SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: **Psychology**

Programme Code: SBAPSY

T.Y.B.A

2020 – 2021

(Choice Based Credit System with effect from the year 2018-19)

Programme Outline : TYBA (SEMESTER V)

Course Code	Unit No	Name of the Unit	Credits
SBAPSY501		PSYCHOLOGICAL TESTING AND STATISTICS	4
	1	Introduction to Psychological Tests and their uses	
	2	Reliability & Validity	
	3	Types of scores, Types of scales, Frequency Distribution, and Graphic representations	
	4	Measures of central tendency	
SBAPSY502		ABNORMAL PSYCHOLOGY	4
	1	Understanding Abnormal behaviour, Diagnosis, Treatment, and Assessment	
	2	Theoretical Perspectives	
	3	Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders	
	4	Depressive and Bipolar Disorders	
SBAPSY503		INDUSTRIAL-ORGANISATIONAL PSYCHOLOGY	3.5
	1	Job Analysis	
	2	Performance Appraisal	
	3	Assessment Methods for Selection and Placement	
	4	Training	
SBAPSY504		COGNITIVE PSYCHOLOGY	4
	1	Perception: Recognizing Patterns and Objects	
	2	Attention: Deploying Cognitive Resources	
	3	Working Memory: Forming and Using New Memory Traces	
	4	Retrieving Memories from Long-Term Storage	
SBAPSY505		PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING	4
	1	Basics of Experimentation and Statistics in Psychological Research	
	2	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	
	3	Two Exercises in Psychological Testing	
	4	One Computer-based Experiment (Coglab)	
SBAPSY506		COUNSELLING PSYCHOLOGY	3.5
	1	Personal, Professional, and Ethical Aspects of Counselling	
	2	Counselling in Multicultural Society and with Diverse Populations	
	3	Building a Counselling Relationship	
	4	Working in a Counselling Relationship	

Programme Outline : TYBA (SEMESTER VI)

Course Code	Unit No	Name of the Unit	Credits
SBAPSY601		PSYCHOLOGICAL TESTING AND STATISTICS	4
	1	Test Development	
	2	Educational and Neuropsychological Assessment	
	3	Measures of Variability, Percentiles, and Percentile Ranks & Probability, Normal Probability Curve, and Standard scores	
	4	Correlation	
SBAPSY602		ABNORMAL PSYCHOLOGY	4
	1	Schizophrenia Spectrum and other Psychotic Disorders	
	2	Personality Disorders	
	3	Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria	
	4	Dissociative & Somatic symptoms	
SBAPSY603		INDUSTRIAL-ORGANISATIONAL PSYCHOLOGY	3.5
	1	Theories of Employee Motivation	
	2	Feelings about Work: Job Attitudes and Emotions; Productive and Counterproductive Work Behaviour	
	3	Leadership and Power in Organizations	
	4	Organizational Development and Theory	
SBAPSY604		COGNITIVE PSYCHOLOGY	4
	1	Knowledge Representation: Storing and Organizing Information in Long-Term Memory	
	2	Visual Imagery and Spatial Cognition	
	3	Thinking and Problem Solving	
	4	Reasoning and Decision Making	
SBAPSY605		PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING	4
		Basics of Experimentation and Statistics in Psychological Research	
		Practice Exercises in Methodology and Statistics	
		Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	
		Two Exercises in Psychological Testing	
		One Computer-based Experiment (Coglab)	
SBAPSY606		COUNSELLING PSYCHOLOGY	3.5
	1	Testing, Assessment, Diagnosis in Counselling; Closing Counselling Relationships	
	2	Psychoanalytic, Adlerian, and Humanistic Theories of Counselling	
	3	Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counselling	
	4	Groups in Counselling and Current trends in Counselling	

Preamble:

Psychology is the study of the human mind and the cognitive processes that underpin behaviour. The study of psychology is based on research and evidence gathered through observation, measurement, and experimentation. The discipline focusses on describing, understanding, explaining, predicting, and modifying behaviour and mental processes. The aim is to help people understand themselves and others so that they can bring about change and improve the quality of life for themselves and those around them.

The B.A. Psychology programme focusses on exposing students to the core tenets of Psychology, accentuating the significance of interpersonal skills, and fostering within its researchers and practitioners, a scientific temper. The course has been designed to also generate awareness about mental health issues and inculcate, among students, a sensitive approach to psychosocial issues. The programme has been developed to ensure a mix of academic rigour with an exposure to real-world issues and the Department of Psychology has been organising conferences, seminars, guest lectures, and film screenings to further the learning process of students.

Psychology is one of the fastest-growing disciplines with developments in information technology, artificial intelligence, brain imaging, molecular biology, and neuroscience making it multidisciplinary, challenging, and exciting. The programme fosters empathy, critical thinking, and research skills among students, enabling them to pursue careers in mental health care, academia and research, human resources, rehabilitation, media, law, special education, neuropsychology etc.

PROGRAMME OBJECTIVES

PO 1	To understand the basic concepts of psychology.
PO 2	To create an exposure and knowledge of the discipline of psychology with a variety of papers from different fields of psychology.
PO 3	To stimulate an interest in psychology by highlighting the relevance and applications of Psychology in everyday life.
PO 4	To expose students to the theories and research in various fields of psychology.
PO 5	To generate an awareness of and a critical understanding of various ethical considerations within the field of psychology.

