



**SGT UNIVERSITY**  
**SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY**  
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# **FACULTY OF BEHAVIOURAL SCIENCES**

## **BACHELOR OF SCIENCE(CLINICAL PSYCHOLOGY)**

**Syllabus  
2021**

## Faculty of Behavioural Sciences

FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH						
CERTIFICATE LEVEL PROGRAM						
SEM- I	COURSE	NAME OF THE PAPER	HOURS/WK		CREDIT	MARKS
	19020101	Basic Psychological Processes	4		4	100
	19020102	Personality and behaviour	4		4	100
	19020103	Practicum Lab-1 Psychological experiments and tests	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC01001	English/MIL	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

## **Basic Psychological Processes**

### **4 Units (60 Hours)**

**Course Description:** As human beings, we need to interact with people in our surroundings at personal and professional level. Understanding of basic psychological processes will help us enhance our knowledge and hence our interaction with other human beings. This course will give the introduction to the scientific study of behaviour and mental processes which will make us understand our own as well as others experiences and behaviors in different situations. This course will build foundation and interest for psychology as subject. You will learn about the concept and history of psychology, various psychological research methods and different school of psychology. You will also acquire knowledge about different processes of sensation, attention, perception, learning, memory, thinking, motivation, and emotions. This will help you to develop the understanding and skills to think like a psychologist and will process the information you encounter in day-to-day living differently from a layman.

**Course Objective:** Basic Psychological Processes is a course which builds the foundation about the basic important areas of psychology. The comprehensive course objectives are:

1. To provide sufficient knowledge and information about the concept, history of psychology, various psychological research methods and different schools of psychology.
2. To provide understanding and interpretation of basic processes - sensation, attention and perception.
3. To give an insight to explain behaviour on the basis of learning, memory, thinking, motivation and emotion.
4. To use the knowledge of basic psychological processes to apply and solve day to day problems.
5. To analyze content and structure as well create unique pattern among behavioural processes.

**Course Outcome:** It is a beginner's course to introduce the basic aspects of psychology. At the end, the students shall have an understanding of various schools of psychology and basic psychological processes to understand and explain human behavior. The expected course outcomes are:

1. The students shall demonstrate sufficient knowledge and information about the concept of psychology, history of psychology, and various methods of psychological research.
2. The students will comprehend sensation, attention and perception.

3. The students will be able to understand and explain the learning, memory, thinking, motivation and emotion.

4. The students will be able to explain behaviour and mental processes of theirs and others experiences and behaviors.

4. The students will be able to compare and apply various approaches of psychology.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
<b>S-1</b>		<b>Introduction to Psychology</b>		<b>15 hrs.</b>
	SLO-1	Concept, Definition and scope/fields of Psychology	Lecture, Discussion Group	3
	SLO-2	Psychology as a science. Brief history of Psychology with recent development and special reference to Psychology in India.	Lecture, discussion Group	3
	SLO-3	Different schools of Psychology: Psychodynamic, Behavioural, Humanistic and existential Approach: Rogers and Gestalt.	Lecture, discussion, videos Group	3
	SLO-4	Methods of Psychology: Observation, Correlation and Experimental	Lecture, discussion, videos, Group	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Sensation, Attention and Perception</b>		<b>15 hrs.</b>
	SLO-1	Sensation: Concept, Definition and Sensory Adaptation	Lecture, video, group discussion	3
	SLO-2	Attention: Concept, Types and factors affecting Attention.	Reading and group discussion	3
	SLO-3	Perception: Meaning and Stages of Perception.	Reading and group discussion	3
	SLO-4	Perceptual processes: Perceptual organization and Perceptual Constancies, Illusion	Reading and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Motivation and Emotion</b>		<b>15 hrs.</b>
	SLO-1	Motivation: Concept and Definition, Sources of Motivation – instincts & drives. Type of motives: Biological and Social	Lecture, video, Web information	3
	SLO-2	Theories of Motivation - Maslow's Need Hierarchy Theory; McClelland's Achievement Motivation	Reading and group discussion	3
	SLO-3	Emotion: Nature and Concept, Theories of Emotion – James Lange, Cannon-Bard, and Schachter & Singer.	Lecture, Reading and group discussion	3
	SLO-4	Role of Brain in Motivation and Emotion.	Reading and discussion	3

	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Learning, Memory and Thinking</b>		<b>15 hrs.</b>
	SLO-1	Nature of learning; Theories of learning: Thorndike's trial and error, Insight learning, Theory of conditioning: Classical conditioning and Instrumental conditioning.	Lecture/ web info/ group discussion	3
	SLO-2	Definition of memory; Processes Types of memory: sensory memory, short-term memory, and long-term memory.	Lecture/ web info/case study and group discussion	3
	SLO-3	Reasoning (inductive and deductive reasoning); Concept formation.	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Creativity – Steps involved in creativity, Convergent and Divergent thinking; Problem solving, Thinking and Language.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

