

COURSE SCHEME AND SYLLABUS

FOR

M.A (Psychology)



THAPAR INSTITUTE
OF ENGINEERING & TECHNOLOGY
(Deemed to be University)

2022

Course Name: M.A. Psychology

Specialisation: 1. Clinical Psychology

2. Counseling Psychology

3. Industrial and Organizational (I/O) Psychology

Duration : Two years (Four Semesters)

No of seats: 30 (SC/ST-8, PH-2)

Eligibility: Recognized Bachelor degree in Psychology (Honors) or /Biology/Human Physiology /Arts/ Science/ Allied Sciences such as Home Sciences/Nursing/Human Development /B.Tech of minimum 3-years duration with 50% marks (45% for SC/ST) in aggregate in their respective program at graduation level and Psychology as one of the subjects at graduation level.

Admission criteria : The admission will be based on percent marks obtained in 12th and B.A./B.Sc/ BTech.. For provisional admission, marks available up to final year of B.A./BSc/BTech shall be considered. Candidates having Honor's in Psychology will be given an additional 5 % marks.

Course Scheme and Duration: This is a two-year programme spread over four semesters. The details of semester-wise courses is given.

Program outcomes:

After completing the program, the student will be able:

- 1) To adopt a scientifically minded orientation to evaluating information presented to them, and conduct and disseminate methodologically sound research relevant to the practice of psychology
- 2) To critically evaluate scientific information relevant to the field of clinical, counseling, I/O psychology and to use appropriate research methodology to test scientific hypotheses relevant to their area.
- 3) To have competence in applying ethical principles relevant to their research, giving consideration to individual differences and diversity.
- 4) To apply theory-based and empirically supported approaches to assessment and intervention.
- 5) To develop knowledge of mental disorders/psychosocial impairments and skills to diagnose mental disorders.
- 6) To understand the theory associated with different assessment methods and develop competence in assessment and report writing
- 7) To develop the knowledge and skills to apply current approaches to psychological intervention, including empirically supported techniques, relevant to their areas.
- 8) Enter into careers as professional psychologists competent in psychological assessment, intervention, research and evaluation in teaching and practice settings

SEMESTER-I

S. No.	Subject Code	Course Name	L	T	P	Cr
1.	PMP 101	History and Systems of Psychology	3	0	0	3.0
2.	PMP 102	Experimental Psychology	3	0	2	4.0
3.	PMP103	Developmental Psychology	3	0	0	3.0
4.	PMP 105	Research Methods, Statistics and Ethical Issues in Psychology	3	1	0	3.5
5.	PMP 104	Physiological Psychology	3	1	0	3.5
	PMP 191	Minor Project				2.0
		TOTAL				19.0

SEMESTER-II

S. No.	Subject Code	Course Name	L	T	P	Cr
1.	PMP 201	Cognitive Psychology	3	1	0	3.5
2.	PMP 202	Guidance and Counseling I	3	0	0	3.0
3.	PMP 204	Personality	3	0	0	3.0
4.	PMP 206	Social Psychology	3	0	0	3.0
5.	PMP 203	Psychopathology	3	0	0	3.0
	PMP 291	Minor Project				3.0
		TOTAL				18.5

SEMESTER-III

S. No.	Subject Code	Course Name	L	T	P	Cr
1.	PMP XXX	Elective I: PMP 301: Psycho-diagnostics and Treatment or PMP 302: Counseling Interventions for Special Populations or PMP 307: Leadership and Motivation in Organization	3	0	2	4.0
2.	PMP 303	Psychotherapeutic Techniques	3	0	2	4.0
3.	PMP 305	Positive Psychology and Wellbeing	3	0	0	3.0
4.	PMP 306	Psychometrics and Psychological Assessment	3	0	2	4.0
5.	PMP 207	Foundations of I/O Psychology	3	0	0	3.0
	PMP 392	Minor Project				2.0
	PMP 391	Seminar (Research Proposal for Dissertation)				2.0
		Summer Internship				2.0
		TOTAL				24.0

SEMESTER-IV

S. No.	Subject Code	Course Name	L	T	P	Cr
1.	PMP XXX	Elective II PMP 401: Neuropsychology Or PMP 403: Adolescent Marriage and Family Counseling Or PMP 405: Personnel Psychology	3	1	0	3.5
2.	PMP XXX	Elective III PMP 402: Cognitive Behaviour Therapy Or PMP 404: Educational and Vocational Counseling Or PMP 406: Occupational Health Psychology	3	1	0	3.5
	PMP 491	Dissertation				10
		TOTAL				17.0

SEMESTER-I

PMP 101: History and Systems of Psychology				
	L	T	P	Cr
	3	0	0	3.0
<p>Course Objective: The basic objective of this course is to explain when and how psychology became a science. Students can learn to compare and contrast the major schools of thought and discuss key historical and social events that shaped the field. Students learn the ways in which psychological knowledge, skills, and values can be applied in a variety of settings</p>				
<p>Syllabus</p> <p>Introduction to History and Systems of Psychology: Lines of development from science, Lines of development from philosophy, Emergence of modern science, The birth of scientific psychology; Structuralism; Functionalism</p> <p>Foundations of Physiological Roots and Medical Models of Psychology: Early Brain and Behavior; From physiological psychology to neuroscience; The Role of Technology</p> <p>Gestalt Psychology and Psychophysics: Nature of Gestalt Psychology; Principles and Application; Insight; Kohler; What is Psychophysics: Weber's Law, Fechner's Law, Power Law</p> <p>Psychoanalysis and Neo-Freudians: Sigmund Freud: Drive model, Topographic model, Structural model, Stages of development; Adler; Karen Horney; Erich Fromm</p> <p>Behaviorism: Roots of Behaviorism; John B. Watson; Learning; Recent research trends; Later Behaviorism; E.C.Tolman and the birth of Cognitive Psychology; Influences upon psychology</p> <p>Current Issues in Psychology: Emerging trends of research in psychology</p>				
<p>Laboratory Work: None</p>				
<p>Course Learning Objectives (CLO) The students will be able to:</p> <ol style="list-style-type: none"> 1) Criticise the key major figures in the history of psychology and their major contributions. 2) Relate the major perspectives to the individuals who are responsible for articulating them. 3) Analyze how historical trends and events have influenced the development of psychology as a scientific discipline. 4) Evaluate major perspectives of psychology 				

Recommended Books:

1. Wertheimer, M. (2000). A brief history of Psychology, 4th edition. Belmont: Wadsworth
2. Brennan, J. F. (2005) History and Systems of Psychology. N.J. Prentice Hall
3. Wertheimer, M., & Puente, A. E. (2020). A brief history of psychology. Routledge

PMP 102: Cognitive and Experimental Psychology

L	T	P	Cr
3	0	2	5.0

Course Objective: This course is designed to introduce students to philosophy of science and inquiry with an emphasis on experimental methodology. This will be accomplished by combining traditional lectures with application of principles through laboratory experimentation and demonstration. In addition to this, it examines the field of cognitive psychology, which studies the mental processes involved in thinking, reasoning, and problem solving. Specific topics include attention, memory, language, decision making, problem solving, and creativity. While the main purpose of this course is to introduce you to the scientific study of the mind, you will also begin to understand the central role cognition plays in our everyday lives.