PROGRAMME SPECIFIC OUTCOMES

PSO 1	**Knowledge**: Recall and understand the basic concepts, theories and principles within the field of psychology.
PSO 2	**Women's issues/Human rights issues**: Evaluate and examine different perspectives of psychological reality and to generate more humane and sensitive alternatives.
PSO 3	**Research Competencies**: Understand, develop and apply principles and skills of experimentation and research in various domains of psychology. To explore and hone research skills.
PSO 4	**Critical thinking /Practical Applications**: use their knowledge of psychology to analyze and evaluate information in their environment and be aware of biases and assumptions. To recognise and acknowledge various viewpoints and perspectives

SEMESTER V

NAME OF THE COURSE	PSYCHOLOGICAL TESTING AND STATISTICS	
CLASS	TYBA	
COURSE CODE	SBAPSY501	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Students will develop a strong foundation for an advanced Course in Psychological Testing, Assessment, and Statistics.
CO 2.	Students will become aware of psychological assessment's various steps and elements.
CO 3.	Students will understand the need for statistical tools and procedures and gain practical experience in calculating certain statistical measures.

COURSE LEARNING OUTCOMES

CLO 1.	Describe and define systematically the various elements of a psychological assessment as well as the steps involved in the same.
CLO 2.	Explain and justify the usage of reliability and validity in psychological assessment.
CLO 3.	Calculate and utilise certain descriptive and inferential statistical tools of measurement.
CLO 4.	Gain knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications, and methods of calculation

UNIT 1	Introduction to Psychological Tests and their uses (15 LECTURES)
1.1	Psychological tests and their uses
1.2	Norms
1.3	Essentials of score interpretation
UNIT 2	Reliability & Validity (15 LECTURES)
2.1	Basic concepts
2.2	Types
2.3	Practical uses
UNIT 3	Types of scores, Types of scales, Frequency Distribution, and Graphic representations (15 LECTURES)
3.1	Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval, and ratio scales of measurement
3.2	Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages
3.3	Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, a polygon of smoothed frequencies
UNIT 4	Measures of Central Tendency (15 LECTURES)
4.1	Calculation of mean, median, and mode of a frequency distribution; The assumed mean method for calculating the mean
4.2	Comparison of measures of central tendency: Merits, limitations, and uses of mean, median, and mode

BOOKS FOR STUDY:

- Anastasi, A. & Urbina, S. (2017). *Psychological Testing.* (7th Ed.). Pearson Education, Indian reprint 2002
- Gregory, R. J. (2018). *Psychological Testing: History, Principles, and Applications*. (7 th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India Pvt Ltd, New Delhi
- Cohen, J. R., Swerdlick, M. E., & Sturman, E. D. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement.* (9th ed.). New York. McGraw-Hill International Edition. (Indian reprint 2015)

OTHER REFERENCES:

- Aiken, L. R., & Groth-Marnat, G. (2006*). Psychological Testing and Assessment.* (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi

- Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology.* (4th ed.). Pearson Education, Indian reprint 2007
- Cohen, J. R., Swerdlick, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An Introduction to Tests and Measurement.* (7th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., the Indian adaptation
- Hoffman, E. (2002). *Psychological Testing at Work.* New Delhi: Tata McGraw-Hill
- Hogan, T. P. (2015). *Psychological Testing: A Practical introduction.* (3rd ed.). John Wiley & Sons, New Jersey
- Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing.* (2nd ed.). Boston: Pearson Education
- Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications, and Issues.* (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
- Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation.* New
  Delhi: Vistara (Sage) publications
- Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach.* (4th ed.). Sage publications
- Urbina, S. (2014). *Essentials of Psychological Testing.* (2nd ed.). John Wiley & Sons, New Jersey

NAME OF THE COURSE	ABNORMAL PSYCHOLOGY	
CLASS	TYBA	
COURSE CODE	SBAPSY502	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Introducing students to the world of mental health disorders with respect to its underlying causes, representation, symptomatology, manifestations, and related interventions.
CO 2.	Sensitizing students to the mental health field by deconstructing stigma around

	the same and normalizing the notion of how mental illnesses are also a part and parcel of one's life.
CO 3.	Placing an emphasis on being mindful when consuming and relaying information regarding mental health as well as fostering the habit of avoiding the use of mental health disorders as adjectives.
CO 4.	Make the students aware to not condone labelling and/or equating individuals to their mental health issues i.e., promoting the idea that the person is more than their problem.

COURSE LEARNING OUTCOMES

CLO 1.	Students will be able to identify and categorize various groups of disorders, with distinctly being able to classify them according to their individualistic representations.
CLO 2.	Students will be able to chart out the disorders from a biopsychosocial perspective, tapping upon the biological, psychological as well as socio-cultural factors leading to a disorder.
CLO 3.	Students will be aware of how these disorders can manifest in real-life situations. Hence, they will be alert and available in case their assistance is required.
CLO 4.	Most importantly, students will also be able to engage in timely introspection and will be sensitized enough to seek professional help (therapy & counselling) either for their near and dear ones or for themselves without any reservations, whenever needed.
CLO 5.	Students will also have an opportunity to explore and delve into whether they seek a future career within the field of Abnormal Psychology.

