Department of Psychology
University of Kerala
M.Phil. in Consulting Psychology

Scheme & Syllabus
(With effect from 2016 Admission onwards)

PROGRAMME OBJECTIVE:

The program provides breadth in the substantive and methodological areas of Psychology. The scholars can choose from any of the three specializations: Clinical, Educational, or Organizational behavior, according to their academic inclination. The combination of supervised practice, coursework, hands-on-training with internships at hospitals and industrial set ups equip the student with essential professional skills, and help them to deliver standardized, evidence-based treatments for particular mental health issues, and conduct meaningful research.

Scheme

Semester No.	Course Code	Title	Number of credits
I	PSY 711	Advanced Research Methodology	4
	PSY 712	Psychological Measurement	4
	PSY 713(i)	Clinical Psychology	4
	PSY 713(ii)	Organizational Psychology	4
	PSY 713(iii)	Educational Guidance and Student Services	4
II	PSY 721	Dissertation	20
Total Credits			32

Detailed Syllabus
Course 1

Semester : I
Course Code : PSY 711
Course Title : Advanced Research Methodology
Credits : 4

COURSE OBJECTIVE

- To equip the student for effective use of scientific method in Psychological research
- To ensure that the student has a working knowledge of basic concepts in qualitative and quantitative methods, research designs, sampling, data processing, and report writing.

A quick review of basic concepts in scientific methodology are first introduced followed by more detailed exploration of different qualitative and quantitative methods, data processing techniques and report writing. The syllabus is intended to enable the students carry out their research work with methodological rigor and meet the standards expected of a good scientific research. They are also given necessary training in producing a scientific report following the APA style and format.

Module 1. **Application of Scientific Method in Psychology**:
    Assumptions and characteristics of science
    The Scientific Method
    Ethical considerations in research
    Steps in carrying out scientific research.
       The research problem
       Hypotheses
       The method
    Sampling:
       Estimation of sample size
       Different sampling techniques
           Probability sampling methods
           Non-probability sampling methods

Module 2. Qualitative research methods
    Nature of qualitative data
    Different kinds of qualitative research
       Action research
       Case study research
       Ethnography
       Grounded theory
       Phenomenology
       Historical research
    Techniques to collect qualitative data
    Techniques to analyze qualitative data
       Hermeneutics
       Semiotics
       Narrative and metaphor

Module 3. Quantitative research methods
    Nature of quantitative data
    The concept of variance
       Partitioning of variance, controlling error variance through research designs
       Different kinds of quantitative research methods
       Experimental research methods
           Characteristic features of experimental research methods

Between group designs
    Two group designs
    ANOVAR designs
    Factorial designs
Within group designs
Small N designs
    Advantages and disadvantages of small N designs
    Different kinds of small N designs
Quasi-Experimental research methods
Non-experimental designs

Module 4. Data Processing:

Tabulation and coding
Statistical analysis of the
data
Computer applications in research-
Use of Statistical Packages.
    SPSS
    Estimating differences among the groups
       t-tests, Anova, Manova, Discriminant analysis, non-parametric
    methods Estimating relationships among variables
       Pearson r, Rank correlation, Multiple correlations, Factor Analyses

Module 5. Report Writing

Components of a research report
The APA specifications for report writing.

Books:

1.   Singh, A.K. (2006). Tests, Measurements, and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan Publishers and Distributors.
2.   McBurney, D.H. (2003). Research Methods (5th Ed.). Bangalore: Thomson – Wadsworth.
3.   Robinson, P.W.(1981). Fundamentals of Experimental Psychology, N.J.: Prentice Hall.
4.   Kothari, C. R. (1986). Research Methodology: Methods and Techniques, New Delhi: Wiley Eastern Ltd.
5.   Young, Pauline V. (1975). Scientific Social Surveys and Research, 4th Ed. N.J.: Prentice-Hall.
6.   Edwards A. E. (1968). Experimental design in Psychological Research, New York: Holt, Rinehart.

<div align="center">**Course 2**</div>

Semester   **: I**
Course Code **: PSY 712**
Course Title **: Psychological Measurement**
Credits   **: 4**

COURSE OBJECTIVE:

- To introduce various tools for psychological measurement
- To familiarize the student steps in developing psychological tests conceptually and practically

The basic principles, scales of measurement, and variables of measurement utilized in psychological constructs are introduced in this course. It is expected that students complete the course with an understanding of various characteristics, techniques and tools for psychological testing. The students are also familiarized with several standardized psychological tests and trained to develop, and administer tests, and interpret the test results. Training given in tests for special populations and multicultural testing would equip the students to perform psychological assessment in diverse settings.