Syllabus

Introduction to Experimental and cognitive Psychology: Experimental variables, Qualitative and Quantitative experiments. Approach to Cognitive Psychology: Information Processing Approach, Connectionist Approach, The Ecological Approach

Psychophysics: Discrimination and Detection, The Basic psychophysical methods: Concept of threshold, Decision analysis model, Signal detection theory; Scaling methods, Reaction time

Attention: Selective Attention; Divided Attention; Neurological Studies of Attention; Disorders of Attention; Attention and Consciousness

From Sensation to Perception: Bottom-Up and Top-Down Processes; Perceptual Organization; Pattern Recognition; Visual Object Recognition; Face Recognition; Perception and Action

Learning: Paradigms of learning, Theoretical and experimental approaches to Human learning: Classical, Operant Conditioning; The general scheme of learning experiment, Positive reinforcement, Aversive behaviour,

Memory: The Ebbinghaus Tradition; Information Processing Approach; The Levels of Processing View; Types of Memory; Working Memory Model; Forgetting; Amnesia

Transfer, Interference and Forgetting: Design of transfer experiments, Measurement of transfer, Interference designs, Retroactive and proactive inhibition, Theories of memory, Interference in short term memory

Thinking and Problem Solving and Reasoning; Stages in Problem Solving; Problem-Solving Strategies; types of reasoning; mental set and functional fixedness

Experimental designing: Exposure to experiment building software, Details of design, Participants; Live demo of experiment building; Discourse on possible limitations and refinements.

Laboratory Work: Selective and Divided Attention; Short Term Memory; George Sperling/Neisser/Posner And Brown Peterson Paradigms; Free Recall; Serial Position Effect; Working Memory; Problem Solving: Effect of Set and Functional Fixedness; Illusions; Choice reaction time

Course Learning Objectives (CLO)

The students will be able to:

- 1) Understand the basics of Experimental and cognitive Psychology.
- 2) Apply the principles of Experimental Psychology in Learning, Cognition and Motivation.
- 3) Understand research findings in cognitive psychology and relate those findings to everyday experiences with attention, perception, memory, problem solving, decision-making ,
- 4) Demonstrate critical thinking to find research gap and develop novel experiments
- 5) Explain some of the broader implications of cognitive research for society.

Recommended Books

1. Kantowitz, B.H., Roediger III, H.L., Elmes, D.G.(2017). *Experimental Psychology*, 10th Edition, Cengage India.
2. Myers, A., & Hansen, C.(2006). *Experimental Psychology*. 7th Edition, Wadsworth: Cengage Learning.
3. Braunstein, M.L.(2013). *Experimental Psychology Essentials*. Create Space Independent Publishing Platform.
4. Galotti, K.M. (2017). *Cognitive Psychology in and outside the laboratory* (6th Edition). Belmont: Wadsworth publishing company
5. Eysenck, M., & Keane, M. (2020). *Cognitive Psychology. A students Handbook*, 8th edition. Psychology Press
6. John Anderson (2020). *Cognitive Psychology and its Implications* (9th Edition). Thomson Wadsworth

PMP 103: Developmental Psychology				
	L	T	P	Cr
	3	0	0	3.0
<p>Course Objective: The objective of this course is to define the concept of developmental Psychology across different life stages. To help students examine which factors and processes may affect individuals 'optimal and psychopathological functioning throughout the life span. Students should be able to understand the concept of adjustment and change in the process of development and the role of caregivers, teachers and other social factors in optimal human development. Analyze the process of self-identity and social identity.</p>				
<p>Syllabus</p> <p>Introduction to Developmental Psychology: Principles, Debates & Key Issues in Developmental Psychology; Theories of Human Development: Evolutionary, Psychodynamic, Behavioral, Cognitive, Ecological; Research Methods & Designs</p> <p>The Beginning of Life: Prenatal Development; Birth Process & Complications; The Post-Partum Period & Newborn Infant</p> <p>Infancy: Development of Brain & Cognitive Capacities; Motor Development: Reflexes, Gross & Fine Motor Skills; Development of Senses: Visual, Auditory, Smell & Taste, Pain & Touch; Social-Emotional Development: Temperament, Harlow, Bowlby & Ainsworth; Early Language & Communication</p> <p>Childhood Years (Early & Middle): Brain & Motor Development; Development of Memory; Growth of Language; Forming a Sense of Self & Gender; Moral Development & Aggression; Role of Family: Cultural Practices & Child Rearing, Changing Families; Role of Peers: Play, Popular & Rejected Children</p> <p>Adolescence & Early Adulthood: Physical & Sexual Development During Adolescence; Threats to Adolescents 'Well-Being: Illegal Drugs, Alcohol, Smoking, Juvenile Delinquency, Depression & Suicide; Self-Concept & Identity: Marcia; Developing Intimacy, Friendship & Love in Early Adulthood; Post-formal Thinking in Young Adults: Perry's Relativistic Thinking & Schaie's Stages of Development; Choosing & Embarking on a Career: Ginzberg's Career Choice, Holland's Personality Type</p> <p>Adulthood (Middle & Late) & End of Life: Physical Changes; Health & Wellness; Changes in Cognitive Capacities; Personality Development & Successful Aging: Mid-Life Crisis, Levinson's Seasons of Life, Peck's Developmental Tasks, Theories of Aging; Family Evolution: Boomerang Children, Empty Nest, Sandwich Generation, Aging Spouse; Work & Retirement; Death & Dying: Process, Cultural Beliefs & Rituals, Dealing with Terminally Ill</p>				
<p>Laboratory Work: None</p>				

Course Learning Objectives (CLO)

The students will be able to:

- 1) Compare and Contrast the key issues, principles and research findings in the field of developmental psychology
- 2) Associate and evaluate the fundamental theories of development psychology
- 3) Interpret, analyze and apply the developmental changes across different stages of life
- 4) Acknowledge, analyze and apply the influence of culture, race and gender on development

Recommended Books:

1. Feldmen, R. & Babu, N., (2018). Development across life-span (8th Ed.). Pearson Education.
2. Santrock, J.W. (2021). Lifespan Development (17th Ed.). McGraw Hill Education (India) Private Limited
3. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

PMP 202: Guidance and Counseling

L	T	P	Cr
3	0	0	3.0

Course Objective: The basic objective of this course is to understand the nature, basic principles and underlying assumption in guidance and counselling. Counselling is a helping profession. Its basic aim is to empower the client and facilitate the change process. This course will help the learners to apprise with this professional world of counsellors. Learners will discover the dynamics of various approaches of counselling and their relevance. It will provide them insight about various counselling skills and how to use them with the clients.

Syllabus

Introduction to Guidance and Counselling: Guidance & Counselling: Historical Origin, Types, Guidance vs Counselling; Consultation: Basic Aspects, Scope & Need, Consultation vs Counselling

Professional Foundations of Counselling: Personality & Background of the Counselor; Ethical & Legal Aspects of Counselling; Testing, Assessment & Diagnosis in Counselling

Counselling Skills: Listening Skills: Active Listening, Paraphrasing, Reflection; Questioning Skills: Types of Questions, Probing, Leading; Challenging Skills: Feedback, Disclosing, Confrontation; Barriers in Communication: Advice Giving, Lecturing, Judgemental Attitude

Counselling Process: Stages in Counselling: Preparation stage, Attending and Facilitating Action, Termination stage; Factors that Influence Counselling Process; Initial Interviews: Types, Conducting the Initial Interview, Empathy; Exploration and the Identification of Goals

Closing Counselling Relationship: Transference and Countertransference; Closing a Counselling Relationship: Functions, Timings, Issues; Follow-up & Referral

Approaches to Counselling: Psychoanalytic; Humanistic; Cognitive-Behavioural; Group Counselling; Contemporary Approaches

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) Critique and analyze the origin, scope and need of guidance and counselling
- 2) Identify and apply micro & macro counselling skills
- 3) Justify, support and evaluate processes involved in counselling
- 4) Compare and contrast the various approaches to counselling

Recommended Books:

1. Gladding, ST., & Batra, P. (2018). *Counseling a Comprehensive Profession*. Pearson, 8th Ed.
2. Hough, M. (2014). *Counselling Skills & Theory*. Hodder Edu, 4th Ed.
3. Gelso, CJ., & Fretz, BR. (2009). *Counselling Psychology: Practice, Issues and Intervention*. Cengage Learning.
4. Corey, G. (2019). *Theory and Practice of Counselling and Psychotherapy*. Cengage India Private Limited; 10th Ed.