UNIT 1	Understanding Abnormal behavior, Diagnosis, Treatment, and Assessment (15 LECTURES)
1.1	What is Abnormal Behaviour? The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behavior, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history –spiritual, humanitarian, and scientific approaches; what's new in the DSM-5 – definition of a mental disorder

1.2	Psychological disorder: experiences of client and clinician; the diagnostic process, DSM-5, additional information, culture-bound syndromes
1.3	Characteristics of psychological assessment; clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging
UNIT 2	Theoretical Perspectives (15 LECTURES)
2.1	Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic, Behavioral perspectives
2.2	Cognitive, Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach
UNIT 3	Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders (15 LECTURES)
3.1	Anxiety disorders
3.2	Obsessive-compulsive and related disorders
3.3	Trauma- and Stressor-related Disorders; the biopsychosocial perspective
UNIT 4	Depressive and Bipolar Disorders (15 LECTURES)
4.1	Depressive disorders; disorders involving alterations in mood
4.2	Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives
4.3	Suicide; depressive and bipolar disorders: the biopsychosocial perspective

BOOK FOR STUDY:
- Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders.* (7th ed.). McGraw-Hill (Indian reprint)
- Ray, W.J. & Sovani A (2015). *Abnormal Psychology: Neuroscience perspectives on human behaviour and experience*. Sage Publications, USA South Asian adaptation

BOOKS FOR REFERENCE:
- Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach.* (4th ed.). New Delhi: Wadsworth Cengage Learning
- Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology.* New Jersey: Pearson Prentice Hall
- Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook.* Open University Press
- Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology.* (16th ed.). Pearson education
- Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to Clinical Psychology: Science, practice, and ethics.* New Delhi, Pearson Education, Indian reprint 2007

- Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology.* (12 th ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2014). *Abnormal Psychology.* (6 th ed.). New York: McGraw-Hill.
- Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology.* 6 th ed., New Jersey: Pearson Prentice Hall

NAME OF THE COURSE	INDUSTRIAL-ORGANISATIONAL PSYCHOLOGY	
CLASS	TYBA	
COURSE CODE	SBAPSY503	
NUMBER OF CREDITS	3.5	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	48	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To enable students to understand the role of I/O psychology in the workplace.
CO 2.	To help students develop an understanding of basic concepts and practices in the field of industrial and organisational psychology.
CO 3.	To be able to bridge theory and practice in real-life situations.

COURSE LEARNING OUTCOMES

CLO 1.	Students will demonstrate an awareness of the role of I/O psychologists in the workplace, and critically evaluate the methods used in the field.
CLO 2.	Students will develop the ability to apply theoretical concepts to design programs to solve workplace-related problems.
CLO 3.	Students will develop the capacity to formulate hypotheses and conduct research on topics relevant to the workplace.

UNIT 1	Job Analysis (12 LECTURES)
1.1	What is job analysis? Purposes of job analysis; How job analysis information is collected
1.2	Methods of job analysis; Reliability and validity of job analysis information; Job evaluation
UNIT 2	Performance Appraisal (12 LECTURES)
2.1	Why do we appraise employees? Performance criteria
2.2	Objective and subjective methods for assessing job performance; the impact of technology on performance appraisal; legal issues in performance appraisal
UNIT 3	Assessment Methods for Selection and Placement (12 LECTURES)
3.1	Job-Related characteristics.
3.2	Characteristics of psychological tests
3.3	Ability Tests, Knowledge, and Skills, Personality Tests, Emotional Intelligence Tests, Integrity Tests, Vocational Interest Tests, Drug Testing
3.4	Other Methods: Biographical Information, Interviews, Work Samples, Assessment Centres, Electronic Assessment
UNIT 4	Training (12 LECTURES)
4.1	Needs assessment, objectives, training design
4.2	Delivery and evaluation of a training program

BOOKS FOR STUDY:

- Spector, P. E. (2012). Industrial and Organizational Psychology: Research and Practice. Singapore: John Wiley & Sons Pvt Ltd. (Indian reprint 2015)

REFERENCES:

- Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology.* (4th ed). Wadsworth/ Thomson Learning
- Aswathappa, K. (2005). *Human Resource and Personnel Management – Text and Cases,* 4th ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Dessler, G., & Verkkey, B. (2009). *Human Resource Management.* 11th ed., Pearson Education, Dorling Kindersley India, New Delhi
- French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). *Organization Development: Behavioural science interventions for organization improvement.* 6th ed., Pearson Education, Dorling Kindersley India, New Delhi
- Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach* 2nd ed., Pearson Education, 6th Indian reprint 2004
- Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today.* (10th ed.). Pearson Prentice Hall

- Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Singh, D. (2006). *Emotional intelligence at work: A professional guide.* 3rd ed., New Delhi, Sage publications
- Sinha, J. B. P. (2008). *Culture and Organisational Behaviour.* New Delhi, Sage publications.
- Landy, F. J., & Conte, J. M. (2013). *Work In The 21st Century: An Introduction to Industrial and Organizational Psychology,* 4th Edition, John Wiley & sons, USA (Indian reprint 2015)

NAME OF THE COURSE	COGNITIVE PSYCHOLOGY	
CLASS	TYBA	
COURSE CODE	SBAPSY504	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Exposure to the realm of one of the most technical as well as functional branches of psychology - Cognitive Psychology where students will be nurtured to be aware of how their brain and cognition work in tandem.
CO 2.	Highlight the relevance as well as the generalizability of theories to various cognitive processes as well as the occurrence in real-life situations.
CO 3.	Sharing and discussing various experiments mainly having ecological validity that would encourage understanding of difficult, abstract concepts.

