counseling techniques to attend to a young person's relationships.

CO4(K3): Apply family therapy practice focusing on child and adolescence

CO5(K3): Implement evidence-based practice that is ethically oriented and ensures the safety of the clients

Lesson - Units

Unit- I: Helping and Exploring Child's Relationship: Helping the Child to Talk about Their Relationships- Contracting with Parents, The Purpose of Individual Counseling, Attributes of the Child's Counsellor, Combining Media and Activity with Counseling Skills, Joining with the Child. Combining Media and Activity with Counselling Skills, Exploring the Child's Relationships with Parents and Siblings- Working with Children of Age 7 Upwards Using Miniature Animals, Working with Children of Age 5–7 Using Symbols in the Sand Tray, Working with Children of Below Age 5 Using Imaginative Pretend Play, Integration of Individual Counselling Work for the Child with Family Counselling,

Unit- II: Addressing Child Relationship: Addressing the Child's Relationships with Parents and Siblings- Whole Family Counselling, Counselling for Individual Children, Group Counselling for the Children Concerned, Using Clay to Address Relationship Issues between Siblings, Counselling for the Parent/s and Child/Children, Family Counselling to Integrate and Complete the Work, Addressing the Child's Relationships with Peers, Teachers, and Other Adults- The Role of Parents, The Development of Social Skills, Relationship Counselling for the Child,

Unit- III: Young person's relationship with Family: Helping Young People to Talk About their Relationships- Being Authentic and Open, Drawing on Existentialist Philosophy and Constructivist Thinking, Being Proactive in Introducing Creative, Experiential, Cognitive, and Psycho-educational Strategies, Responding to the Young Person's Developmental Needs, Working Within the Young Person's Constructs, Matching an Adolescent Style of Communication, Relevant Counselling Skills, Transitional, Choice and Guru Questions, Normalizing, Attending to the Young Person's Relationships within the Family- Ways to Attend to the Young Person's Relationships in the Family, Family

Counselling, Individual Counselling, Young Person–Sibling Subgroup Counselling, Young Person–Parent Subgroup Counselling, Integration into Whole Family Counselling.

Unit –IV: Young Person relationship with Significant Others: Focusing on the Young Person’s Relationships with Peers- Building and Maintaining Relationships, The Influence of Peer Pressure, Dealing with Sexuality Issues, Individual Counselling, Group Counselling, Addressing a Young Person’s Relationships with Teachers, Employers, and Other Adults- Expectations of Teachers and Employers, Counselling Strategies.

Unit- V: Family Therapy practice with Child and Adolescent focused problems: Family Therapy for Child physical abuse-Contracting for Assessment, Assessment, Contracting for treatment, treatment. Family therapy for Child sex abuse - Contracting for Assessment, Assessment, Contracting for treatment: Family treatment interventions. Family therapy for Conduct problems - Contracting for Assessment, Assessment, Contracting for treatment, treatment. Family therapy for Drug abuse in Adolescence- Contracting for Assessment, Assessment, Contracting for treatment, treatment

RECAP: Addressing child and young people's relationship with peers and parents can be discussed with the help of role play, Different assessment methods can be reviewed

Learning Resources:

Recommended Textbooks:

1. Alan Carr (2006). Family therapy - Concepts, Process, and Practice. 2nd edition, John wiley& sons ltd, New york
2. Kathryn Geldard and David Geldard (2009). Relationship Counselling for Children, Young People and Families, SAGE Publications India Pvt Ltd, New Delhi

References:

1. Andreozzi, L.L. (1996) Child-centered Family Therapy. NewYork: Wiley

2. Bailey, C.E. and Sori, C.E.F. (2005) Involving parents in children therapy. In C.E. Bailey (ed.), *Children in Therapy: Using the Family as a Resource*. New York: W.W. Norton.
3. Beasley-Smith, C. (2007) *Adapting family therapy for step-families*
4. Geldard, K. (2006) *Adolescent peer counselling*. Unpublished doctoral dissertation. Queensland University of Technology, Brisbane, Queensland, Australia
5. Geldard, K. and Geldard, D. (2008b) *Personal Counseling Skills: An Integrative Approach*. Springfield, IL: Thomas
6. Donald, C., & Atkinson, R. D. (2002). *Counselling across the life span*, Sage Publications
7. Gutstein, S., & Sheely, R. K. (2002). *Relationship development intervention with children, adolescents, and adults: Social and emotional development activities for Asperger syndrome, autism, PDD and NLD*. Jessica Kingsley Publishers.
8. Nelson-Jones (2010). *The theory and practice of counselling and Therapy* (5thed). Sage.
9. Rosemary A Thompson (2016). *Counselling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3rded. Routledge.
10. Sederholm, G. H. (2002). *Counselling young people in school*. Jessica Kingsley Publishers.

