Master of Science
In
Applied Psychology

DETAILED SYLLABUS
FROM 2014-2015 BATCH

DEPARTMENT OF PSYCHOLOGY
PERIYAR UNIVERSITY
SALEM, TAMILNADU
## Proposed Course Syllabus for M.Sc. Applied Psychology
### From 2014-15 Batch

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code No.</th>
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**Total No. of Hours:** 110  
**Total No. of Credits:** 90  
**Marks:** 2200
DEPARTMENT OF PSYCHOLOGY

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

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

ADVANCED GENERAL PSYCHOLOGY (14PSC01)

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

UNIT – I: INTRODUCTION


UNIT – II: BIOLOGICAL BASES OF BEHAVIOR AND THE BRAIN


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

UNIT – III: SENSATION, PERCEPTION, AND LEARNING


UNIT IV: MOTIVATION AND EMOTION


UNIT – V: INTELLIGENCE & CREATIVITY


Creativity – Meaning- Techniques of Creativity.
REFERENCE


LIFE SPAN PSYCHOLOGY - I (14PSC02)

Objectives:
- To introduce the students to the perspectives of human development and formation of new life
- To impart knowledge on physical and cognitive development from babyhood to childhood
- To provide an understanding of psychosocial development from babyhood to childhood

UNIT I INTRODUCTION

UNIT II FORMING A NEW LIFE
Conceiving new life- mechanisms of heredity- nature and nurture- prenatal development- birth process- newborn baby- physical development.

UNIT III BABYHOOD
Cognitive development: classic approaches- new approaches- language development. Psychosocial development: Foundations of psychosocial development- developmental issues in infancy and toddlerhood- children of working parents- contact with other children

UNIT IV EARLY CHILDHOOD
Physical development: aspects of physical development. Cognitive development: Piagetian approaches – Language development- memory development..0
Psychosocial development: developing self- Gender- Play- parenting- Child abuse and neglect- relationship with other children.
UNIT V MIDDLE CHILDHOOD
Physical development: aspects of physical development- cognitive development: Piagetian approach- information processing and intelligence- language and literacy- The Child in school.
Psychosocial development- developing self- child in family and peer group- mental health

REFERENCE

PSYCHOPATHOLOGY - I (14PSC03)
Objectives:
- To introduce students to historical conceptions and perspectives of psychopathology
- To impart knowledge and skills required for diagnosis of psychological conditions
- To orient students on different psychological disorders, its causes and treatment

UNIT I INTRODUCTION
Historical conceptions of abnormal behavior- Biological tradition – Psychological tradition: Moral therapy- Asylum reform and the decline of moral therapy – Psychoanalytic therapy – Humanistic therapy – The behavioural model – Scientific method and an integrative approach- Brief overview of Perspectives

UNIT II ASSESSMENT AND DIAGNOSIS Assessing psychological disorders: Clinical interview - Physical examination – Behavioural assessment – Psychological testing. Diagnosis: Classification issues - DSM IV – ICD 10

UNIT III ANXIETY DISORDERS
Generalized anxiety disorder: Clinical description – Causes – Treatment
Panic disorder with and without agoraphobia: Clinical description – Causes – Treatment
Specific phobia: Clinical description – Causes – Treatment
Post-traumatic stress disorder: Clinical description – Causes – Treatment
Obsessive-compulsive disorder: Clinical description – Causes – Treatment
UNIT IV SOMATOFORM DISORDER, DISSOCIATIVE DISORDER AND PHYSICAL DISORDERS
Somatoform disorder: Hypochondriasis – Somatization disorder – Conversion disorder – Pain disorder – Body dysmorphic disorder - Causes - Treatment
Dissociative Disorders: Dissociative amnesia – Dissociative fugue – Dissociative trance disorder – Dissociative identity disorder – Causes – Treatment
The immune system and physical disorders: AIDS and cancer
Cardiovascular problems: Hypertension and Coronary heart disease
Chronic pain – Psychological, social and biological aspects. Chronic fatigue syndrome.
Treatment – biofeedback, relaxation, meditation.