COURSE LEARNING OUTCOMES

CLO 1.	Students will be aware of the various cognitive processes that occur on a daily basis, within their lives.
CLO 2.	Students will be able to map out these cognitive processes to real-life examples, drawing connections between theory and practicality.
CLO 3.	Students will be able to know and acknowledge the essence of cognitive psychology across various other disciplines of psychology.

UNIT 1	Perception: Recognizing Patterns and Objects (15 LECTURES)
1.1	Gestalt approaches to perception
1.2	Bottom-up processes and Top-down processes
1.3	Direct perception; Disruptions of perception: visual agnosia
UNIT 2	Attention: Deploying Cognitive Resources (15 LECTURES)
2.1	Selective Attention; Neural Underpinnings of Attention
2.2	Automaticity and the effects of practice
2.3	Divided Attention
UNIT 3	Working Memory: Forming and Using New Memory Traces (15 LECTURES)
3.1	Traditional Approaches to the study of memory; Working Memory
3.2	Executive Functioning
3.3	Neurological studies of memory processes
UNIT 4	Retrieving Memories from Long-Term Storage (15 LECTURES)
4.1	Aspects and Subdivisions of Long-Term Memory
4.2	The Levels-of-Processing view
4.3	The reconstructive nature of memory; Amnesia

REFERENCES:

● Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5 th Ed.). Sage Publications (Indian reprint 2015)

BOOKS FOR REFERENCES:
● Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5 th ed), Prentice-Hall, Pearson education
● Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Wadsworth New Delhi: Cengage Learning
● Goldstein, E. B. (2007). *Psychology of sensation and perception.* New Delhi: Cengage learning India, Indian reprint 2008
● Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
● Matlin, M.W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books Pvt. Ltd.
● Matlin, M.W. (2013). *Cognitive Psychology*, 8th ed., International student version, John Wiley & sons
● Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
● Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India Pvt Ltd.

● Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science.* Volume 1, New Delhi, Sage publications

NAME OF THE COURSE	PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING	
CLASS	TYBA	
COURSE CODE	SBAPSY505	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To introduce the students to Experimentation through exposure to and experience of experimental designs, methodology, and conduct of experiments, statistical analysis, interpretation, and discussion of data.
CO 2.	To introduce the students to Psychological Testing: administration, scoring, and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing
CO 3.	To familiarize the students with computer-based experiments (Coglab) and sensitize them to aspects of control, the precision of exposure, and measurement

COURSE LEARNING OUTCOMES:

CLO 1.	Students will understand the nuances of scientific experimentation
CLO 2.	Students will learn to administer and interpret tests
CLO 3.	Students will understand how to manage external variables that can affect a study

UNIT 1	Basics of Experimentation and Statistics in Psychological Research (15 LECTURES)
1.1	The distinction between descriptive statistics and inferential statistics; sampling methods, types of variables, conceptual and operational definition of variables; Experimental designs; Randomization and counterbalancing; null and alternative hypotheses, directional and non-directional hypotheses
1.2	Identification of the research question, variables in studies, writing of various types of hypotheses, understanding of the relationship between the research question and the directionality of the hypothesis and understanding the role of extraneous variables on interpretation and listing the same in studies, sampling error, significant difference, rejection of the null hypothesis, one-tailed vs. two-tailed tests, Type I and Type II decision errors
1.3	Application of inferential statistics - The t-test - Significance of difference between 2 means as applied to Repeated measures designs and Randomized group designs;
1.4	Use of Excel or SPSS: data entry and basic statistical procedures; Correlation
1.5	Report writing: APA style for research reports
1.6	Report writing: APA style for research reports
UNIT 2	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analyzed using appropriate inferential statistics
UNIT 3	Two Exercises in Psychological Testing
UNIT 4	One Computer-based Experiment (Coglab)

REFERENCES:

- Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
- Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002
- Carver, R. H., & Nash, J. G. (2009). Data Analysis with SPSS version 16. Brooks/Cole, Cengage Learning, first Indian reprint 2009
- Cohen, B. H. (2013). Explaining Psychological Statistics (4th ed.). New Jersey. John Wiley & sons
- Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)

- Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) Research Methods in Psychology. (6th ed.). Brooks/Cole, Thomson Learning
- Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, International student edition
- Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind
- Guilford, J. P. (1954). Psychometric Methods (2nd ed.). New York: McGraw-Hill
- Guilford, J.P. Fruchter, B. (1973). Fundamental statistics in psychology and education. (5th ed.) New York : McGraw-Hill

NAME OF THE COURSE	COUNSELLING PSYCHOLOGY	
CLASS	TYBA	
COURSE CODE	SBAPSY506	
NUMBER OF CREDITS	3.5	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	48	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Students are introduced to the distinct field of counselling, and familiarise themselves with the characteristics and standards of an effective counsellor.
CO 2.	Students will be made aware of the ethical standards they must maintain as potential mental health practitioners.
CO 3.	Students will gain an understanding of cultural influences on the process of counselling.
CO 4.	Various counselling theories, techniques and skills will be discussed with the students to increase their interest in the field and lay a foundation for their further training as psychological therapists.