Web Resources:

- [Extended demonstration of school-based humanistic counselling: Sophia](#)
- [Child Counseling Skills](#)

Out of Syllabus- Self Study

- To prepare a complete case history of the client
- To conduct a Mental status examination for a client and submit a summarized report

Course Name: CORPORATE COUNSELLING

Course Code: 23UPPSY3E10

Year and Semester:

Credits: 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:

The main objectives of the course are:

1. Updated knowledge of Corporate Counseling in the context
2. Understand various workplace models and distinguish the importance of each model
3. Explain the skills and processes related to professional practices in work setup
4. Discuss various factors that contribute towards work stress and its effect on the organization
5. Make students apply various psychological principles to employee well-being.

LEARNING OUTCOMES: -

On successful completion, the students will be able to :

CO1(K1): Outline differentiate counseling in workplace setup and relate to different models

CO2(K2): Discuss occupational factors to identify the need for counseling

CO3(K3): Apply skills and process of counseling in the corporate setup

CO4(K4): Describe different methods of employee group counseling and identify skills for dealing with problem behaviors in the workplace

CO5(K3): Apply various counseling interventions for employee-specific issues in the workplace

Lesson - Units

Unit- I: Understanding workplace counseling- Concept of workplace counseling- history of workplace counseling- faces of workplace counseling- professional relationships in counseling in the Workplace – Ethics and ethical issues in workplace counseling.

Unit- II: Overview of Models of Workplace counseling: Counseling-oriented models, brief therapy models, problem-focused models, work-oriented models, manager-based models- Externally based models, Internally based models, welfare-based models, organizational change-based models

Unit- III: Setting up counseling in the workplace- preparation- assessment- contracting - Engaging in counseling- termination- evaluation- Integrative model of individual employee counseling - Training for Workplace Counselors.

Unit- IV: Work Stress- Stressful job factors, Occupational Stress; dealing with difficult people, sexual harassment, and unethical behaviour in the workplace, Travel stress, Time stress, Work stress, and families. Group Counseling: Conflict resolution, interpersonal, familial, team building, negotiation, and arbitration skills.

Unit- V: Impact of the organization on workplace counseling- Employee Problem specific Counseling – Problems of absenteeism turnover, Burnout, Depression, Substance abuse.

Recap: Importance of counseling in a corporate setup, professional relationship between counselor and employee in the workplace, various models of workplace counseling and its significance, group counseling techniques and process used in a corporate setup, and application of counseling in workplace-related issues.

Learning resources:

Recommended textbooks:

1. Michael, C. (1996). Workplace counseling – a Systematic approach to employee care, Sage Publications.
2. Jacobs, Ed. E., Masson, R. L., &Harvill, R.L. (2002). Group counseling – strategies and skills. (7thed.). Pacific Grove: Brooks/Cole.
3. Adrian Coles, A (2003). Counseling in the Workplace. Open University Press, McGraw-Hill Education (UK)

References:

1. Vardi,&Weitz.E (2004). Misbehavior in the organization – theory research and management. New Jersey: Lawrence Erlbaum associates.
2. Cartwright, S. & Cooper, C. (1997). Managing Workplace Stress, Sage Publications.
3. Patterson, L. E.&Welfel, E. R. The counseling process,5 TH edition. Brooks/Cole, Thomson Learning.
4. Nelson-Jones, R. (2002). Essential counseling and therapy skills, Sage Publications
5. Rosemary A Thompson (2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge.

Web Sources:

- [Counselling a staff member to improve performance](#)
- [How To Improve Communication Skills? 12 Effective Tips To Improve Communication Skills](#)
- [Corporate Counselling](#)
- [Stress in the Workplace](#)
- https://trijog.com/corporate-wellness/?utm_term=employee%20assistance%20program&hsa_acc=2784775574&hsa_cam=11137618726&hsa_grp=117644457268&hsa_ad=466177713049&hsa_src=s&hsa_tgt=kwd-12843221&hsa_kw=employee%20assistance%20program&hsa_mt=b&hsa_net=adwords&hsa_ver=3

Out of Syllabus (Self Study):

- Trends in corporate counseling
- Recent Issues and Challenges for corporate employees
- Digital detoxification
- Stress management group techniques – yoga, mindfulness meditation, Taichi, Zumba, etc.
- Solution-focused models in a corporate set