UNIT V MOOD DISORDERS, EATING AND SLEEP DISORDERS

REFERENCE

RESEARCH METHODOLOGY AND STATISTICS (14PSC04)
Objectives:
- To orient students to the different stages of research
- To give insight into the various research methods
- To identify and apply appropriate research tools
- To acquire the skill of reporting the research
- To employ various statistical techniques for psychological research
UNIT I FOUNDATIONS OF RESEARCH

UNIT II SAMPLING AND TOOLS OF RESEARCH

UNIT III RESEARCH METHODS

UNIT IV STATISTICS

UNIT V STATISTICAL TECHNIQUES APPLIED IN PSYCHOLOGY

REFERENCE
ADVANCED SOCIAL PSYCHOLOGY (14PSE01)

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

UNIT I: INTRODUCTION

UNIT II: SOCIAL IDENTITY, PREJUDICE AND DISCRIMINATION

UNIT III: ATTRACTION, JOYS AND SORROWS IN RELATIONSHIPS

UNIT IV: SOCIAL INFLUENCES, PROSOCIAL BEHAVIOUR AND AGGRESSION
UNIT V: APPLICATIONS OF SOCIAL PSYCHOLOGY
Social Psychology Applications: In legal system, In Business – Health Psychology – Environmental Psychology

REFERENCES

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POSITIVE PSYCHOLOGY FOR HEALTH AND WELLBEING (14PSC05)

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

UNIT I HEALTH AND MEDICINE
Health Psychology: Definition- the Individual Perspective- Conducting Research in Health Psychology: the true experiment- the Correlation- Prospective versus Retrospective Studies- Longitudinal versus Cross-Sectional Research- the Field versus the Laboratory.


UNIT II PHYSICAL HEALTH AND BEHAVIOR
UNIT III BEHAVIOR CHANGE

Health Recommendations and Behavior Change: Adherence to Medical Regimens-Sources of Health Information. Historical Perspectives on Behavior Change: Health Belief Model-Theories of Reasoned Action and Planned Behavior- Specific Beliefs about Health.


UNIT IV PAIN AND STRESS


Psychological Processes, Stress, and Physical Illness: Psychophysiological Disorders- the Concept of Stress-the Meaning of Stress- the Role of Cognitive Appraisal- Chronic Stress- Hassles of Everyday Life- Major Life Events- Physiological Reactions to Stress- Psychoneuroimmunology and Stress- Stress and Cardiovascular Disorders- Psychophysiological Disorders and Stress- Post-Traumatic Stress Disorder.

UNIT V COPING AND POSITIVE PSYCHOLOGY


REFERENCES


LIFE SPAN PSYCHOLOGY- II (14PSC06)

Objectives:
- To impart knowledge on physical and cognitive development from adolescence to adulthood and old age
- To provide an understanding of psychosocial development from adolescence to adulthood and old age
- To introduce students to the psychological issues involved in death and bereavement

UNIT I: ADOLESCENCE
Physical development: Puberty - Physical and mental health.
Cognitive development: Cognitive maturation
Psychosocial development: search for identity - sexuality - relationship with family, peer and adult society.

UNIT II: YOUNG ADULTHOOD
Health and physical condition - Cognitive development: perspectives on adult cognition - moral development
Psychosocial development: approaches - foundations of intimate relationships - nonmarital and marital lifestyles - parenthood - marital problems

UNIT III: MIDDLE ADULTHOOD
Physical development: Physical changes - Health
Cognitive development: measurement - adult cognition - creativity - education
Psychosocial development: classic approach - self at mid life - relationship

UNIT IV: LATE ADULTHOOD
Theories of biological aging - physical changes - health status
Cognitive development - psychosocial development - lifestyle - relationship - non-marital kinship ties

UNIT V: DEATH AND DYING
Faces of death - Facing death and loss - Death and bereavement across lifespan – Right to die.

REFERENCE
Objectives:
- To orient students on different psychological disorders
- To orient students on causes and treatment of different psychological disorders

UNIT I: SEXUAL AND GENDER IDENTITY DISORDERS

UNIT II: SUBSTANCE-RELATED DISORDERS

UNIT III: PERSONALITY DISORDERS
Paranoid personality disorders – Schizoid personality disorders – Schizotypal personality disorders – Antisocial personality disorder – Borderline personality disorder – Histrionic personality disorder – Narcissistic personality disorder – Dependent personality disorder- Obsessive-compulsive personality disorder

UNIT IV: SCHIZOPHRENIA AND RELATED DISORDERS

UNIT V: DEVELOPMENTAL AND COGNITIVE DISORDERS

REFERENCE

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EXPERIMENTAL PSYCHOLOGY – I (14PSC08)