COURSE LEARNING OUTCOMES

CLO 1.	Define and describe counselling and the characteristics of an effective counsellor.
CLO 2.	Discuss the ethical standards set by the ACA and apply this understanding to hypothetical and real-life situations.
CLO 3.	Demonstrate an understanding of how to work with certain cultures and populations with a high degree of sensitivity.
CLO 4.	Describe and demonstrate a detailed understanding of the various stages of counselling.
CLO 5.	Identify and analyse an individual's problems through the lens of various psychotherapeutic frameworks.
CLO 6.	At least on a theoretical level, gain some understanding regarding counselling groups of people.

UNIT 1	Personal, Professional, and Ethical Aspects of Counselling (12 LECTURES)
1.1	Meaning of 'Profession', 'Counselling', 'Guidance' and 'Psychotherapy': The personality and background of the counsellor – negative motivators, personal qualities, maintaining effectiveness; The 3 levels of helping relationships; Attribution and systematic framework of the counsellor – attributes, systems of counselling; Engaging in professional counselling-related activities – continuing education, supervision, advocacy, and social justice, portfolios
1.2	Definitions of Ethics, Morality, and Law; ethics and counselling; professional codes of ethics and standards; making ethical decisions; educating counsellors in ethical decision making; ethics in specific counselling situations; multiple relationships; working with counsellors who may act unethically
UNIT 2	Counselling in Multicultural Society and with Diverse Populations (12 LECTURES)
2.1	Counselling across culture and ethnicity; defining culture and multicultural counselling; history of multicultural counselling; difficulties and issues in multicultural counselling; international counselling
2.2	Counselling aged populations; gender-based counselling; counselling and sexual orientation; counselling and spirituality
UNIT 3	Building a Counselling Relationship (12 LECTURES)
3.1	The six factors that influence the counselling process
3.2	Types of initial interviews; conducting the initial interview
3.3	Exploration and the identification of goals
UNIT 4	Working in a Counselling relationship (12 LECTURES)
4.1	Various counsellor skills in the understanding and action phases

4.2	Transference and counter-transference; the real relationship

BOOKS FOR STUDY:

- Gladding, S. T. (2018). *Counseling: A Comprehensive Profession.* (8th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India Pvt Ltd.

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- Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook.* New Delhi: Tata McGraw-Hill
- Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions. (*4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India Pvt Ltd.
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- Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
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- Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioral interventions.* Thomson Brooks/Cole
- Dryden, W., & Reeves, A. (Eds). (2008). *Key Issues for Counselling in Action.* 2nd ed. London: Sage publications
- Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention.* First Indian reprint 2009 by Cengage Learning India
- Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance.* 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research.* Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi

SEMESTER 6

NAME OF THE COURSE	PSYCHOLOGICAL TESTING AND STATISTICS	
CLASS	TYBA	
COURSE CODE	SBAPSY601	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL	SEMESTER END

	ASSESSMENT	EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Students will critically examine and explore the nature, uses, technical features and process of construction of psychological tests.
CO 2.	Students will be introduced to the types of tests used for various populations and concerns/objectives
CO 3.	Students will be trained to compute data using various statistical methods

COURSE LEARNING OUTCOMES

CLO 1.	Comprehensively understand the steps and processes by which the standardised and custom-made tests are created
CLO 2.	Analyse the situational applicability of commonly used tests for various purposes and populations
CLO 3.	Compute and interpret data using various methods

UNIT 1	Test Development (15 LECTURES)
1.1	Test conceptualization and Test construction
1.2	Test tryout and Item analysis
1.3	Test revision
UNIT 2	Educational and Neuropsychological Assessment (15 LECTURES)
2.1	Test for special populations
2.2	Neuropsychological assessment
2.3	Measurement of interest and attitude
UNIT 3	Measures of Variability, Percentiles, and Percentile Ranks & Probability, Normal Probability Curve, and Standard scores (15 LECTURES)
3.1	Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation, and Standard Deviation
3.2	Comparison of 4 measures of variability: Merits, limitations, and uses
3.3	Percentiles – nature, merits, limitations, and uses; Calculation of Percentiles and Percentile Ranks
3.4	The concept of Probability; laws of Probability; Characteristics, importance, and applications of the Normal Probability Curve; Area under the Normal Curve
3.5	Skewness- positive and negative, causes of skewness, the formula for calculation;