### **Recommended Readings:**

1. Morgan, C.T. and King, R. (2017). Introduction to Psychology (7<sup>th</sup>edition). Tata McGraw Hill Publishing Company Limited, New Delhi
2. Ciccarelli. S. K. & White, J. N. (2017). Psychology (5<sup>th</sup> edition). Pearson Education.
3. Baron, R.A. (2005). Psychology: from science to practice. Pearson / Allyn and Bacon, Boston.
4. Feldman, R.S. (2017) – Understanding Psychology (10<sup>th</sup>edition). Mc Graw Hill, India
5. Hoeksema, S.N., Loftus, G., Fredrickson, B. & Lutz, C. (2014). Atkinson and Hilgard's Introduction to Psychology (16<sup>th</sup> edition). Cengage Learning EMEA.
6. Lefton, L. A.& Brannon, L. (2006). *Psychology* (9<sup>th</sup>edition). Pearson Education.
7. Meyer, G., and Ciccarelli, S. (2005). *Psychology*. Prentice Hall.
8. Zimbardo, P. G., &Gerrig, R. J. (1995). *Psychology and life* (14<sup>th</sup>edition). New York: Harper Collins College Publications.

## Personality and Behaviour

### 4 Units (60 Hours)

**Course Description:** This course will provide an overview of Personality Psychology and behaviour including the prevailing perspectives and to explain what makes people the way that they are and how science sorts this all out.

### Course Learning Rationale:

1. To develop understanding among students about personality from different psychological perspectives.
2. To develop understanding among students regarding type and trait approaches to personality.
3. To understand the dynamics of development of personality.
4. To explain the variability in behaviour.

**Course Learning Outcome:** Upon successful completion of this course students will be able to:

- 1) Describe and compare the historical development and various perspectives of psychodynamic, traits, humanistic, behavioral, and cognitive perspectives on personality
- 2) To analyse a person's behavior, thinking patterns, or emotional reactions on the basis of personality theories
- 3) The students shall acquire the capability to evaluate one's behavioural patterns.
- 4) To have a competence to suggest/ recommend one to make choices as per their personality features.

	COURSE LAYOUT	TOPICS	PEDAGOGY	Lecture hrs.=60
S-1		Meaning of Personality		15 Hours
	SLO-1	Definition of Personality, How Personality is related to	Lecture, Group, Discussion	3

		Psychology, Approaches to personality.		
	SLO-2	Type Approaches: Temperament: Humoral theories- Hippocrates, Sheldon and Kretchmer Approach.	Lecture, case study, Group discussion	3
	SLO-3	Trait Approach: Meaning of Traits, Allport- Types Approach.	Lecture, case study, Group discussion	3
	SLO-4	Heritability and Personality; Evaluation of Traits and Type approach	Lecture, case study, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion.	3
<b>S-2</b>		<b>Psychodynamic Perspective of Personality</b>		<b>15 Hours</b>
	SLO-1	Freud's theory of Personality: The nature of mind; Drives.	Lecture, Group discussion	3
	SLO-2	Freud's stages of Psychosexual development.	Lecture, Group discussion.	3
	SLO-3	Structure of Personality: Id, Ego, Superego.	Lecture, Group discussion,	3
	SLO-4	Ego defense mechanism- Repression and Ego defense.	Lecture, Group discussion,	3
	SLO-5	Assignment and activities	Reading and discussion.	3
<b>S-3</b>		<b>Humanistic and Psychosocial Approaches</b>		<b>15 Hours</b>
	SLO-1	Knowing the Theorist- Carl Rogers and Abraham Maslow.	Lecture, videos, group discussion.	3
	SLO-2	Self –actualization, Dispositional and Phenomenological aspect; Holistic Personality development.	Lecture, case study, Group discussion, Role play	3

	SLO-3	Rogers' Positive regard and Child development, Rogers' view of the Self-concept.	Lecture, case study, Group discussion.	3
	SLO-4	Eriksson Psychosocial Theory.  Application and Critical Evaluation.	Lecture and Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion	3
<b>S-4</b>		<b>Relationship between Personality and Behaviour</b>		<b>15 Hours</b>
	SLO-1	Relationship between Personality and Behaviour.	Lecture, case study, Group discussion.	3
	SLO-2	Personality in relation to development of positive personality traits.	Lecture, Group discussion,	3
	SLO-3	Personality and Maladaptive Traits.  Development of Abnormal Personality Traits.	Lecture, case study, Group discussion.	3
	SLO-4	Albert Bandura Theory of Self-Efficacy  Application and Critical Evaluation.	Lecture, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion	3

### Recommended Readings

Feist & Feist (2006). Theories of personality. McGraw –Hill, New York.

Hall, L. & Campbell (1998). Theories of personality, John Wiley & Sons, New York.

Schultz, D. P. & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.

## **Psychological Experiments and Testing**

### **4 Units (60 Hours)**

**Course Description:** Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

### **Course Objective:**

5. To develop understanding among students about the measure of psychological research.
6. To enable students to conduct psychological experiments independently.
7. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
8. To develop understanding among students about the assessment of maladaptive personality traits.

**Course Outcome:** Upon successful completion of this course students will be able to:

1. The students will be able to understand about the measures of basic psychological research.
2. The students will be able to conduct psychological experiments independently.
3. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
4. The students will be able to assess and identify maladaptive personality traits.