PMP 105: Research Methods Statistics and Ethical Issues in Psychology

L	T	P	Cr
3	1	0	3.5

Course Objective: The objective of the course is to equip with advanced training in research methods and professional skills. Students can apply theoretical knowledge to analyse practical problems and developing hypotheses, understanding dynamics of sampling and data analyses for conducting Research and writing the report.

Syllabus:

Introduction to research methodology: Historical research and Scientific research, Theory and Methods: Fact and theory; Nature of Scientific Knowledge, Common Sense and Scientific Thinking, Pure and Applied research; The Literature search; Ethical Issues in Psychological research and practice

Ethical Issues in Psychological Research and Practice: What are Ethical Guidelines; Ethics Research Committee; Informed Consent; Debrief; Protection of Participants; Deception; Confidentiality; Withdrawal from an Investigation

Sampling Techniques: Sampling; Why Sampling? Sampling methods and techniques: Tools for Data Collection; Types of data – Primary and Secondary, Data Collection Methods: Primary data and Secondary data

Overview of experimentation in Psychology: The problem; Hypothesis development; The experimental variables; Techniques of controlling the variables: Randomization, Balancing and Counterbalancing

Research Plan: Experimental and Non- experimental methods; Types of experiments; conducting an experiment; Correlational Research

Experimental Designs: Two or more than two independent groups; The Factorial Design; Matched group design; Repeated Measure design; Single subject design; Quasi experimental design

Descriptive Statistics: Measures of central tendency and measures of variability

Probability distribution and normal curve: Significance of difference: Levels of significance, type – I and type – II errors, one-and two-tailed tests

Parametric Tests: independent samples t-test, the dependent-sample t test; Analysis of variance– F test, One-way, two-way , three way ANOVA.; Correlation: Pearson’s; Partial, Biserial and Multiple Correlation

Relations and Prediction: Regression: Simple and Multiple regressions

Non-Parametric Tests: Chi Square; Kruskal–Wallis test; Spearman Rank Correlation. Introduction to factor analysis; Analyzing data using SPSS and STATA

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) Demonstrate research methodology as a process
- 2) Application of research methods in their research projects
- 3) Developing a research plan and write the research report
- 4) Decide which statistical test is appropriate for psychological research

Recommended Books:

1. Broota, K. D. (1992). Experimental Design in behavioral research. New Delhi: Wiley Eastern
2. Aron, A. & Aron, E.N. & Coups, E. (2008). Statistics for psychology. New Jersey: Pearson
3. Newman, L.W.(2002) Social research methods : Qualitative and quantitative approaches. Pearson education (6th edition)
4. Mc Guigan, F.J.(1990). Experimental Psychology: Methods and Research . Prentice Hall of India

SEMESTER -II

PMP 104: Physiological Psychology				
	L	T	P	Cr
	3	1	0	3.5
<p>Course Objective: Physiological Psychology covers topics such as the anatomy and physiology of the nervous system, the biological basis of behaviour, the psychopharmacology of drugs, the genetics of behaviour, and the neural basis of drives and pain. The emphasis is on understanding how the body and brain interact to produce behaviour, and how this knowledge can be used to develop treatments for psychological disorders.</p>				
<p>Syllabus</p> <p>History and Origin of Physiological Psychology: Philosophical roots of Physiological Psychology, Contribution of Modern Psychology</p> <p>Methods of Physiological Psychology: Invasive Physiological Methods; Methods of Visualizing the Living Human Brain; Recording Human Psychophysiological Activity</p> <p>Neurons: Structure, Types, and Functions, Resting Membrane Potential; Action Potential; Synaptic Transmission; Neuromuscular Transmission: Information Processing; Blood-Brain Barrier, Effects of Drugs</p> <p>Central and Peripheral Nervous System: Brain and Spinal Cord; Structure of The Brain and Functions: Hindbrain, Midbrain and Forebrain; Hemispheric Dominance; Capabilities of Right Hemisphere; Lateralization of Language; Role of Corpus Callosum and Anterior Commissure; Neuroplasticity; Limbic System</p> <p>Hormones and the Brain: Endocrine system; Behaviour Genetics: Reproductive Behaviour; Sexual Development and Behaviour</p> <p>Sleep: States of Consciousness, Stages of Sleep, Sleep Disorders</p> <p>Neurobiology of Drives: Neurobiological Basis of Hunger, Thirst, Sex</p> <p>Neurobiology of Pain: Perceptual and Behavioural Effects of Pain; Neural Basis of Pain; Pain Pathways</p>				
<p>Laboratory Work: None</p>				
<p>Course Learning Objectives (CLO)</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1) Examine the structure and function of the nervous system, and its role in behaviour. 2) Identify and describe the neurological structures and pathways associated with various psychological processes 3) Evaluate the effects of drugs and hormones on behaviour 				

- 4) Analyze the methods used to measure and study physiological and psychological processes.
- 5) Decide which statistical test is appropriate for psychological research

Recommended Books:

1. Carlson, N. R. (2022). Foundations of Physiological Psychology (13th Edition). Pearson Education
2. Pinel, John P J; Barnes, Steven. (2018). Biopsychology (10th Edition). Pearson Education
3. Kelly G. Lambert (2017). Biological Psychology. Oxford University Press.

PMP 203: Psychopathology

L	T	P	Cr
3	0	0	3.0

Course Objective: The basic objective of this course is to provide an in-depth review of a broad spectrum of psychopathological conditions as defined in the DSM. This course will able students to discuss several different theoretical perspectives in the general psychopathology and have a substantial foundation of knowledge about psychopathology to apply in formulating effective intervention strategies

Syllabus

Introduction to Psychopathology: Approach to Clinical Interviewing and Diagnosis: Case History, Mental Status Examination; Concepts of Normality and Abnormality: Definition, Clinical Criteria of Abnormality, Continuity (Dimensional) versus Discontinuity (Categorical), Prototype Models of Psychopathology; Classificatory Systems: DSM Classifications, Currently in Use and their Advantages and Limitations

Causes of Abnormal Behavior: Major Theories related to Clinical Disorders: Psychodynamic; Behavioral; Cognitive; Humanistic; Interpersonal; Biogenetic; Psychosocial; Socio-Cultural; Psychological Factors and Physical Illness: General Psychological Factors in Health and Disease, Stress and Adjustment disorder; Anxiety – Based Disorders

Psychoses : Schizophrenia, Affective Disorders, Delusional Disorders and other forms of Psychotic Disorders : Types, Clinical Features, Etiology and Management

Disorders of Personality and Behavior: Specific Personality Disorders; Mental & Behavioral Disorders due to Psychoactive Substance Use; Sexual Disorders and Dysfunctions

Disorders of Infancy, Childhood and Adolescence: Neurodevelopmental Disorders: Intellectual Disabilities, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder; Disruptive, Impulse-Control, and Conduct Disorders: Oppositional Defiant Disorder, Conduct Disorder

Disorders of Consciousness: Attention, Motor Behavior, Orientation, Experience of Self, Speech, Thought, Perception, Emotion, Memory

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) Critically evaluate theoretical perspectives in Psychopathology
- 2) Illustrate and demonstrate clinical work up of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.

- 3) Analyze causes and different kinds of disorders.
- 4) Apply intervention techniques based on DSM.