	Kurtosis - meaning and formula for calculation
3.6	Standard scores – z, T, Stanine; Linear and non-linear transformation; Normalized Standard scores
UNIT 4	Correlation (15 LECTURES)
4.1	Meaning and types of correlation – positive, negative, and zero; Graphic representations of correlation - Scatterplots
4.2	The steps involved in the calculation of Pearson's product-moment correlation coefficient
4.3	Calculation of rho by Spearman's rank-difference method; Uses and limitations of the correlation coefficient

BOOKS FOR STUDY:

- Anastasi, A. & Urbina, S. (20170. *Psychological Testing.* (7th Ed.). Pearson Education, Indian reprint 2002

- Gregory, R. J. (2018). *Psychological Testing: History, Principles, and Applications*. (7 th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India Pvt Ltd, New Delhi

- Cohen, J. R., Swerdlick, M. E., & Sturman, E. D. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement.* (9th ed.). New York. McGraw-Hill International Edition. (Indian reprint 2015)

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- Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology.* (4th ed.). Pearson Education, Indian reprint 2007

- Cohen, J. R., Swerdlick, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An Introduction to Tests and Measurement.* (7th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., the Indian adaptation

- Hoffman, E. (2002). *Psychological Testing at Work.* New Delhi: Tata McGraw-Hill

- Hogan, T. P. (2015). *Psychological Testing: A Practical introduction.* (3rd ed.). John Wiley & Sons, New Jersey

- Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing.* (2nd ed.). Boston: Pearson Education

- Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications, and Issues.* (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007

- Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation.* New

Delhi: Vistara (Sage) publications

● Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach.* (4th ed.). Sage publications

● Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey

NAME OF THE COURSE	ABNORMAL PSYCHOLOGY	
CLASS	TYBA	
COURSE CODE	SBAPSY602	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Introducing students to the world of mental health disorders with respect to its underlying causes, representation, symptomatology, manifestations, and related interventions.
CO 2.	Sensitizing students to the mental health field by deconstructing stigma around the same and normalizing the notion of how mental illnesses are also a part and parcel of one's life.
CO 3.	Placing an emphasis on being mindful when consuming and relaying information regarding mental health as well as fostering the habit of avoiding the use of mental health disorders as adjectives.
CO 4.	Make the students aware to not condone labelling and/or equating individuals to their mental health issues i.e., promoting the idea that the person is more than their problem.

COURSE LEARNING OUTCOMES

CLO 1.	Students will be able to identify and categorize various groups of disorders, with distinctly being able to classify them according to their individualistic representations.
CLO 2.	Students will be able to chart out the disorders from a biopsychosocial

	perspective, tapping upon the biological, psychological as well as socio-cultural factors leading to a disorder.
CLO 3.	Students will be aware of how these disorders can manifest in real-life situations. Hence, they will be alert and available in case their assistance is required.
CLO 4.	Most importantly, students will also be able to engage in timely introspection and will be sensitized enough to seek professional help (therapy & counselling) either for their near and dear ones or for themselves without any reservations, whenever needed.
CLO 5.	Students will also have an opportunity to explore and delve into whether they seek a future career within the field of Abnormal Psychology.

UNIT 1	Schizophrenia Spectrum and other Psychotic Disorders (15 LECTURES)
1.1	Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders
1.2	Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; Schizophrenia: the biopsychosocial perspective
UNIT 2	Personality Disorders (15 LECTURES)
2.1	The nature of personality disorders
2.2	Cluster A and Cluster B personality disorders
2.3	Cluster C personality disorders; the biopsychosocial perspective
UNIT 3	Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria (15 LECTURES)
3.1	What patterns of sexual behaviors represent psychological disorders?
3.2	Paraphilic Disorders; theories and treatment
3.3	Sexual Dysfunctions; theories and treatment
UNIT 4	Dissociative and Somatic symptoms (15 LECTURES)
4.1	Dissociative Disorders; major forms; theories and treatment
4.2	Somatic Symptom and related disorders- somatic symptom disorder, illness anxiety, and conversion disorders, conditions related to Somatic Symptom Disorder; theories and treatment
4.3	Psychological factors affecting medical conditions; the biopsychosocial perspective

BOOK FOR STUDY:
- Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders.* (7th ed.). McGraw-Hill (Indian reprint)
- Ray, W.J. & Sovani A (2015). *Abnormal Psychology: Neuroscience perspectives on human behaviour and experience.* Sage Publications, USA South Asian adaptation

BOOKS FOR REFERENCE:
- Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach.* (4th ed.). New Delhi: Wadsworth Cengage Learning
- Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology.* New Jersey: Pearson Prentice Hall
- Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook.* Open University Press
- Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology.* (16th ed.). Pearson education
- Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to Clinical Psychology: Science, practice, and ethics.* New Delhi, Pearson Education, Indian reprint 2007
- Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology.* (12 th ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2014). *Abnormal Psychology.* (6 th ed.). New York: McGraw-Hill.
- Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology.* 6 th ed., New Jersey: Pearson Prentice Hall

NAME OF THE COURSE	INDUSTRIAL-ORGANISATIONAL PSYCHOLOGY	
CLASS	TYBA	
COURSE CODE	SBAPSY603	
NUMBER OF CREDITS	3.5	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	48	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Introducing students to theories and concepts regarding employee motivation, satisfaction and well-being
CO 2.	Helping students understand organisational processes and methods of development
CO 3.	Equipping students with skills required in working with, leading, and managing organisational teams