OBJECTIVE

• To provide practical exposure to assess, diagnose and interpret various psychological concepts

1. Learning
2. Transfer of training
3. Muller-Lyer Illusion
4. Size-Weight Illusion
5. Two-point threshold
6. Span of attention
7. Signal Detection
8. Concept formation
9. Bhatia’s Battery of Intelligence tests
10. Steadiness test
11. Standard Progressive Matrices
12. Emotional Intelligence
13. Internal-External Locus of Control
14. FIRO-B
15. Creativity Test

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

• This list is suggestive

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OBJECTIVES:

- To help students to understand the meaning and methods of assessment
- To gain knowledge about various Psychological Tests
- To develop skill in utilizing various tests
- To analyze and interpret the psychological test results

UNIT I THE BASICS OF PSYCHOLOGICAL TESTING


UNIT II ASSESSMENT OF INTELLIGENCE, APTITUDES AND ACHIEVEMENT


UNIT III ATTITUDES, INTERESTS, VALUES AND PERSONALITY ASSESSMENT


UNIT IV NEUROPSYCHOLOGICAL AND GERIATRIC ASSESSMENT


UNIT V PSYCHOLOGICAL TESTING IN SPECIALIZED AREAS

– Assessment of mental state for the insanity plea – Competency of standard trial – Prediction of violence and assessment of risk – Evaluation of child custody in divorce – Controversy over the psychologists as expert witness.

REFERENCE


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THEORIES OF PERSONALITY (14PSC10)

Objectives:
To enable the students to understand
- The need for the concept of personality and its appraisal by various techniques
- The classical Psychoanalysis, rivals to Freud, psychoanalytic Ego Psychology, TA psychology
- Trait, type and naïve psychology of personality
- The associationist, reinforcement and social learning perspectives of personality
- Phenomenological theories of personality.

UNIT I: PERSONALITY: AN INTRODUCTION

UNIT II: THE PSYCHODYNAMIC PERSPECTIVE

UNIT III: THE TRAIT AND TYPE PERSPECTIVES
Allport’s Trait theory – Cattell’s trait theory- Eysencks’s Type theory – Traits and the “Naïve Psychologists” -
UNIT IV: THE LEARNING THEORY PERPECTIVE

UNIT V: THE PHENOMENOLOGICAL PERPECTIVE
Roger’s Self Theory – Maslow’s Self-Actualization Theory – Kelly’s Theory of Personal Constructs.

REFERENCE

EXPERIMENTAL PSYCHOLOGY - II (14PSC11)
Objective:
- To provide practical exposure to assess, diagnose and interpret various psychopathological conditions
  1. PGI Brain Dysfunction
  2. Mental Health battery
  3. Medico psychological Questionnaire
  4. Student problem checklist
  5. DATB
  6. MBTI
  7. Sequin Form Board
  8. Learning Disability (Dyslexia, Dysgraphia, ADHD)
  9. Competition and Performance
  10. State-trait anxiety test
  11. Beck’s Depression Scale
  12. Pre-marital sexual anxiety scale
  13. Work Motivation
  14. SDS
  15. Coping styles inventory
  16. Neurological Assessment Battery (any 5 sub tests)

- This list is suggestive
Objective:

- The most valued resource of any organization is its people working for it. Success of the organization depends upon how efficiently they are able to make use of the human resource.
- It is therefore imperative to know how organizations maintain and retain its human resource.
- The course is designed to give students an insight of the theoretical and practical perspective, concepts, issues and practices in Human Resource Management.

UNIT I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT AND PLANNING


UNIT II: ACQUISITION OF HUMAN RESOURCES, EMPLOYEE SOCIALIZATION, ORIENTATION AND DEVELOPMENT

Recruitment: Process and methods, Policies and procedures, Internal-external recruitment. Selection and placement: Aims and objectives, Selection tests and interviews, issues of equal job opportunity and diversity management in selection process. Socialization at work place, Motivation, attitude and emotions at work. Training: importance of training, training and development cycle in organization, e-learning, management development, career management

UNIT III: EMPLOYEE COMPENSATION, BENEFITS AND EVALUATION


UNIT IV: EMPLOYEE RELATIONS, EMPLOYEE AND LABOR ISSUES

UNIT V: EMPLOYMENT AND HRM SERVICES
Team work and leadership management, Employment practices and procedures, Human resource audit, accounting and information system, Human resource in mergers and acquisitions, International dimensions of HRM