Recommended Books:

- 1) Buss A.H. (1966). Psychopathology. John Wiley and sons: NY
- 2) Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology, 13th ed. Dorling Kindersley Pvt Ltd: India
- 3) American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders. 5th edition Text Revision. Washington, DC

PMP 204: Personality

L	T	P	Cr
3	0	0	3.0

Course Objective: This course explores personality and considers different models for explaining and predicting how one will behave. We will address what personality is, how personality develops and what behaviour we can predict from personality. We will consider the same questions for intelligence. The course will introduce pupils to learning theory and ideas of behavioural psychology – we will consider how our life experience shapes who we are today

Syllabus

Introduction to Personality Theory: What is Personality; What is a Theory: Theory defined, Theory and its relatives and what makes a theory useful; Research in Personality Theory

Psychodynamic Perspective: Sigmund Freud: Levels of Mental Life, Provinces of Mind, Dynamics of Personality, Defense Mechanisms, Stages of Development and Critique of Freud; Carl Jung: Levels of Psyche, Dynamics of Personality, Psychological Types, Development of Personality and Jung’s Method of Investigation; Karen Horney: Psychoanalytic Social theory; Drives; Intrapsychic Conflicts; Feminine Psychology and Critique of Horney

Humanistic Perspective: Maslow’s view of motivation; Self Actualisation; Philosophy of Science; Jonah Complex and Critique; Rogers: Person Centred Theory; Person of Tomorrow; Philosophy of Science; Chicago Studies and Critique of Rogers; May: Existentialism; Anxiety; Guilt; Intentionality; Care, Love and Will; Freedom and Destiny and Critique of May

Dispositional Perspective: Allport: Approach to Personality; Structure of Personality; Motivation; The Study of Individual and Critique; Eysenck: Basics of Factor Analysis; Eysenck’s Factor Theory; Dimensions of Personality; Measuring Personality; Biological Basis; Personality as a Predictor; McCrae and Costa: Search of Big 5; Evolution of Big 5; Critique

Learning Theories: Rotter’s Social Learning Theory: Predicting Specific Behaviour; Predicting General Behaviour; Mischel’s Personality Theory: Cognitive Affective Personality System and Critique; Kelly: Personal Constructs; Personal Construct Theory; Critique

Laboratory Work: None

Course Learning Outcomes (CLO):

Upon successful completion of the course should be able to:

- 1) Interpret the nature and causes of ‘individual differences ’in personality and motivation
- 2) Compare and contrast the major theories of personality including contemporary approaches

- 3) Analyze and formulate the research methods used in the study of personality
- 4) Evaluate the influences of biological, genetic, environmental, social and situational factors that may explain differences in personality and motivation

Recommended Books:

- 1) Hall, C.S. Lindzey, G. & Campbell, J. B., *Theories of Personality*. Wiley Mumbai: Wiley (2007).
- 2) Rickman, R., *Theories of Personality*. Wadworth Cengage Learning (2012).
- 3) Funder, D. C. (2013). *The personality puzzle* (6th ed.). New York: W. W. Norton.
- 4) Feist, G. J., Roberts, T.-A., & Feist, J. (2021). *Theories of personality* (10th ed.). McGraw-Hill Education.

PMP 206: Social Psychology

L	T	P	Cr
3	0	0	3.0

Course Objective: The main objective of the course is to teach students about the underlying principles and recent developments in the area social psychology. In addition to this, it introduces major theories, concepts, perspectives, and empirical findings in the social psychology and explains how psychological theory and empirical research are used to help explain human behaviour in individuals and groups

Syllabus

Introduction: Nature and scope of social psychology., Current trends in social psychology approaches to the study of social behaviour, Methodological and ethical issues

Prejudice: Definition, Difference with discrimination and stereotype, Overcoming prejudice

Attitude and Impression formation: What is attitude, Impression formation, The role of non-verbal cues, Attribution process, Theories of Kelly and Weiner

Prosocial behavior: Cooperation and helping behavior, Determinants of prosocial behavior, Bystander effect

Social Cognition: Heuristics, Effects of framing and anchoring, Counterfactual thinking and mental simulation, Affect and social cognition, Action identification, self-reference effects

Social Categorization and Groups: Social identity and social comparison models, Categorical differentiation and groups, Group cohesiveness, Group decision making, Groups structure, functions and effects

Interpersonal Attraction: Dimensions, Determinants of attraction, Intergroup relations, Relative deprivation, Realistic conflict and social identity approaches, Dynamics of intergroup behavior

Aggression and violence: Conceptual issues and theoretical explanations, Determinants, Interpersonal and intergroup forms of aggression, Strategies for reducing aggression and violence.

Laboratory Work: None

Course Learning Outcomes (CLO):

Upon successful completion of the course should be able to:

- 1) Analyze why does working in a group may impair the performance
- 2) Critically evaluate the circumstances under which people are most likely to confirm the social pressures
- 3) Discuss the ways to change people's attitude
- 4) Familiarize the students to the state-of-the-art research methodologies to investigate the phenomena related the social psychology.

Recommended Books:

- 1) Aronson, E., Wilson, T. D., & Akert, R. M. (2010). *Social Psychology* (7th Ed.). Upper Saddle River, NJ: Prentice Hall.
- 2) Baron, R. A., & Byrne, D. (20016). *Social psychology* (16thEd.). New Delhi: Prentice Hall of India.
- 3) Myer, D.G. (2012). *Social psychology* (11thed.). New York: McGraw Hill.

PMP 207: Foundations of I/O Psychology

	L	T	P	Cr
	3	0	0	3.0

Course Objective: Industrial and organizational psychology is the application of psychological principles, theory, and research to the work setting. It is the scientific study of employees, workplaces, and organizations. The basic objective of this course is to explain how Industrial and organizational psychologists contribute to an organization's success by improving the workplace and the performance, satisfaction and well-being of its people. In addition to this, explains how employee behaviors and attitudes can be improved through hiring practices, training programs, and feedback and management systems.

Syllabus

History of Industrial/Organizational Psychology: The Science and Practice of Industrial/Organizational Psychology; The roots and Early History of IO: World War I and 1920s; World War II; Industrial Psychology today and in Future

Research Methods in Industrial and Organizational Psychology: Social Science Research Methods; Major research Designs; Measurement of Variables; Key issues in measuring variables; measuring work outcomes; Ethical issues in research and practice in Organizational Psychology

Personnel Issues: Job Analysis; Job Analysis methods; Specific Job analysis Techniques; Job Evaluation

Employee recruitment, selection and placement: Model for employee selection; Methods for assessing and selecting employees; Employee screening and assessment; Types of screening tests; Equal employment opportunity in employee selection and placement

Evaluating Employee Performance: Job performance and performance appraisals; Measurement of Job performance; Methods of rating performance

Work Motivation: Theories of Motivation; Relationship between Motivation and performance

Employee attitudes and Behaviors: Employee Engagement; Job satisfaction; Organizational commitment; Absenteeism and turnover

Group process and Communication in work groups: Types of groups; group process and decision making in organizations; Process of Communication; Flow of communication in work place

Leadership: Theories of Leadership; Application of leadership theories

Power and politics: Power dynamics in organizations; organizational politics

Organizational Structure, culture and development: Dimensions of Organizational structure; Types of organizational culture; Organizational development techniques

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) Explain and critically evaluate major concepts and theories across a broad array of topics in the field of I/O psychology
- 2) Apply principles of IO psychology to understand affect, behavior, and cognition at work
- 3) Effectively communicate, well-reasoned and evidence-based conclusions on the state of research/practice and emerging directions within a specific topic area of I/O psychology
- 4) Articulate the limitations of various methodological strategies routinely employed in I/O Psychology, and criticize I/O psychological research data and conclusions

Recommended Books:

- 1) Landy, F.J., & Conte, J.M. (2012). *Work in the 21st century: An introduction to industrial and organizational psychology*. (4 th Ed.), Hoboken, NJ: Wiley.
- 2) Rigo, R.E.(2013). *Introduction to Industrial and Organizational Psychology*.(6th Edition). *Boston: Pearson Education Inc.*
- 3) Aamodt, M.G. (2010). *Industrial and organizational psychology*(6th Edition). Wadsworth Cengage Learning