COURSE LEARNING OUTCOMES

CLO 1.	Students will develop an understanding of the relationships between employees, leaders, and the organisation and the factors that affect them
CLO 2.	Students will learn the nuances of the functioning of various organisational processes
CLO 3.	Students will learn how to function and excel in organisational set-ups

UNIT 1	Theories of Employee Motivation (12 LECTURES)
1.1	What is motivation? Work motivation theories need theories
1.2	Other Theories - Reinforcement theory, expectancy theory, and self-efficacy theory; Justice theories, goal-setting theory, control theory, and action theory
UNIT 2	Feelings about Work: Job Attitudes and Emotions; Productive and Counterproductive Work Behaviour (12 LECTURES)
2.1	The nature of job satisfaction; how people feel about their jobs; the assessment and antecedents of job satisfaction
2.2	Potential effects of job satisfaction; organizational commitment and emotions at work
2.3	Productive work behavior: ability, motivation, personal characteristics, and task performance; environmental conditions and task performance; organizational constraints; organizational citizenship behavior (OCB)
2.4	Counterproductive work behavior: withdrawal – absence, lateness, turnover; aggression, sabotage, and theft; labor unrest and strikes
UNIT 3	Leadership and Power in Organizations (12 LECTURES)
3.1	What is leadership? Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment
3.2	Approaches to the understanding of leadership; women in leadership positions; cross-cultural issues in leadership
UNIT 4	Organisational Development and Theory (12 LECTURES)
4.1	Organisational Development
4.2	Organisational Theories

BOOKS FOR STUDY:

- Spector, P. E. (2012). Industrial and Organizational Psychology: Research and Practice. Singapore: John Wiley & Sons Pvt Ltd. (Indian reprint 2015)

REFERENCES:

- Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology.* (4th ed). Wadsworth/ Thomson Learning
- Aswathappa, K. (2005). *Human Resource and Personnel Management – Text and Cases,* 4th ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

- Dessler, G., & Verkkey, B. (2009). *Human Resource Management*. 11th ed., Pearson Education, Dorling Kindersley India, New Delhi
- French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). *Organization Development: Behavioural science interventions for organization improvement*. 6th ed., Pearson Education, Dorling Kindersley India, New Delhi
- Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach.* 2nd ed., Pearson Education, 6th Indian reprint 2004
- Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10th ed.). Pearson Prentice Hall
- Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Singh, D. (2006). *Emotional intelligence at work: A professional guide.* 3rd ed., New Delhi, Sage publications
- Sinha, J. B. P. (2008). *Culture and Organisational Behaviour.* New Delhi, Sage publications.
- Landy, F. J., & Conte, J. M. (2013). *Work In The 21st Century: An Introduction to Industrial and Organizational Psychology,* 4th Edition, John Wiley & sons, USA (Indian reprint 2015)

NAME OF THE COURSE	COGNITIVE PSYCHOLOGY	
CLASS	TYBA	
COURSE CODE	SBAPSY604	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To expose students to more complex cognitive processes such as Visual Imagery, Problem solving, Decision Making, etc.
CO 2.	To teach various techniques and methods to facilitate these said processes

COURSE LEARNING OUTCOMES

CLO 1.	Students will have an understanding of the functioning of the brain that will further help them understand their cognition better
CLO 2.	Students will learn to use various techniques that would help them prune and

	better their cognitive skills
CLO 3.	Students will also have an opportunity to explore and delve into whether they seek a future career within the field of Cognitive Psychology and Neuroscience.

UNIT 1	Knowledge Representation: Storing and Organizing Information in Long-Term Memory (15 LECTURES)
1.1	Organizing Knowledge
1.2	Forming concepts and categorizing new instances
UNIT 2	Visual Imagery and Spatial Cognition (15 LECTURES)
2.1	Codes in Long-Term Memory
2.2	Empirical investigations of imagery; the nature of mental imagery
2.3	Neuropsychological findings; Spatial cognition
UNIT 3	Thinking and Problem Solving (15 LECTURES)
3.1	Classic problems and general methods of solution; Blocks to problem-solving
3.2	The Problem Space hypothesis
3.3	Expert systems; Finding creative solutions; Critical thinking
UNIT 4	Reasoning and Decision Making (15 LECTURES)
4.1	Reasoning; Types of Reasoning
4.2	Decision Making; Cognitive illusions in decision making; Utility and Descriptive models of decision making
4.3	Neuropsychological evidence on reasoning and decision making

REFERENCES:

- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5 th Ed.). Sage Publications (Indian reprint 2015)

BOOKS FOR REFERENCES:
- Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5 th ed), Prentice-Hall, Pearson education
- Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Wadsworth New Delhi: Cengage Learning
- Goldstein, E. B. (2007). *Psychology of sensation and perception.* New Delhi: Cengage learning India, Indian reprint 2008
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- Matlin, M.W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books Pvt. Ltd.
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Wiley & sons

- Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
- Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India Pvt Ltd.
- Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science.* Volume 1, New Delhi, Sage publications