	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>S-1</b>	<b>SLO-1</b>	3 Hours	Introduction: Meaning, Nature, Definition, Scope and Steps of psychological experiments and testing.	Lecture and Discussion
	<b>SLO-2</b>	3 Hours	Span of attention / Preparing an interactive model of attention	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Simple Reaction time (Visual/ Auditory)	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Sustained attention-Cancellation task	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assignment & activities	Reading and Discussion
<b>S-2</b>	<b>SLO-1</b>	3 Hours	Measurement of Illusion / Sensory adaptation: Tactual / Cold / Pressure	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Level of Aspiration	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Identification of basic emotions	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Short term Memory	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-3</b>	<b>SLO-1</b>	3 Hours	Achievement motivation	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Temperament scale	Demonstration

				Practicum
	<b>SLO-3</b>	3 Hours	Defense mechanism Inventory	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Eysenck Personality Inventory	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-4</b>	<b>SLO-1</b>	3 Hours	Test of Maslow Need Hierarchy	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Self-efficacy scale	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Self-esteem Scale/ Self-concept Scale	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Free-word association test	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

### **Recommended Readings:**

Anastasi, A. & Urbina, S. (2016), *Psychological Testing (7<sup>th</sup> ed.)* Pearson Education

Gregory, R. (2017). *Psychological Testing: History, Principles and Applications. (7<sup>th</sup> ed.)*. Pearson Education.

Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.

Baron, R.A. (2002). *Psychology (5<sup>th</sup> ed.)*. New Delhi: Pearson Education.

Gerrig, R.F & Zimbardo, P.G. (2005). *Psychology & life*. Allyn& Bacon/New Delhi. Pearson Education.

Hall C.S., Lindzey. G., & Campbell, J. B. (1998). *Theories of Personality*. John Wiley & Sons, Inc.

- Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
- Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.
- Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality*. (8<sup>th</sup> ed.). New York: John Wiley & Sons, Inc.

## Faculty of Behavioural Sciences

FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH						
CERTIFICATE LEVEL PROGRAM						
SEM - II	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
	19020201	Abnormal Psychology	4		4	100
	19020202	Basic Counseling Processes and Methods	4		4	100
	19020203	Practicum Lab-II Clinical Assessment and Case Study Reports	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC01002	Environmental Studies	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

## Paper: Abnormal Psychology

### 4 Units (60 Hours)

**Course Description:** The course of abnormal psychology is basically designed to give a clear understanding of abnormal behaviour to the students with specific topics relevant in the present approach of study in the field. This course covers all the areas of concerned field with necessary details to better comprehend the mental health issues theoretically.

### **Course Objective:**

1. The course is designed to familiarise the students with the abnormal patterns of human behaviour.
2. The standard classification system for mental abnormalities will be introduced to the students.
3. The students will be explained the causal factors responsible for abnormal behaviour.
4. The psychological aspects of substance use will be introduced during the course teaching.

### **Course Outcome:**

1. The students would be able to differentiate the normal and abnormal behavioural patterns after the completion of the course.
2. The students would be able to understand the Indian approach of mental disorders with during the process of course learning.
3. After the completion of the course the students will be better informed about the underlying psycho-biological causal mechanism responsible for mental abnormality.
4. On completion of the course students would have understanding of specific behavioural anomalies.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Abnormality –nature, Historical background; Indian concept of mental disorders	Lecture, Group Discussion	3
	SLO-2	Criteria: Statistical, Personal discomfort and Social	Lecture, Group discussion	3

	SLO-3	Assessment methods of mental disorders: Case study, Psychological tests and brain imaging techniques	Lecture, Group discussion, videos	3
	SLO-4	Classificatory systems; Need of classification; ICD 10 and DSM 5	Lecture, Group discussion, videos	3
	SLO-5	Assignment	Reading and discussion.	3
<b>S-2</b>		<b>Perspectives of abnormal behaviour</b>		<b>15 hrs.</b>
	SLO-1	Psychodynamic perspective of abnormal behaviour	Lecture, video, group discussion	3
	SLO-2	Biological perspective of abnormal behaviour	Reading and group discussion	3
	SLO-3	Socio-cultural perspective of abnormal behaviour	Reading and group discussion	3
	SLO-4	Behavioural and cognitive perspective of abnormal behaviour	Reading and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
<b>S-3</b>		<b>Psychological disorders (DSM 5) I</b>		<b>15 hrs.</b>
	SLO-1	Anxiety disorders: symptoms and causes of Panic disorder, generalized anxiety disorder	Lecture, video, Web information	3
	SLO-2	Symptoms and causes of Phobias,	Reading and group discussion	3
	SLO-3	Symptoms and causes of OCD	Lecture, Reading and group discussion	3
	SLO-4	Symptoms and causes of PTSD	Reading and discussion	3
	SLO-5	Assignment	Reading, writing and discussion	3
<b>S-4</b>		<b>Psychological disorders (DSM 5) II</b>		<b>15 hrs.</b>
	SLO-1	Schizophrenia: Symptoms, causes and types),	Lecture/ web info/ group discussion	3

	SLO-2	Personality disorders: Types, symptoms and causes	Lecture/ web info/case study and group discussion	3
	SLO-3	Mood disorders: symptoms and causal factors of depression, bipolar disorder	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Substance use disorders: Nature, symptoms and causes of alcoholism	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment	Reading and discussion	3

### **Recommended Books:**

1. Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15<sup>th</sup> ed.)*. New Delhi: Pearson Education.
2. Susan, N. (2020). *Abnormal Psychology (8<sup>th</sup> ed.)*. McGraw Hill Education, New York
3. Kearney, C.A. and Trull, T.J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage Learning
4. Barlow, D.H. and Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning
5. A. Carr. (2001). *Abnormal Psychology*. Psychology Press.
6. P. Bennett. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
7. S. Strack. (2006). *Differentiating Normal and Abnormal Personality*. Springer Publishing Company.