REFERENCE

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COUNSELLING PSYCHOLOGY (14PSE03)

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

UNIT I: GUIDANCE AND COUNSELLING AN INTRODUCTION

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

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

UNIT III: COUNSELLING APPLICATIONS

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


UNIT IV: MARITAL, FAMILY, SEX AND ADDICTION COUNSELLING


UNIT V – PROFESSIONAL PRACTICE

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

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

REFERENCE

COGNITIVE NEUROPSYCHOLOGY (14PSC12)

Objectives

To enable the students to understand,

- the origins of cognitive neuropsychology
- the structure and functions of neurons
- the Methods to study cognitive neuropsychological concepts
- various perceptual processes
- problem solving and creative aspects of cognition

UNIT I INTRODUCTION COGNITIVE NEUROPSYCHOLOGY
Meaning- History- Assumptions of Cognitive Neuropsychology- Neuroanatomy: the nervous system, surrounding structures (skull, blood vessels, meninges, ventricles). Spinal cord, brainstem, cerebellum, midbrain, thalamus, basal ganglia, cortex. The cellular foundations of the nerve function: Types of nerve cells-functions- the Four lobes and their Functions

UNIT II METHODS
Case Study- Animal Studies- Human Lesion Studies- Structural (X-ray, CT, MRI) and functional (SPECT, fMRI, PET, NIRS) neuroimaging.

Electrophysiological methods: electroencephalography (EEG), event-related potentials (ERP), magnetic encephalography (MEG). Controlling the brain - neurofeedback.

UNIT III PERCEPTION & ATTENTION


UNIT IV: MEMORY AND COGNITION

UNIT V PROBLEM SOLVING AND REASONING


REFERENCE
PSYCHOTHERAPEUTICS (14PSC13)

Objectives

- To understand the meaning of therapy and faced by beginning therapists
- To gain insight into the theoretical approaches of psychopathology
- To understand the application of those theoretical principles in treating

UNIT I: FREUDIAN, KLEINIAN AND JUNGIAN APPROACHES


UNIT II: ADLERIAN APPROACH AND PERSON CENTRED THERAPY


UNIT III: GESTALT, PERSONAL CONSTRUCT AND EXISTENTIAL THERAPIES


UNIT IV: COGNITIVE THERAPY AND TRANSACTIONAL ANALYSIS


UNIT V: BEHAVIOR AND RATIONAL EMOTIVE BEHAVIOUR THERAPIES


REFERENCE

ORGANIZATIONAL BEHAVIOUR  
(14PSC14)

Objective:
- To familiarize students about the factors that contribute to achieving organizational effectiveness, at the individual, group and structural level.
- To expose them to organizational system, change and its management.
- To orient them to the concept of work stress and its management.

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

UNIT II: THE INDIVIDUAL IN ORGANIZATION

UNIT III: THE GROUP IN ORGANIZATION

UNIT IV: THE ORGANIZATION SYSTEM AND ORGANIZATIONAL DYNAMICS

UNIT IV: WORK RELATED STRESS AND STRESS MANAGEMENT
What is Stress?- Stressors – Individual differences in stress – Consequences of Distress – Managing Work-Related Stress – Any two stress reduction techniques –Case studies

REFERENCE
TRAINING AND DEVELOPMENT  

(14PSE04)

Objective:
- To help students learn the theoretical foundations of training and development and also understand the practical issues related to employee training and development.
- To help students in gaining more self awareness and develop themselves as a better trainer.

UNIT I – INTRODUCTION

UNIT II – ORGANIZATION DEVELOPMENT AND EXECUTIVE DEVELOPMENT
Organization Development ( OD): Concept, Interventions and Classification, OD interventions based on Target Groups, Process and Structural OD interventions and Learning Organization. Executive Development: Concept, Developing people, Career Planning and Management, Promotion.

UNIT III – EMERGING DEVELOPMENTS IN TRAINING

UNIT IV – TRAINING DESIGNS FOR SPECIFIC AREAS

UNIT V – TRAINING INSTRUMENTS / TEST
Psychometric tests – Myer Briggs Type Indicator – Test for Selection and Training – Passive, Aggressive and Assertiveness (PAA) – FIRO-B Questionnaire – Room arrangement and Training tools

REFERENCE


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**SCHOOL COUNSELLING (14PSE05)**

**Objectives:**

- To orient students about the importance of School Counselling
- To make them understand the Models of School Counselling
- To make them understand the various areas of School Counselling
- To make them aware of deal with Suicidal thoughts, Depression, and Life Meaning

**UNIT I: SCHOOL COUNSELLING, ROLE OF TESTING IN SCHOOLS AND PROFESSIONAL AND ETHICAL BOUNDARIES IN SCHOOL COUNSELLING**

*School Counselling:* Meaning- Need-Development- Scope-What counselling is for- Development of School Counselling- Scope-the counsellor’s relationships within school.