SEMESTER – III

PMP 301: Psycho-diagnostics and Treatment (Clinical Specialization)				
	L	T	P	Cr
	3	0	2	4.0
<p>Course Objective: The basic objective of this course is to acquire knowledge of the organizational structure of the DSM V Manual. Students will acquire knowledge about the use of the diagnostic categories: DSM V and ICD and knowledge of the process of developing effective treatment plans. It will help students to acquire knowledge of the names, use and functions of commonly used psychotropic medications.</p>				
<p>Syllabus</p> <p>Diagnostic and Statistical Manual of Mental Disorders: Section III's dimensional assessments; Section I: DSM-5 Basics; Section II: diagnostic criteria and codes, Section III: emerging measures and models</p> <p>Diagnostic Categories: 16 Categories, Other Conditions that may be a Focus of Clinical Attention, Additional Codes, features of each Category; Other Features of the DSM V; Compatibility with the International Classification of Diseases (ICD-10); Case Presentations, and Interpretation of Diagnosis from DSM V; Diagnostic Categories based on DSM V Classification</p> <p>Treatment Planning: The Clinical Assessment Interview: Diagnostic Impression, Defining Goals, Client's Desires, wants and needs, Writing Measurable Sub-goals; Causes of failure of Treatment Plans: Stages of Clients, Level of Treatment and Treatment Modalities</p> <p>Psychotropic Medications: Antipsychotic; Anti-depressants; Anti-anxiety; Hypnotic Agents</p>				
<p>Laboratory Work: Visiting mental hospitals; Psycho Diagnostics; Case analysis and presentation; identifying strategic plans for intervention</p>				
<p>Course Learning Objectives (CLO)</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1) Discuss basics of Psycho-diagnostics 2) Critically evaluate different Diagnostic techniques 3) Apply different assessment techniques and their treatment plans 4) Students will recognize , outline and define the names, use and functions of commonly used psychotropic medications 				
<p>Recommended Books:</p> <ol style="list-style-type: none"> 1) American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders. 5th edition Text Revision. Washington, DC. 2) Saklad, S.R. (2000). The Psychopharmacology Desktop Reference. Manisses. 				

3) Jongsma, Jr, A.E., & Peterson, L.M. (2014). *The Complete Psychotherapy Treatment Planner*. Willey.

PMP 302: Counselling Intervention for Special Populations (Counseling Specialization)				
	L	T	P	Cr
	3	0	2	4.0
<p>Course Objective: The basic objective of this course is to understand various types of counseling interventions used for special populations. Students will understand addiction and learn to deal more effectively with people addicted to various substances. Students will further learn to assess mental health problems and convey diagnosis to patients and psycho educate them and their families. Students will learn to appreciate the psychosocial aspects of disability and provide appropriate interventions along with an understanding of the processes involved in reporting child abuse and neglect.</p>				
<p>Syllabus</p> <p>Substance Abuse counseling: Understanding Use, Abuse and Dependence: Types of Drugs, Early Identification, Assessment Tools and Application; Counselling for Motivation Enhancement; Brief Intervention Therapy; Denial; Counselling Individuals</p> <p>Child Abuse and Trauma: Types and Characteristics of the various forms of Child Abuse and Neglect; Appropriate Treatment Plans and Intervention Approaches; Community Resources to Aid in the Prevention; Intervention and Treatment of Child Abuse; Common Behaviour Problems of Children; Dealing with Behaviour Problems</p> <p>Counseling and Disability: The Nature of Disabilities; Working with People who have Disabilities; Clients with Specific Disabilities: Learning Disability, Delinquents, Disabled</p> <p>Mental Health Counselling: Identifying and assessing Mental Health Problems; Conveying of diagnoses; managing stigma; Educating Clients: Psycho-education in Families, Communities; Promotion of Mental Health.</p> <p>Modern Trends and Emerging Issues in Counseling: Assertive training; Social skills Training; Stress management; Preventive Counselling; Crisis Counselling; Developmental Counseling; Internet Addiction, Treating Internet Addiction</p> <p>Laboratory Work: Counselling techniques, Role play and Psychodrama and Motivation Enhancement</p>				
<p>Course Learning Objectives (CLO)</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1) Identify substance use disorder and plan appropriate interventions 2) Assess mental health concerns and develop appropriate treatment plan 3) Illustrate the process involved in reporting child abuse and neglect 4) Develop prevention and intervention plan to address child abuse and neglect and people with disability 				

Recommended Books:

- 1) ASPAC. The ASPAC Handbook on Child Maltreatment, 3rd Edition. (2010) Sage Publications.
- 2) Capuzzi, D., & Stauffer, M. D. (2014). Foundations of addictions counseling. Pearson.
- 3) Claringbull, N. (2011). Mental health in counselling and psychotherapy. SAGE.
- 4) Gibson, Robert L. & Marianne H. Mitchell (1995). *Introduction to counselling and guidance* (1997). Counselling: The skills of finding solutions to Problems: London, Rout ledge.
- 5) Gladding, S.T. (2014). Counseling : A Comprehensive Profession. Pearson.

PMP 307: Leadership and Motivation in Organization (I/O Specialization)

L	T	P	Cr
3	0	2	4.0

Course Objective: This course is designed to provide managers with the tools necessary to effectively lead individuals and teams in today's complex organizational climate. Through role play, group exercises, discussion, case studies, video and reading; students will develop their leadership style and capability to supervise, motivate, build teams, manage group dynamics, communicate effectively, and deal with conflict. This course addresses key dimensions of leadership behavior: personal integrity, self-knowledge, vision, communication, organizational competence, and empowering people and teams.

Syllabus

Individuals as Leaders: Leadership Traits and Ethic; Leadership Behavior and Motivation; influencing: Power, Politics, Networking, and Negotiation

Team Leadership; Communication, Coaching, and Conflict Skills: Leader–Member Exchange and Followership; Team Leadership

Organizational Leadership; Charismatic and Transformational Leadership ; Leadership of Culture, Ethics, and Diversity ; Strategic Leadership and Change Management ; Crisis Leadership

Functional Leadership; The theory of group personality and group needs; Individual needs and motivation: Needs interaction; Leadership functions; sharing functions; Fifty-fifty rule

Action-centered Leadership: ACL frame work; Qualities approach and situational approach

Theories of Motivation: Maslow's theory; Applications of Maslow's theory in Industry; Herzberg's Motivation- Hygiene Theory; Herzberg and Maslow connection

Motivating others: A frame work of motivation; The Eight principles of motivation

Laboratory Work: Self-Assessment: Determining Your Leadership Style, Case studies: Developing your leaderships skills, Self-Assessment: Use of Political Power, Self-Assessment: Listening Skills, Self-Assessment: Relationship with your Manager, Self-Assessment: Effective Followers, Self-Assessment: Assessing Teamwork, Self-Assessment: Transactional Transformational Leader, Personal Improvement Plan, Self-Assessment: Personal Values, Self-Assessment: Strategic Leadership, Self-Assessment: Learning Organizations

Course Learning Objectives (CLO)

The students will be able to:

- 1) Demonstrate understanding of leadership skills as related to individual personal skills

- 2) Develop insight and understanding of their own potential(s) for leadership, as well as attitudes and behaviors
- 3) Understand the idea that 'leaders and followers 'is ambiguous and that followers may be likely candidates for leadership roles
- 4) Apply Maslow's theory to motivate employees for improving productivity in organizations

Recommended Books

- 1) Lussier, Achua (2015) Leadership Theory, Application/Skill Development - 6th Edition Cengage Learning
- 2) Adair, John(2009). The Fifty-Fifty Rule and the Eight Key Principles of Motivating Others. London Kogan Page
- 3) Pink, D.H.(2011).Drive: The Surprising Truth About What Motivates Us. Penguin Publishing Group