## Basic Counseling Processes and Methods

### 4 Units (60 Hours)

**Course Description:** This course is very significant in view of the counselling processes in the area of clinical psychology which deals with the theoretical details of the counseling processing and also explains clearly the methods for the same. It is a fundamental course for the students of clinical psychology who get an insight about the whole scenario of the psychological intervention planned for the restore behavioural normalcy. The methods of various types have been included in the course structure to understand them theoretically and also to evaluate their applicability in different situations.

### **Course Objective:**

1. The course also addresses several skills and theoretical issues related to variety of established techniques of counseling.
2. It is aimed to enable students the diversified approach of counselling prevailing in the modern time.
3. The course is explains the steps of counselling process as well as the methods used for the counselling processing.
4. The skills related to the counselling are explained with practical orientation.

### **Course Outcome:**

1. At the end of the course the students would be better placed with regard to the sound conceptual base of the counseling interventions.
2. The students will also identify several implications of different techniques of counseling.
3. It will help the students to prove themselves in future as better counselor.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Counselling</b>		<b>15 hrs.</b>
	SLO-1	Definition of Counselling and Psychotherapy; Current trends in the 21th century; Goals of Counselling	Lecture and Group Discussion	3
	SLO-2	Concerns and Contexts; Conducting an Interview; Assessment with Clients Constructing; Contextualizing	Lecture and Group discussion	3

	SLO-3	Confrontation Skills; Influencing Skills – Strategies for Change, Skill Integration.	Lecture and Group discussion	3
	SLO-4	Integrating micro & macro skills with Theory; Ethical-Legal aspects of counselling	Lecture and Group discussion	3
	SLO-5	Assignment	Reading and discussion.	3
<b>S-2</b>		<b>Counselling Model and Developing Counseling Goals</b>		<b>15 hrs.</b>
	SLO-1	Stages of Counselling;	Lecture/ web info/ group discussion	3
	SLO-2	Conduction of first session and note taking; Training in one to one relationship and understanding the client; Basic Empathy and Probing	Lecture/ web info/ group discussion	3
	SLO-3	Assessment and Diagnosis in counselling	Lecture, Writing and group discussion	3
	SLO-4	Skills associated with developing goals and client's participation; Growth of the client	Lecture and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
<b>S-3</b>		<b>Methods of Counselling</b>		<b>15 hrs.</b>
	SLO-1	Clinical Decision Making and Treatment Planning; the role of theories of psychotherapy, choosing a theoretical orientation to therapy	Lecture, video, web information	3
	SLO-2	Psychoanalytic and psychodynamic theories; Ego Psychology; Object relations theory,	Lecture, web info, group discussion	3
	SLO-3	Existential therapy; Person centred therapy; Behavioural therapy and Transactional Analysis.	Lecture, case study, web information	3
	SLO-4	Self-Calming Approaches to Stress Management, Exposure Therapy and Strategies, Strategies for Working with Resistance, Self-Management Strategies	Lecture, web info, group discussion	3

	SLO-5	Assignment	Reading, writing and discussion	3
<b>S-4</b>		<b>Termination and Follow-up</b>		<b>15 hrs.</b>
	SLO-1	Preparing the client for termination.	Lecture/ web info/ group discussion	3
	SLO-2	Discussing outcome criteria and client's satisfaction.	Lecture/ web info/case study and group discussion	3
	SLO-3	Follow-ups and proper referrals.	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Preventing the relapse of problems.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment	Reading and discussion	3

**Books Recommended:**

1. Gibson, R.L. (2005). *Introduction to Counseling and Guidance*. 6<sup>th</sup>Ed. New Delhi: Pearson Education.
2. Asch, M. (2000). *Principles of Guidance and Counseling* 1<sup>st</sup>ed. New Delhi: Sarup& Sons.
3. Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.
4. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process*, 5<sup>th</sup> edition, Wasworth Brooks / Cole, Thomson Learning.
5. Ivey, Allen E. & Ivey, Mary B. (2007). *Intentional Interviewing and Counseling*. Thomson: Brooks/Cole. Evans,
6. David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). *Essential Interviewing: A Programmed Approach to Effective Communication*. Thomson: Brooks/Cole.
7. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.

## **Practicum Lab II: Clinical Assessment and Case Study Reports**

### **4 Units (60 Hours)**

**Course Description:** The course is basically designed to understand the techniques of clinical assessment and to have a first hand experience of preparing case study report. Various standardized tools have been included in the present syllabus to cover important aspects of clinical area related to mental health. It gives an ample space to understand variety of mental health issues and their assessment methods in detail. Case study reports are in-depth understanding of a particular case with reference to specific health issue and to analyse the same for better understanding.

### **Course Objective:**

1. To develop understanding among students about the measurement of mental health dimension.
2. To identify the specific details about different psychological traits with analysis.
3. To have in-depth study of particular mental health issue through case study report.
4. To develop a relational understanding for various mental health dimensions.