Module 1. Nature of Psychological Testing & Assessment
    Qualitative Vs. quantitative approach in the study of behavior
    Scales of measurement
        Nominal, Ordinal, Interval, and Ratio Scales
    The concept of Variables
        Classification of variables
            Qualitative / Quantitative
            Continuous / Discrete
            Dependent / Independent / Intervening
Module 2. Characteristics of tools for psychological measurement
    Standardized tools Vs. Constructed tools
    Classification of Psychological tests
        Individual and group tests
        Speed and Power tests
        Verbal and Non-verbal tests
        Paper and pencil tests and Performance tests
Module 3. Steps in the development of standardized psychological tests:
    Operational definition of concepts
    Item preparation
    Item analysis
    Estimation of reliability, validity, and norms
    Preparation of test manual
Module 4. Assessment of Abilities, achievements, and Creativity
    Ethical issues in testing
    Intelligence tests
        The Stanford-Binet Tests
        The Weschsler Scales
    Aptitude tests
        Tests of special abilities
        Differential aptitude tests
    Achievement tests
    Tests of Creativity
Module 5. Assessment of Personality
    Methods of assessing personality
        Interviews, observation, Situational tests, Self-reports, inventories,
        questionnaires, rating scales, forced choice methods, check-lists, Q-sorts,
        semantic differential, sociometry, content analysis, projective techniques.
    Measurement of Attitudes

Measurement of Temperament
Measurement of Values & interests
Tests for Special populations
    Assessment of infants and preschool children
    Assessment of mentally retarded persons
    Assessment of persons with physical disabilities
    Multicultural testing

Books:

1. Singh, A.K. (2006). Tests, Measurements, and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan Publishers and Distributors.
2. Anastasi, A., & Urbina S. (2002). Psychological Testing (7th Ed.) New Delhi: Pearson Education.
3. D'Amato, M. R. (1979). Experimental Psychology, Tata McGraw-Hill.
4. Nunnally, J. C. (1967). Psychometric Theory, McGraw-Hill.
5. Freeman, Frank S. (1965). Theory and Practice of Psychological Testing (3rd Ed.). New Delhi: Oxford and IBH Publishing Company Pvt. Ltd.
6. Edwards, E. L. (1957). Techniques of Attitudes of Attitude Scale Construction, Appleton Century Crofts.
7. Guilford, J. P. (1954). Psychometric Methods, McGraw-Hill.
8. Gregory, R.J. (2004). Psychological Testing: History, Principles and Applications, New Delhi: Pearson Education

Semester : I
Course Code : PSY 713 (i)
Course Title : Clinical Psychology
Credits : 4

COURSE OBJECTIVE:

- To introduce classification, diagnosis, assessment, psychotherapy, and models of mental health intervention for studying clinical phenomena.
- To understand principles of community intervention, consultation and mental health education

The course introduces theoretical approaches to psychopathology followed by classification of various mental disorders. Clinical assessment is an essential part of the course wherein sufficient amount of training is planned in case history taking and mental status examination. Empirically supported therapies for specific forms of psychopathology are included from a biological, cognitive, and social perspective. Psychological solutions to community-based social, mental health and environmental problems are also offered by introducing principles and methods of community interventions. Techniques for crisis intervention, functions of consultants and non-professionals in community and effectiveness of mental health education to the community at large are covered. Demonstration of roles and responsibilities of clinical psychologists as health care professionals and understanding of how clinical psychologists approach mental health as a diversity issue in clinical psychology are provided which would enable the students advance their clinical knowledge.

Module 1. Psychopathology
- o Classification of mental disorders:ICD-10,DSM-IV
- o Theoretical background and approaches to Psychopathology: Psychodynamic, behavioural, cognitive, phenomenological, biological and sociocultural views
- o Disorders of Perception:Sensory Distortions and Sensory deceptions
- o Disorders of Thought: Stream of thought, the possession of thought, the content of thought , the form of thought
- o Disorders of memory : the amnesias and dysamnesias
- o Disorders of emotions
- o Disorders of consciousness

Module 2. **Clinical Assessment**
- o Clinical interview,Case history taking and Mental Status Examination
- o Writing case reports, Ethics of Psychological testing I
  - Tests in clinical use:
- o WAIS,WAIS, WMS, MALINS,EPI, 16PF,BGT,Ror-Schach,TAT, SCT,PGI Neuropsychological testing, NIMHANS neuropsychological battery

Module 3. **Psychotherapy**
- o Process of psychotherapy
- o Psychoanalysis and psychoanalytic psychotherapy
- o Existential and Humanistic therapies
- o Behaviour therapy
- o Cognitive behaviour therapy
- o Family , couples and interpersonal therapy
- o Supportive therapy
- o Group psychotherapy and psychodrama

Module 4. **Community Psychology**
- o Evolution and Orientation
- o Principles and Methods of community Intervention
- Crisis Intervention
  - o Concept of crisis
  - o Crisis intervention
  - o Necessary conditions for crisis intervention

- o Techniques for crisis intervention
- o Anticipatory crisis intervention
- o Current status of crisis intervention
- Consultation
  - o Definition
  - o Types
  - o Characteristics
  - o Consultant's functions
  - o Phases in the consultation process
  - o Consultation with groups
- Non-professionals in community
  - o Why non-professionals?
  - o What can non-professionals contribute ?
  - o Selection and training of non-professionals
  - o Changes in non-professionals
  - o Problems in the use of non-professionals
- Mental Health Education
  - o Goals & problems
  - o The practice of mental health education
  - o The effectiveness of mental health education

Module 5. **Models of Mental Health Intervention**
  - o Prospect and Retrospect
  - o Five models of mental health
  - o Models of intervention and psychiatric ideologies
  - o Role and contribution of clinical psychologist

Reference

Coombs, R. (2005). Family Therapy Review. Lawrence Erlbaum Associates Publishers New Jersey.