PMP 303: Psychotherapeutic Techniques				
	L	T	P	Cr
	3	0	2	4.0
<p>Course Objective: The basic objective of this course is to impart knowledge to the students in various approaches to Psychotherapy. So that students can implement at least three therapeutic techniques in each approach, and to impart knowledge on critiquing various approaches and develop skill to use them to diverse populations. To make our students understand the multifaceted and complex nature of psychological issues and their treatment</p>				
<p>Syllabus</p> <p>Person Centered Psychotherapy: Introduction to Carl Rogers; Therapeutic process: Techniques, Application of techniques, Procedures; Therapy with Diverse Populations; Role of Therapist; Clients Experience</p> <p>Logo therapy: Background of the therapy; Therapeutic process: Techniques, Application of Techniques, Procedures; Noo-Dynamics</p> <p>Psychoanalytic Psychotherapy: Emergence; Therapeutic process: Techniques, Role of Therapist; Dream analysis; Transference</p> <p>Adlerian Psychotherapy: Introduction to Adler and his Personality Theory; Therapeutic process: Techniques, Application, Adlerian therapy with Diverse Populations</p> <p>Behaviour Therapy and Cognitive Behaviour Therapies: Introduction to Behavioural Theories; Behavioural Therapeutic Process: Techniques, Application of Behavioural Techniques, Procedures; Therapy with Diverse Populations; Lazarus Multimodal Approach to Psychotherapy and Cognitive Behaviour Modification: Donald Meichenbaum's Approach to Therapy; Albert Ellis Rational Emotive Behavioral theory; Aron Beck's Therapy</p> <p>Laboratory Work: Practicals on different type of therapeutic techniques: Psychoanalytic Psychotherapy, Person Centred Psychotherapy, Logo therapy, Behaviour Therapy and Cognitive Behaviour Therapies</p> <p>Course Learning Objectives (CLO)</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1) Outline, analyse and apply process involved in Psychotherapy 2) Evaluate different psychotherapeutic techniques 3) Critically analyse the application of the therapeutic methods to different issues and their treatment 4) Apply appropriate therapy based on the type of maladjustment or disorder 				

Recommended Books

- 1) Covey, G. (2008). Theory and Practice of Counselling and Psychotherapy (8th ed.) Canada: Brookes/Cole
- 2) Gardner, R. A. The Psychotherapeutic Techniques. Creative Therapeutics
- 3) Christian , C. (2009).Advanced Techniques for Counseling and Psychotherapy. Springer
- 4) Norcross, J. C., & Goldfried, M. R. (Eds.). (2005). Handbook of psychotherapy integration. Oxford University Press

PMP 305: Positive Psychology and Wellbeing

	L	T	P	Cr
	3	0	0	3.0

Course Objective: Psychologists have long studied the human condition in its many manifestations of weaknesses, damages and maladaptive behaviours. Yet, the discipline of psychology must also understand and appreciate the character, strengths and virtues of human life, including those relevant to the concepts of happiness, hope, motivation, mindfulness, resilience, gratitude and compassion, all of which enable individuals to thrive and flourish, while contributing to the health and well-being of family and society. The purpose of this course is to provide a critical review of the literature, research, methodology and experiential practice of Positive Psychology, as well as their application toward personal and social betterment.

Syllabus

What is Positive Psychology: Traditional Psychology: Why the Negative Focus; Assumptions, Goals and Definitions of Positive Psychology; Positive Psychology and Status Quo

Meaning and Measure of Happiness: Psychology of Wellbeing; Hedonic Happiness; Eudaemonic Happiness; Subjective Wellbeing: Measuring; Life Satisfaction, Positive Affect, Negative Affect and Happiness, Issues in the study of Affect, Global Measures of Happiness, Experience Sampling Method; Self Realisation: Psychological Wellbeing and Positive Functioning; Complimentary and Interrelationship

Positive Emotions and Wellbeing: The Broaden and Build Theory of Positive Emotions; Positive Emotions and Healthcare Resources; Happiness and Positive Behaviours; Flourishing; Cultivating Positive Emotions

Resilience: Developmental and Clinical Perspectives; Sources of Resilience; Dangers of Blaming the Victim; Growth through Trauma: Negative and Positive Effects of Trauma

Optimism and Hope: Optimism: Pessimism and Coping; Subjective Wellbeing, Health Promoting Behaviours, Health Defeating Behaviours, Interventions to Promote Optimism; Optimism Explanatory Style; Hope: Hope Theory, Measuring Hope, Hope and Life Outcomes

Interpersonal Approaches: Compassion: Basic Requirements of Compassion, Compassion and Love, Attachment Theory; Empathy: Historical Roots of Empathy, Contemporary Understanding of Empathy, Positive Psychology of Empathy; Forgiveness: Methodology, Predictors of Forgiveness, Outcomes of Forgiveness; Forgiveness of Interventions; Dark Side of Forgiveness; New Directions

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) Identify and discuss the fundamental theories, practices and research on the science of happiness and positive psychology while being able to critique their limitations
- 2) Explain the role of positive emotions and optimal experiences such as flow, mindfulness awareness, hope, love, forgiveness, gratitude and empathy in psychological wellbeing
- 3) Appraise the future development of positive psychology and its applications for enhancing social participation, creative engagement and community empowerment
- 4) Integrate positive psychology in everyday life with a humanistic and existential perspective

Recommended Books:

- 1) Compton, William C. (2005) An introduction to positive psychology. Belmont, CA: Thomson-Wadsworth.
- 2) Reivich, K. and Shatte, A. (2002) The resilience factor. New York: Broadway Books
- 3) Seligman, Martin (2002) Authentic happiness. New York: Free Press
- 4) Snyder, C. R., & Lopez, S. J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications, Inc

PMP 306: Psychometrics and Psychological Assessment

L	T	P	Cr
3	0	2	4.0

Course Objective: The basic objective of this course is to introduce central concepts of psychological measurement and provide a survey of key areas of relevance in psychological assessment across a variety of settings. The primary goals of this course are to provide a basic understanding of current and historical psychological assessment practices and increase students' basic research, writing, and critical thinking skills

Syllabus

Psychological assessment an overview: Introduction to Psychological testing and assessment. Historical, cultural, and legal/ethical aspects of assessment. Technical and methodological principles

Reliability and validity: Classical test theory, Item Response Theory its Relevant applications; Latent trait theory, Measurement of validity and Interpretation; Norms and Reliability: Types of reliability, measurement of reliability. Validity; Basic concepts, Content-description procedures, Criterion-prediction procedures, construct-identification procedures Testing vs. assessment: Differences and similarities. Test construction: Over view of the test construction process, Scaling and measurement, Test administration ; Standardization Item analysis

Ability testing: Intelligence and its measurement. The question of intelligence tests of intelligence. Educational assessment. Hereditary theory of IQ , Practice sessions

Aptitudes testing: Types of aptitudes and their measurement, Practice sessions

Personality testing: Overview of personality assessment, objective personality assessment, Projective personality assessment, behavioral personality assessment, Practice sessions

Other type of tests and assessment techniques: Neuropsychological Assessment issues, Psycho physiological assessment, Disability assessment, Computerized psychological assessment. Practice sessions, Measurement of interests and attitudes, Practice sessions

Applications of Testing: Major contexts of current tests use. Educational testing, occupational testing, industry Test use in clinical and counseling Psychology

Laboratory Work: Tests of intelligence; Ravens progressive matrices tests . Wechsler's Adult Intelligence test. Seguin Form Board ; Aptitude and Interest tests : . Differential Aptitude tests; GATB; Tests of Personality; Cattell's 16 PF; MIPS; State and Trait Anxiety Inventory. Projective tests: Thematic Apperception Test , GPPT; Sroop Test ; WMS

Course Learning Objectives (CLO)

The students will be able to:

- 1) Know basics of Tests construction
- 2) Know basics of Psychological assessment.
- 3) Understand different types of psychological assessment
- 4) Apply different assessment techniques in different situations

Recommended Books:

- 1) Furr, R.R.(2013). *Psychometrics : An Introduction*. Sage Publications
- 2) Nunnally, J.C., & Bernstein, I.H.(1994). *Psychometric theory* . 3rd Edition. New York: McGraw –Hill
- 3) Cohen, R.J. & Swerlik, M.E. (2002). *Psychological Testing and Assessment*. (5th edition). Boston: McGraw Hill.
- 4) Anastasi, A., & Urbina, S. (1997) *Psychological Testing* (7th Edition). New Delhi: Prentice Hall of India Pvt. Ltd
- 5) Gould, S, J. (1996). *The Mismeasure of Man*. Norton & co
- 6) Cohen, R. J. , Swerdilk,M.E. & Kumthekar, M.M.(2014)*Psychological Testing and Assessment: An Introduction to Tests and Measurement* . Mc Graw Hill India

SEMESTER IV

PMP 401: Neuropsychology (Clinical Specialization)				
	L	T	P	Cr
	3	1	0	3.5
<p>Course Objective: This course provides an in-depth exploration of the principles and methods of neuropsychological assessment, including the study of brain anatomy and function, cognitive and emotional processes, and the impact of brain damage and disease on behaviour. Students will develop a comprehensive understanding of the complex nature of brain-behaviour relationships and the practical applications of neuropsychology in clinical and research settings. Through lectures, discussions, and hands-on activities, students will gain a solid foundation in the key concepts and techniques of neuropsychology</p>				
<p>Syllabus</p> <p>Development of Neuropsychology: Assumptions; Methods; Functional Modularity; Anatomical & Functional Architecture</p> <p>Organization of the Nervous system: Brain and Spinal Cord</p> <p>Organization of the Cortex: Structure and Function of Lobes; Hemispheres and Related Structures</p> <p>Cerebral Asymmetry: Variations in Cerebral Asymmetry; Localization and Specialization of Brain Functions</p> <p>Neurological Disorders: Vascular Disorders; Traumatic Head Injury; Epilepsies; Tumours; Degenerative Disorders; Prion Disease</p> <p>Abnormal Lobular Functions: Frontal Lobe Syndrome; Temporal Lobe Syndrome; Parietal and Occipital Lobe Syndrome</p> <p>Neuropsychology of Language: The Lateralization of Language; Varieties of Aphasia; Anatomical Structures; The Forms of Aphasia</p> <p>Degenerative Diseases and Profound Brain Injury: Multiple Sclerosis; Parkinson's Disease; Huntington's Disease; Dementias</p>				
<p>Laboratory Work: None</p>				
<p>Course Learning Objectives (CLO)</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1) To develop an understanding of the relationship between brain and behaviour 				

- 2) To gain knowledge of basic brain anatomy and function
- 3) To understand the impact of brain damage and disease on behaviour
- 4) To develop an appreciation for the importance of Neuropsychology in clinical and research settings

Recommended Books:

- 1) Kolb, B., & Whishaw, I. Q. (2014). An Introduction to Brain and Behavior (4th ed.). Worth Publishers.
- 2) Golden, C. J. (2013). Clinical Neurology (8th ed.). Thieme Publishers.
- 3) Kelly G. Lambert (2017). Biological Psychology. Oxford University Press

PMP 403: Adolescent Marriage and Family Counseling (Counseling Specialization)

L	T	P	Cr
3	1	0	3.5

Course Objective: The basic objective of this course is to explore the process of family counseling from the initial session to the final termination of services and to gain a greater understanding of the counseling theories and methodology as they apply to marital and family counseling.

Syllabus

Foundations of Family Counseling: Nature, Historical Background, Scope and Theoretical Approaches to Family and Marriage Counseling, The fundamental concepts of Family Therapy: Cybernetics, Systems Theory, Social Constructionism and Attachment theory, Professional and Ethical Issues in Family and Marriage Counseling

Family across a Life Span: Stages of family life cycle: Launching stage, Middle aged adult, Retirement, Marital, Couple, and Family Life Cycle Dynamics: Healthy family functioning; family structures and Development in a Multicultural Society; Family of Origin and Intergenerational influences; Cultural Heritage, Socioeconomic Status, and Belief Systems Recent Developments- Post Modernism, Feminist Critique, Solution Focused Therapy, Narrative Therapy; Domestic Violence

Child and Adolescent Counseling: Special Problems of Children and Adolescents: Child Abuse and Neglect, Depression, Antisocial Behaviour, Drug Abuse, Sexual Deviance, Delinquency; Special Counselling Approaches: Play Therapy and Conflict Resolution, Premarital Counseling

Assessment in Marriage and Family Counseling: Applications of Assessment: Treatment Planning, Evaluation and Accountability; Assessment with special populations; Ethical and Legal Issues in Assessment; Technological Applications and Future Trends

Individual Skills in Family and Marriage Counseling: Introduction Basic Communication Skills: Attending Behavior; Questions; Observation Skills; Reflection of Content; Reflection of Feeling, Integrating Listening skills.

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) Understand the process of family counseling.
- 2) Assessment techniques for marriage and family counseling
- 3) Apply different counseling theories to marital and family counseling

4) Compare and contrast various approaches to family counseling

5) To develop an appreciation for the importance of Neuropsychology in clinical and research settings

Recommended Books:

1. Whiston, S.C (1999). Principles ad applications of assessment in counseling, Wadsworth, Belmont. Brooks- Clole
2. Ivey, Allen E. & Ivey, Mary B. (2007). Intentional Interviewing and Counseling. Thomson: Brooks/Cole.
3. Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole.
4. Nelson-Jones, Richard (2008). Basic Counseling Skills: A Helper's Manual. New Delhi:Sage Publications.

PMP 405: Personnel Psychology (I/O Specialization)

L	T	P	Cr
3	1	0	3.5

Course Objective: This course is designed to expose the students to the exciting world of personnel and industrial psychology. The field is a large and active part of psychology that includes research and applications in human resources, job analysis, performance evaluation, employee selection, training, and much more. At the end of the course, students will have a greater appreciation and understanding of how psychology has contributed to the world of work and helped create more productive and satisfying organizations. The focus of this course is to introduce students to current topics, and advances and innovations in personnel psychology.

Syllabus

Introduction to Personnel Psychology: Selection and Strategic human resource management; Collecting and Evaluating Information Developing a selection program; current issues in selection

Work-Related Attitudes: Job Satisfaction, Organizational Commitment, Organizational Justice, Psychological Contract

Employee Behaviour: Productive Behaviour – Job Involvement, Job Performance, Organizational Citizenship Behaviour, Innovation and Adaptability; Counterproductive Behaviour – Absenteeism, Turnover, Lack of Organizational Citizenship Behaviours

Personnel Selection I: Job Analysis – Writing Job Description, Various Methods of Conducting Job Analysis; Job Evaluation

Personnel Selection II : Recruitment – Internal and External; Predicting Performance, Selection Methods – Pre-employment Tests, Interviews, Assessment Centres, Reference Check

Personnel Selection III : Psychological Assessments – Developing and Validating

Organizational Learning: Training and Development; Methods of Training

Performance Management: Performance Appraisal – Sources, Assessments, Feedback

Work-Life Balance: Balancing Work and Nonwork Demands; Antecedents and Consequences of Work-Family Conflict; Transitioning Into and Out of Work

Occupational Health: Mental Health; Work Stress; Work-Family Conflict; Work Schedules

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) Demonstrate a basic understanding and familiarity with core concepts and principles, and advances and innovations in personnel selection
- 2) Understand personnel psychology as a scientific discipline and how it attempts to describe, understand, predict, and control work-related behaviour and is different from personal opinion.
- 3) Identify the applications of personnel psychology and the use of psychological tests and measurements.
- 4) Apply this knowledge and understanding as a solid foundation for graduate or professional study in industrial/organizational psychology, and/or human resource management, recruitment, selection, and assessment procedures for practical applications

Recommended Books:

- 1) Aamodt, M. G. (2015). Industrial/organizational psychology: An applied approach. Cengage Learning.
- 2) Jex, S. M., & Britt, T. W. (2014). Organizational psychology: A scientist-practitioner approach. John Wiley & Sons.
- 3) Muchinsky, P. M. (2000). Psychology applied to work: An introduction to industrial and organizational psychology. Wadsworth/Thomson Learning.
- 4) Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). Organizational Behavior: An Evidence-Based Approach Fourteenth Edition. IAP.
- 5) Levy, P. (2016) Industrial/Organizational Psychology: Understanding the Workplace by Paul Levy, 5th Edition

PMP 402: Cognitive Behaviour Therapy (Clinical Specialization)

L	T	P	Cr
3	1	0	3.5

Course Objective: The basic objective of this course is to develop an understanding of basic behavioral concepts including schedules of reinforcement as well as reinforcement and punishment paradigms and gain the ability to conduct a behavioral assessment interview including the use of Arnold Lazarus’s BASIC-ID model. Students should be able to develop an understanding of the behavioral approach to the therapeutic relationship and learn the cognitive-behavioral theories of Aaron T. Beck and Albert Ellis. and to understand the concept of depressogenic and anxiogenic thoughts

Syllabus

Cognitive Behavior Therapy (CBT): Basic Concepts: Cognitive Conceptualization, The Cognitive Model, Identifying Automatic Thoughts, Identifying Core Beliefs and Emotions; BASIC ID; Stages of Change; Motivational Interviewing; Beck’s CBT & Ellis ’REBT; Cognitive Interventions; Behavioral Interventions

CBT Process: Assessment and Formulation: Therapeutic Stages; Case Formulations, Termination; Therapeutic Relationship

CBT and REBT Applications: CBT with Anxiety Disorders: Anxiety, Phobias, OCD; Treatment of Depression; CBT with children and adolescents: Behaviour analysis; Behavior Modification; CBT for Eating Disorders; CBT with Personality Disorder; MBCT

Interface Issues: Obstacles to treatment: Homework, Culturally Responsive CBT, Treatment Planning, Relapse Prevention

Dialectical Behavior Therapy: Clinical Hypnotherapy

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) Comprehend the basic behavioral concepts including reinforcement and punishment paradigms.
- 2) Differentiate between Depressive and anxious thought processes.
- 3) Apply behavioral approach to the therapeutic relationship.
- 4) Apply cognitive intervention strategies in various cognitive distortion

Recommended Books:

- 1) Beck, J.S.(2011). *Cognitive Behavior Therapy*, Second Edition: Basics and Beyond. N.Y.:Guilford Press
- 2) Wright, J. H., Basco, M. R., & Thase, M. E. (2006). *Learning cognitive-behavior therapy: An illustrated guide*. Washington, D.C.: American Psychiatric Publishing, Inc
- 3) Barlow, D. (Ed.) (2008), *Clinical handbook of psychological disorders* (4th edition). New York: Guilford Publications

PMP 404: Educational and Vocational Counseling (Counseling Specialization)				
	L	T	P	Cr
	3	1	0	3.5
<p>Course Objective: The basic objective of this course is to provide foundation on Educational Counseling and Assessment. To help students develop counseling skills on dealing with behavioral problems of school children and provide an understanding on career issues so that they can offer skills on educational assessment and on different intervention strategies</p>				
<p>Syllabus</p> <p>Definition, Need and Scope of educational counseling, Need and scope for vocational counseling, Specific issues in educational, Vocational setting Historical background</p> <p>Theoretical Models: Vocational guidance models, Parson’s model, Brewer’s model, Jones and Myers, Proctor’s Model, Strang’s Model; Methenson’s model, Sholen’s Model, Chapman’s Model, Advances in theory of career development</p> <p>Career guidance and counseling: Meaning, definition and nature of career counseling, Career Counseling with College Students, Career Counseling for adults, Career counseling for women, Ethics of career counseling, Parent counseling</p> <p>Career Development: Super’s model of childhood career development, Howard and Walsch’s model of vocational reasoning, Career maturity and vocational identity, Adult career development, Relational approaches to career development</p> <p>Practical Integration: Counseling for Pre-retirement, Retirement, Post-Retirement</p>				
<p>Laboratory Work: None</p>				
<p>Course Learning Objectives (CLO)</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1) Comprehend basics of educational and vocational counseling 2) Analyze career related issues and assessment 3) Apply counseling skills on different intervention strategies 4) Examine history and development in the practice of educational and vocational counselling 				
<p>Recommended Books:</p> <ol style="list-style-type: none"> 1) Asch M (2000) <i>Principles of guidance and counseling</i> 1st ed New Delhi: Sarup & Son 2) Corey, G., Nicholas, L. J., & Bawa, U. (2017). Theory and practice of counseling and psychotherapy (2nd SA ed.). Croatia: Zrinski DD Cengage Learning. 3) Walsh, W. B., Savickas, M. L., & Hartung, P. (Eds.). (2005). <i>Handbook of vocational psychology</i>. Routledge. 				

PMP 406: Occupational Health Psychology (I/O Specialization)

L	T	P	Cr
3	1	0	3.5

Course Objective: The subject field includes different theories and theoretical models to understand the relationship between work and health. Different biopsychosocial factors will be emphasized in the understanding of mental and physical health. Occupational health will be presented from a treatment, prevention and promotion perspective. Relevant topics are: psychosocial work environment, stress and coping, quality of life, burnout, emotions, positive occupational health psychology, work engagement, job satisfaction, work/family-balance, exclusion/inclusion from work life, sickness presenteeism, and sickness absenteeism.

Syllabus

Work Related Stress: Theories of Stress: Early Stimulus Based, Early Response Based, Contemporary Interactionist, Transactional Stress Theory; Limitations; Future Development of Theories; Societal Needs

Work, Organization and Health: Workplace Psychosocial Stressors: Work Demands, Working Hours, Job Control, Social Support, Work Family Conflict, Role Changes, Antisocial Behaviours; Special Group of Workers: Police Work, Female Workers

Interventions to Promote Wellbeing at Work: Levels of Interventions: Primary, Secondary, Tertiary; Designing and Implementing Interventions; Evaluating Interventions: Effect, Process

Psychosocial Risk Management: Risk Management Approach; Policy and Risk Management; Psychosocial Risk Management Model; Best Practices

Workplace Health Management: Health; Health Promotion at Work; Planning, Evaluating and Implementing

Positive Occupational Health Psychology: From Burnout to Engagement; Job Demands and Resources; Salience of Job Resources; Designing Jobs to Good; Psychological Capital; Job Crafting; Positive Spillover; Positive Interventions

Physical Work Environment: Environment Behaviour Relationship; Stress and Physical Work Environment; Open Plan Office; Windows in the Workplace; Workplace Noise

Corporate Culture and Wellbeing: Key Issues and Definitions; Corporate Social Responsibility; Corporate Culture and Health Management; Case Studies

Laboratory Work: None

Course Learning Objectives (CLO)

The students will be able to:

- 1) To characterise and to apply specific models and theoretical frameworks of health psychology in occupational settings and themes.
- 2) To analyse, to integrate and to apply Psychology of health scientific information contextualised in action and occupational domain.
- 3) To apply, with good reason, methods and psychological assessment techniques in issues of occupational health.
- 4) To apply strategies and to develop intervention programs on issues of occupational health.

Recommended Books:

- 1) Cooper, C., Quick, J. & Schabracq M. (Eds.) (2009). International handbook of work and health Psychology. Wiley-Blackwell
- 2) Houdmont, J., Leka, S. & Sinclair R. (Eds.) (2012). Contemporary issues in Occupational Health Psychology: Global perspectives on research and practice. Wiley-Blackwell.
- 3) Perrewé, P. & Ganster, D. (Eds.) (2006). Research in occupational stress and well-being - Employee health, coping and methodologies. Elsevier.