**Course Outcome:** Upon successful completion of this course students will be able:

1. To understand the nature of several mental issues.
2. To develop skill for detail analysis of any mental health disorder through case study.
3. To sensitize the people about mental health issues to make them more aware.
4. To develop a sense of quantification of psychological traits to better insight and comparison.

	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>S-1</b>	<b>SLO-1</b>	3 Hours	Introduction: Nature of Clinical assessment and Case Study Reports	Lecture and Discussion
	<b>SLO-2</b>	3 Hours	Deprivation Scale	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Measurement of Anxiety	Demonstration Practicum

	<b>SLO-4</b>	3 Hours	Assessment of Depression	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-2</b>	<b>SLO-1</b>	3 Hours	Insecurity Questionnaire/Test	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Case study of a depressive patient	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Mental Health Questionnaire	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Case study of a Substance Dependent person	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-3</b>	<b>SLO-1</b>	3 Hours	Conducting a semi structured interview for counseling needs	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Coping Strategy test/Aggression Questionnaire	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Case study of a person with Behaviour Addiction	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Persuasion as an influencing skill	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

<b>S-4</b>	<b>SLO-1</b>	3 Hours	Social Alienation Scale	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Case study of Phobia	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Case study of child with psychological issues	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Life Satisfaction Scale	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 tests/ case study reports signed by their respective teacher.

#### **Recommended Readings:**

1. Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15<sup>th</sup>ed.)*. New Delhi: Pearson Education.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
3. C. C. Diclemente. (2003). *Addiction and Change: How Addictions Develop and Addicted People Recover*. Guilford Press.
4. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process, 5th edition*, Wasworth Brooks / Cole, Thomson Learning.
5. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.

Faculty of Behavioural Sciences						
FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH						
DIPLOMA LEVEL PROGRAM						
SEM-III	COURSE	NAME OF THE PAPER	HOURS/WK		CREDIT	MARKS
	CORE- 1	Cognition and behaviour	4		4	100
	CORE- 2	Basic Research Methods and Statistics	4		4	100
	CORE- 3	Practicum Lab-III	8		4	100
		Cognitive Assessment				
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	Human values and ethics	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

## **Cognition and Behaviour**

### **4 Units (60 Hours)**

**Course Objectives:** This is discipline specific core course of Psychology particularly focusing on the present day general approach of cognition in Psychology. It aims at introducing all the concepts of cognition and the process.

**Course Outcome:** The course is designed to make the students familiar with the basic cognitive processes which regulate information processing between environment and the individuals. It focuses on different level of information processing starting with perception, through learning memory and higher order thinking. The methodology to investigate the cognitive processes to conduct experiments tapping the internal cognition and finding relevance in real-life. The students will be able to understand their own knowledge acquiring process as well that of other. Upon completing the course they will be able to appreciate the problems as well as solution of Human cognition. It shall prepared the student for the futuristic development in the area of Neuro-cognition and artificial intelligence.

**Course Description:** The course is intended to familiarize the students regarding the cognition processes and understanding that how this is effecting the behavior. The theoretical concepts of cognition are enlisted in such a way that the students would develop better understanding with relevant information of required base.

### **Course Objective:**

1. To make students aware of general approach of cognition in Psychology
2. It aims at introducing all the concepts of cognition and the process.
3. Interrelated nature of different concepts of cognition are to be highlighted.
4. Developmental aspect of cognition is also to be taught.
5. The students will be instructed to understand the historical conceptual development of cognition.

**Course Outcome:** On the completion of the course the students will be able to

1. Have a better insight about dynamic cognitive processes.
2. Understand the significant aspects of cognition.
3. Get a better understanding of process of decision making
4. For the futuristic development in the area of neuro-cognition
5. To focus on different level of information processing starting with perception, through learning memory and higher order thinking.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
<b>S-1</b>		<b>Introduction to Cognition</b>		<b>15 hrs.</b>
	SLO-1	Cognition: Meaning and Nature; Cognition and Behaviour	Lecture, Group Discussion	3
	SLO-2	Influences on the study of cognition: structuralism, functionalism, behaviourism, Gestalt psychology	Lecture, Group discussion	3
	SLO-3	Methods of study: Introspection, Observation, experimental, Neuroimaging	Lecture, Group discussion, videos	3
	SLO-4	Information processing approach; connectionist approach	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Basic Processes I</b>		<b>15 hrs.</b>
	SLO-1	Perception; Nature, Bottom-up and Top down processes	Lecture, video, group discussion	3
	SLO-2	Attention: Neural basis; Selective attention, Vigilance behavior Theories of selective attention- Filter theory, Schema theory	Lecture and group discussion	3
	SLO-3	Memory: STM - Capacity, coding, Retrieval duration and forgetting, Retrieval of information	Lecture and group discussion	3
	SLO-4	LTM- Capacity, coding, Retrieval duration and forgetting, Retrieval of information	Lecture and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Processes and Manipulation of information</b>		<b>15 hrs.</b>
	SLO-1	Concept: Nature of concept- classical view, schemata view	Lecture, video, Web information	3