NAME OF THE COURSE	PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING	
CLASS	TYBA	
COURSE CODE	SBAPSY605	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	6	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To introduce the students to Experimentation through exposure to and experience of experimental designs, methodology, and conduct of experiments, statistical analysis, interpretation, and discussion of data.
CO 2.	To introduce the students to Psychological Testing: administration, scoring, and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing
CO 3.	To familiarize the students with computer-based experiments (Coglab) and sensitize them to aspects of control, the precision of exposure, and measurement
CO 4.	To stimulate interest in the process of scientific inquiry with an analytical attitude and to create a foundation for advanced Experimentation and Research in Psychology and applications of advanced statistical techniques

COURSE LEARNING OUTCOMES

CLO 1.	Students will understand the nuances of scientific experimentation
CLO 2.	Students will learn to administer and interpret tests
CLO 3.	Students will understand how to manage external variables that can affect a study

UNIT 1	Basics of Experimentation and Statistics in Psychological Research (i, ii, iv, v, and vi as given above); Application of inferential statistics - the chi-square test; One-way ANOVA as applied to Repeated measures designs and Randomized group designs
UNIT 2	Practice Exercises in Methodology and Statistics - Discussion and understanding of research situations - One self-designed study.
UNIT 3	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analyzed using appropriate inferential statistics
UNIT 4	Two Exercises in Psychological Testing
UNIT 5	One Computer-based Experiment (Coglab)

REFERENCES:

- Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007

- Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002

- Carver, R. H., & Nash, J. G. (2009). Data Analysis with SPSS version 16. Brooks/Cole, Cengage Learning, first Indian reprint 2009

- Cohen, B. H. (2013). Explaining Psychological Statistics (4th ed.). New Jersey. John Wiley & sons

- Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)

- Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) Research Methods in Psychology. (6th ed.). Brooks/Cole, Thomson Learning

- Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, International student edition

- Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.

- Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind

- Guilford, J. P. (1954). Psychometric Methods (2nd ed.). New York: McGraw-Hill

- Guilford, J.P. Fruchter, B. (1973). Fundamental statistics in psychology and education. (5th ed.)

New York : McGraw-Hill

NAME OF THE COURSE	COUNSELLING PSYCHOLOGY	
CLASS	TYBA	
COURSE CODE	SBAPSY606	
NUMBER OF CREDITS	3.5	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	48	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Usage of various tests in a counselling setting
CO 2.	Understanding of various therapy modalities
CO 3.	Closing a counselling session

COURSE LEARNING OUTCOMES:

CLO 1.	Students will learn appropriate usage of tests and the process of assessment in a counselling setting
CLO 2.	Students will learn application of different therapy modality techniques
CLO 3.	Students will learn the skills involved in closing a counselling session effectively and the process of referrals

UNIT 1	Testing, Assessment, Diagnosis in Counselling; Closing Counselling Relationships (12 LECTURES)
1.1	A brief history of the use of tests in counselling; tests and test scores; problems and potential of using tests; administration and interpretation of tests; assessment and diagnosis
1.2	Function, timing of, and issues in closing counselling relationships; resistance to closing; premature closing; counsellor-initiated closing; ending on a positive note; issues related to closing - follow-up and referral
UNIT 2	Psychoanalytic, Adlerian, and Humanistic Theories of Counselling (12 LECTURES)
2.1	Theory; the importance of theory; theory into practice

2.2	Psychoanalytic theories, Adlerian theory, Humanistic theories
UNIT 3	Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counselling (12 LECTURES)
3.1	Behavioral counselling; Cognitive and Cognitive-Behavioral counselling
3.2	Systems theories; Brief counselling approaches; Crisis and trauma counselling approaches
UNIT 4	Groups in Counselling and Current trends in Counselling (12 LECTURES)
4.1	A brief history of groups; misperceptions and realities about groups; the place of groups in counselling; benefits, drawbacks, and types of groups
4.2	Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders; the future of group work
4.3	Current trends in Counselling - Dealing with violence, trauma, and crises; promoting wellness; concern for social justice and advocacy; greater emphasis on the use of technology

BOOKS FOR STUDY:

- Gladding, S. T. (2018). *Counseling: A Comprehensive Profession.* (8th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India Pvt Ltd.

REFERENCES:

- Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook.* New Delhi: Tata McGraw-Hill
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- Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession.* (5th ed.). New Jersey: Pearson Education
- Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
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- Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioral interventions.* Thomson Brooks/Cole
- Dryden, W., & Reeves, A. (Eds). (2008). *Key Issues for Counselling in Action.* 2nd ed. London: Sage publications
- Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention.* First Indian reprint 2009 by Cengage Learning India
- Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance.* 7th ed., Pearson Education, Dorling Kindersley India, New Delhi

- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research.* Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi

ASSESSMENT DETAILS

Internal Assessment (50 marks)
Semester End Examination – External Assessment (50 marks)

Due to the pandemic, IA and SEE were conducted online, were objective-type, and as per University guidelines.

Practical Assessment
- The duration of the practical exam will be two hours.
- To appear in the practical exam, students must bring a properly certified journal.
- Students will be asked to conduct and write a report on any on the experiment taught over the course of the year, and appear for a viva of the semester syllabus.

Due to the pandemic, the practical exam was conducted online via Zoom