*Role of Testing in Schools:* Pre-School Assessment- Assessment in the Primary Grads and High Schools- Admission into College- Entrance into Professional Training.

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

**UNIT II: MODELS OF SCHOOL COUNSELLING**


**UNIT III: IDENTITY CRISIS, PARENTAL SEPARATION AND LOSS AND BEREAVEMENT**

*Identity Crisis among Adolescents:* Erikson’s theory and Marcia’s theory

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

*Loss and Bereavement:* The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling.
UNIT IV BULLYING, SEXUAL INCLINATION, DRUGS AND ALCOHOL MISUSE

Bullying School: Counselling Bullies- Counselling the Groups- Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse. Anger, Aggression and Violence in Schools: Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils.

Sexual Inclination and Conduct: Heterosexual Inclination and Conduct- Counselling For Heterosexual Young People- Counselling For Homosexual Young People. Smoking, Drugs and Alcohol Misuse: Drugs in the Society- Counselling Smokers- Counselling for Drug and Alcohol Problems.

UNIT V: LOW SELF-ESTEEM, DEPRESSION, LIFE MEANING AND SPIRITUAL EMPTINESS

Low Self-Esteem, Depression and Suicidal Thoughts: Counselling To Raise Self-Esteem- Counselling Depressed Young People- Counselling Those with Suicidal Thoughts- Counselling the Sexually Abused.

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

REFERENCES


*PROJECT WORK REPORT* (14PSC15)

MAXIMUM MARKS: 100 (Project Report 75 + Viva Voce 25)

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

2. The Project work report should be submitted to the Department of Psychology, Periyar University on or before 30th April of the prescribed year. Incase a candidate
could not submit the report within the date specified he/she may be granted extension of time for three months at one time for submitting their report.

3. Guides for the Project work will be allotted as per the student preference.

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

5. **NORMS FOR EVALUATION FOR PROJECT REPORT**

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**INTERNAL ASSESSMENT (25 MARKS)**

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**QUESTION PAPER PATTERN FOR EXTERNAL EXAMINATION (75 MARKS)**

SECTION A ----5 × 5 = 25 (Either or Type)

SECTION B ----5 × 10 = 50 (Either or Type)

The best of mankind’s youth start out in life with a sense of enormous expectations, the sense that one’s life is important that great achievements are within one’s capacity and that great things lie ahead. It is not in the nature of man – nor of any living entity – to start out by giving up... -Ayn Rand
SUPPORTIVE COURSE - POSITIVE PSYCHOLOGY (14PSS01)

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

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

UNIT II POSITIVE EMOTIONS AND RESILIENCE
Meaning of positive emotions – Positive emotions and health resources: Physical resources, Psychological resources, Social resources. Positive emotions and well-being: Positive behavior and Happiness, Success, Flourishing. Cultivating positive emotions.
Resilience – Meaning – Sources of resilience in children, disadvantaged youth, adulthood and later life – Trauma – effects – Explanations for growth through trauma.

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

UNIT IV GOALS, SELF-REGULATION AND SELF-CONTROL

UNIT V POSITIVE TRAITS, CLOSE RELATIONSHIPS AND WELL-BEING

REFERENCE BOOKS:

SUPPORTIVE COURSE - PSYCHOLOGY FOR PERSONAL AND PROFESSIONAL DEVELOPMENT (14PSS02)

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

UNIT I: DEVELOPING YOUR EMOTIONAL POTENTIAL
The power of self-belief; what is success- values, beliefs- Setting realistic goals-self belief. Setting realistic goals; identifying your goals-creating an action plan-reaching your goals.

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

UNIT III: DEVELOPING YOUR PHYSICAL POTENTIAL
Eating well; nutrients- what is balanced diet? Changing your eating habits, healthy weights. Staying healthy; exercise-rest-drug abuse-STDs and AIDS.

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

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

REFERENCE BOOK:

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