	SLO-2	Language: Fundamental aspects of language,	Lecture and group discussion	3
	SLO-3	Language acquisition, Language comprehension processes – semantics; syntax	Lecture, and group discussion	3
	SLO-4	Problem solving: Problem solving cycle, Types of problems, Blocks of problem solving	Lecture and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Information use and Development</b>		<b>15 hrs.</b>
	SLO-1	Reasoning: Meaning, Approaches to reasoning:	Lecture/ web info/ group discussion	3
	SLO-2	Componential and Mental models; cognitive neuroscience of reasoning	Lecture/ web info and group discussion	3
	SLO-3	Decision making: Phases, Cognitive illusions	Lecture/ web info, debate, and discussion	3
	SLO-4	Cognitive development: Piagetian theory,	Lecture/ web info, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

### **Recommended Readings:**

1. Galotti, K.M. (2008). Cognitive Psychology. Thomson.
2. Sternberg, R.J. (2009). Cognitive Psychology. Wadsworth
3. Eysenck, M.W. and Keane, M.T. (2003). Cognitive Psychology, Psychology Press
4. Morgan, C.T. and King, R. (2017). Introduction to Psychology (7<sup>th</sup>edition). Tata McGraw Hill Publishing Company Limited, New Delhi
5. Feldman, R.S. (2017). Understanding Psychology (10<sup>th</sup>edition). Mc Graw Hill, India
6. Lefton, L. A.& Brannon, L. (2006). *Psychology* (9<sup>th</sup>edition). Pearson Education.
7. Meyer, G., and Ciccarelli, S. (2005). *Psychology*. Prentice Hall.

<b>Faculty of Behavioural Sciences</b>						
<b>FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH</b>						
<b>DIPLOMA LEVEL PROGRAM</b>						
<b>SEM-IV</b>	<b>COURSE</b>	<b>NAME OF THE PAPER</b>	<b>HOURS/WK</b>		<b>CREDIT</b>	<b>MARKS</b>
	CORE- 1	Clinical Psychology	4		4	100
	CORE- 2	Psychotherapeutic Interventions	4		4	100
	CORE- 3	Field Training	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	Soft Skills	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

## Clinical Psychology

### 4 Units (60 Hours)

**Course Description:** The course of clinical psychology is designed to give detail understanding of the theoretical as well as applied aspects of the area. It focuses on the basic essential dimensions related to the development of clinical psychology with different professional training and assessment techniques. It is providing detail insight of the existing practices in the field.

### **Course Objective:**

1. The course aims at providing a good theoretical base for understanding of clinical psychology.
2. It also emphasizes on psychotherapeutic interventions to be used in understanding the mental health issues.
3. The course also addresses several issues related to variety of established techniques being used in present scenario.
4. It provides clear understanding of clinical practices.

### **Course Outcome:**

1. At the end of the course the students would be better placed with regard to the sound conceptual base of the psychotherapeutic interventions.
2. They will also identify several implications of different intervention techniques.
3. It will help them to prove themselves in future as better clinical psychologists.
4. This course will give a deep insight about the historical as well as present scenario of clinical psychology.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction to Clinical Psychology</b>		<b>15 hrs.</b>
	SLO-1	Clinical Psychology: Nature, History: ancient views and recent developments.	Lecture, Group Discussion	3
	SLO-2	Training and professional development, Code of conduct and Ethics guidelines in Clinical Psychology	Lecture, Group discussion	3
	SLO-3	Development of standards of Clinical Psychology in India; IACP	Lecture, Group discussion, videos	3

	SLO-4	Classification systems – Need, advantages and disadvantages; DSM and ICD;  Other Mental health professionals; multi-disciplinary teams	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Assessment in Clinical Psychology I</b>		<b>15 hrs.</b>
	SLO-1	Role of assessments in Clinical Psychology; Origins of Clinical Assessment.	Lecture, video, group discussion	3
	SLO-2	Process of Assessment; Clinical Interviewing: Purpose- Gathering Information for Assessment and Treatment,	Lecture and group discussion	3
	SLO-3	Establishing Rapport for Assessment and Treatment	Lecture and group discussion	3
	SLO-4	Skills of the interviewer; History Taking and MSE.	Lecture and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Assessment in Clinical Psychology II</b>		<b>15 hrs.</b>
	SLO-1	Models and methods of assessment: traditional or norm referenced assessment	Lecture, video, Web information	3
	SLO-2	Intelligence, achievement tests and tests for special abilities.	Lecture and group discussion	3
	SLO-3	Norm referenced and criteria based objective personality measures;	Lecture, and group discussion	3
	SLO-4	Role of Projective assessment and Behavioural Assessment in clinical psychology	Lecture and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Intervention Models and Areas of Application</b>		<b>15 hrs.</b>

	SLO-1	Models: Psychodynamic, Humanistic and Cognitive-Behavioural.	Lecture/ web info/ group discussion	3
	SLO-2	Modes: Individual, Couples and Group Therapy.	Lecture/ web info and group discussion	3
	SLO-3	Applications: Clinical Health Psychology, Clinical Geriatric Psychology, Child and Adolescent Psychology	Lecture/ web info, debate, and discussion	3
	SLO-4	Contemporary and Future Role of Clinical Psychologists	Lecture/ web info, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

### **Recommended Books:**

1. Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. NewYork: Open University Press.
2. Brewer,K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
3. Hacker, J., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practices and ethics* . Delhi: Pearson Education.
4. Kramer, G. P., Bernstein, D. A., &Phares, V. (2014). *Introduction to clinical psychology. Upper Saddle River, NJ: Prentice-Hall*.
5. Phares, J.E., &Trull, J.T. (2000).*Clinical Psychology: Concept, Method & Profession*. Wadsworth.
6. Plante, T.G. (2004). *Contemporary Clinical Psychology, 4<sup>th</sup> Ed*. Wiley publishers. New York:US.
7. Pomerantz, & Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage publications.

## Psychotherapeutic Intervention

### 4 Units (60 Hours)

**Course Description:** The course is intended to give a detail understanding of the development of psychotherapeutic intervention in which the past and the present scenario is very well explained. All important approaches of the related area are included to have comparative understanding of the same. Mindfulness techniques are well explained for the better blending of recent development in the field with traditional approach.

#### Course objectives:

1. Student will develop the scientific understanding about psychotherapy
2. They will learn basic therapeutic skills of psychotherapy.
3. They will be provided hand on skills training in psychotherapy.
4. The course would also help in developing a comparative understanding of various approach in the area.

#### Course Outcome:

1. Students would be able to understand human behaviours in psychological perspective
2. They would be able to know the application of various psychotherapeutic approaches in clinical setting.
3. They will develop the aptitude of psychotherapist and skills required to deliver the psychotherapy.
4. At the end of the course the students will be able to have a better insight about the utility of different therapies in different mental health issues.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Introduction</b>		<b>15 hrs.</b>
	SLO-1	Nature of psychotherapy: Understanding and definitions of psychotherapy	Lecture, Group Discussion	3
	SLO-2	History and development of psychotherapy	Lecture, Group discussion	3
	SLO-3	Process of psychotherapy	Lecture, Group discussion, videos	3
	SLO-4	Client-therapist relationship, role and qualities of a good therapist	Lecture, Group discussion, videos	3

	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Psychodynamic, Behavioural and Humanistic Psychotherapies</b>		<b>15 hrs.</b>
	SLO-1	Overview of Freudian approach of psychoanalysis: Theoretical background, techniques and application	Lecture, video, group discussion	3
	SLO-2	Understanding Behavioural Therapy: Theoretical Background, Techniques and application	Lecture and group discussion	3
	SLO-3	Overview of Client Centred Therapy: Theoretical Background, Techniques and Application	Lecture and group discussion	3
	SLO-4	Psychotherapy for Special Population: Geriatric, Child and Physical Illnesses.	Lecture and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Supportive Psychotherapy and Cognitive-Behaviour Therapy</b>		<b>15 hrs.</b>
	SLO-1	Understanding and Techniques of Supportive Psychotherapy	Lecture, video, Web information	3
	SLO-2	Overview of Cognitive Behaviour Therapy	Lecture and group discussion	3
	SLO-3	Theoretical background, principles and applications of CBT	Lecture, and group discussion	3
	SLO-4	Process and Techniques used in CBT	Lecture and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Third Waves of Cognitive Behaviour Therapy and Ethical issues in psychotherapy</b>		<b>15 hrs.</b>
	SLO-1	Overview of Third way Psychotherapies;	Lecture/ web info/ group discussion	3

		Difference between Third Wave Psychotherapies and CBT.		
	SLO-2	Overview of Mindfulness Based Cognitive Therapy (MBCT): Techniques and Application	Lecture/ web info and group discussion	3
	SLO-3	Overview of Dialectical Behaviour Therapy (DBT): Techniques and Application.	Lecture/ web info, debate, and discussion	3
	SLO-4	Ethical issue in psychotherapy in practice.	Lecture/ web info, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

### **Recommended Readings:**

1. Wolberg, L.R. (2004). *The techniques of psychotherapy*. Kennedy Drive: Chevy Chase
2. Makover, R. B. (2017). *Basics of psychotherapy: A practical guide to improving clinical success*. American Psychiatric Association Publication: USA
3. Didonna, F. (2009). *Clinical handbook of mindfulness*. Springer: Italy
4. Back, J. S. (2011). *Cognitive therapy: Basic and beyond*. The Guildford publication: New York
5. Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
6. Gobbard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.
7. Segal, Z. V., Williams, J, MG & Teasdale, J. D. (2013). *Mindfulness based cognitive therapy for depression*. The Guildford Press: USA
8. Linehan, M. M. (2014). *DBT skills training manual*. The Guildford press: USA

## **Field Training**

Max Marks: 100 (Internal 60 External 40)

**4 Units (120 Hours)**

### **Course Objectives:**

1. Field training is a skill enhancement course and therefore requires hands on experience.
2. University will select an institution/centre/ NGO working with care and treatment of patients/ challenged people.
3. Each student will go for two days at a centre duly approved by the Dean, Faculty of Behavioural Science.in consultation with the teacher incharge. It shall be a supervised training and the supervisor at the center shall maintain a record of attendance, work sheet and other log sheets. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for at-least 128 hours in a semester.

### **Course Outcomes:**

1. Students will be able to observe cases of psychological disorders in real-life settings.
2. They will be able to assess and conceptualize mental health problems in a professional manner.

They will also observe mental health interventions being carried out in institutional setting and report the same

## Basic Research Methods and Statistics

### 4 Units (60 Hours)

**Course Description:** It is a foundation course for fourth year of degree program by research. The hybrid course title is a combination of basic research methods and supporting beginner's statistics introduced to the students the procedure of scientific research in psychology. The course will help them to develop a sense of understanding for researches conducted in psychology and shall have a spillover advantage to all the courses.

### **Course Objective:**

### **Course Outcome:**

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		<b>Basics of Research Methods</b>		<b>15 hrs.</b>
	SLO-1	Concept; characteristics of scientific research; research in psychology	Lecture, Group Discussion	3
	SLO-2	Formulation of problems and Nature; types of variables	Lecture, Group discussion	3
	SLO-3	Meaning and formulation of hypotheses,	Lecture, Group discussion, videos	3
	SLO-4	Sampling and its types – probability and non-probability sampling	Lecture, Group discussion, videos	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
S-2		<b>Types of Research and Techniques of data collection</b>		<b>15 hrs.</b>
	SLO-1	Experimental research: laboratory and field experiments,	Lecture, video, and case of a classical experiment	3
	SLO-2	Sample survey, Questionnaire	Lecture, and hand on exercise	3
	SLO-3	Observation and Field studies	Lecture, Field visit Demonstration and group discussion	3

	SLO-4	Methods of research in Psychology: Case history, Interview	Lecture, Demonstration and group discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Introduction to Statistics and measures of central tendency</b>		<b>15 hrs.</b>
	SLO-1	Statistics: Meaning, scope and purpose	Lecture, video, Web information	3
	SLO-2	Frequency distributions of data	Lecture, and group discussion	3
	SLO-3	Graphic representation of data- Histogram, Polygon and Ogive	Lecture, Reading and group discussion	3
	SLO-4	Mean, median, and mode	Reading and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Variability and inferential Statistics</b>		<b>15 hrs.</b>
	SLO-1	Variability – Average Deviation, Quartile Deviation and Percentile, Standard deviation	Lecture/ web info/ group discussion	3
	SLO-2	Normal Distribution: Properties of normal curve; skewness and kurtosis	Lecture/ web info/case study and group discussion	3
	SLO-3	Standard error of mean, Confidence intervals	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Correlation-Coefficient– Product Moment and Spearman's Rank Order Coefficient.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

**Books ecommended:**

1. Kothari, C.R. (2004). *Research Mehtodology: Methods & Techniques*. New Age International. New Delhi, India.
2. Kerlinger, F. (2010). *Foundations of Behavioral Research*. New Delhi: Prism International.
3. Albon,A. . (2007). *Introducing Psychology through Research*. Open University Press.
4. Garrett, P. (1968).*Statistics in Psychology and Education*. New Delhi: Vakils.
5. Bakeman,R.P.(1992). *Understanding Social Science Statistics: A SpreadsheetApproach*.Lawrence Erlbaum Associates, 1992
6. EverittB. S. . (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.
7. McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall
8. Siegel, S. and Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

### **Practicum Lab III: Cognitive Assessment**

#### **4 Units (120 Hours)**

Internal Assessment 60 Marks

End Semester 40 Marks

**Course Description:** Cognitive assessment is a very important area of psychology which deals with the understanding the procedure of assessment as well as promotes the individual with the applied aspect of cognition. Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

#### **Course Objective:**

9. To develop understanding among students about the measure of psychological research.
10. To enable students to conduct psychological experiments independently.
11. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
12. To develop understanding among students about the assessment of maladaptive personality traits.

**Course Outcome:** Upon successful completion of this course students will be able to:

5. The students will be able to understand about the measures of basic psychological research.
6. The students will be able to conduct psychological experiments independently.
7. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
8. The students will be able to assess and identify maladaptive personality traits.

	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>S-1</b>	<b>SLO-1</b>	3 Hours	Introduction: Meaning, Nature, of cognitive assessment	Lecture and Discussion
	<b>SLO-2</b>	3 Hours	Eye Blink Conditioning	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Anagram solution- Language facilitation	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Auditory threshold- Audiometry	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assignment & activities	Reading and Discussion
<b>S-2</b>	<b>SLO-1</b>	3 Hours	Visual After Image- Duration of inspection and image	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Perception of size and distance	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Complex Reaction Time	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Jensen's decision and motor reaction time	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-3</b>	<b>SLO-1</b>	3 Hours	Kinesthetic figural after effect	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Tower of Hanoi-Problem solving	Demonstration Practicum

	<b>SLO-3</b>	3 Hours	Wall and Candle problem solving	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Dual task paradigm- motor and verbal interference: language lateralization	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-4</b>	<b>SLO-1</b>	3 Hours	LTM- Effect of clustering on acquisition and recall	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	STM- Effect of chunk on capacity of STM	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Study of concept formation- categorization	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Card sorting – Effect of set sustaining	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

#### **Recommended Books:**

1. Baron, R.A. (2002). *Psychology (5<sup>th</sup> ed.)*. New Delhi: Pearson Education.
2. Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
3. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.
4. Galotti, K.M. (2008). *Cognitive Psychology*. Thomson.
5. Sternberg, R.J. (2009). *Cognitive Psychology*. Wadsworth
6. Feldman, R.S. (2017). *Understanding Psychology (10<sup>th</sup> edition)*. Mc Graw Hill, India