David, R., & Masters, J. (1979). Behaviour Therapy. II Edition N.Y Academic Press INC.

Fish, F & Hamilton, M.(Eds.) (1979). Fish's Clinical Psychopathology, Bristol: John Wright & Sons.

Kaplan & Sadock (2007). Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry-tenth edition. Lippincott Williams &Wilkins.

Korchin, S.J. (1986). Modern clinical psychology-principles of intervention in the clinic and community. CBS publishers & distributors, Delhi

Mc.Mullin, E. R. (2000). The New Handbook of Cognitive Therapy Techniques. W.W. Norton Company New York.

Millon, T., Blaney, H.P., & Davis, D.R.(1999).Oxford Textbook of Psychopathology. Oxford University Press, New York

Russ, W. S., & Ollendick, H. T. (1999). Handbook of Psychotherapies with children and Families, Kluwer Academic/ Plenum Publishers.

Sims, A. (2003). Symptoms in the Mind. An Introduction to Descriptive Psychopathology. III Edition, Saunders.

Wolman, B. B. (1976). The Therapists' Handbook Treatment Methods of Mental disorders. Van Nostrand Reinhold Company.

<h1 align="center">Course 3 Specialization (Organizational Psychology)</h1>

Semester : I
Course Code : PSY 713 (ii)
Course Title : Organizational Psychology
Credits : 4

Aim:
- To introduce the student human and group factors and processes in organizational settings
- To understand the human resource practices in the changing organizational contexts
- To identify, explore and deal with various problems and issues faced by employees

This course will provide an introduction to Organizational Psychology, a scientific discipline that studies human behavior in the workplace. Student would be exposed to theories and applications of human factors such as personality, perception, diversity, attribution and motivation in organizational settings. Outcomes, issues and factors in group and interpersonal processes in leadership, conflict and power are expected to be dealt in detail. Human resource practices in employee selection, training, performance appraisal and EAPs would expose techniques and tools which are commonly implemented. Organizational psychology also measures and facilitates change and development for organizations which are undergoing turbulent challenges and/or resistant to change. Personal and interpersonal problems of employees in the form of absenteeism, substance abuse and adjustment issues will be covered as well to ensure better talent to achieve the goals of the organization, reduced turnover, increased productivity, and improved employee engagement.

Module 1: Human Factors in Organizational Setting
- Personality determinants-major personality attributes influencing OB-matching personalities and jobs-job attitudes-values-job satisfaction
- Understanding social perception & Managing diversity, social cognition model of Perception, Attribution theory, managing diversity in organizations
- Motivation – concept- theories-applications

Module 2: Group and Interpersonal Process
- Group and Team Behavior- communication process-fundamentals-effective employee communication-current issues in communication
- Leadership-Concept-theories-recent approaches to leadership-
- Power and Politics-bases of power-power tactics-factors contributing to political behavior
- Managing conflict and negotiations: Modern view of conflict, a conflict continuum, Functional Vs Dysfunctional conflict, Desired outcomes of conflict, managing conflict, programming functional conflict

Module 3: The Organization System
- Organizational structure-designs-new design options-work design-work stress-Organizational culture
- HR policies and practices: Employee selection-
- Training for managers: Assessment Centres. Business game, work samples, In basket exercises. T group training. Sensitivity training.
- Cultural diversity Training, Sexual Harassment training, 360 deg feedback, Mentoring The post training environment, evaluation criteria of Training programs
- Performance appraisal techniques-organizational effectiveness
- Maintenance of HR: Employee Assistance Programmes-Wage and Compensation Management- Salary Administration-Incentives-Quality of work life and Quality circles-
- TQM-HR Counseling and Testing-Occupational safety and Health-grievance redressal-
- HR Research-Job Changes- Promotion, Demotion, Transfer-External mobility

Module 4: Organizational Dynamics
- Measuring change and organizational learning
- Forces of change, models of planned change, Levin's model, Kotter's model measuring resistance, Organizational Development

Module 5: Special groups in organizational counselling:
- Chronic absentees
- Accident prone
- Employees with family problems
- Employees with alcoholism & drug addiction
- Maladjusted employees

References:

Deb,T.( ).Strategic Approach To HRM: Concepts, Tools and Application. New Delhi:Atlantic Publishers and Distributors.

Kinicki, A. & Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices*, 2nd Edn.: New Delhi . Tata Mc-Graw Hill

Luthans, F. (1989). *Organisational behaviour*: New Delhi Tata Mc-Graw Hill.

Muchinsky, P. M. (2004). *Psychology applied to work*, 6th Edn. Bangalore:

Wadsworth. Rao, N. (1994). *Counselling and Guidance*, 2nd Edn. Bombay: Tata Mc-Graw Hill

Robbins, S. P.(2005).Essentials of organizational behavior.8th edition. New Delhi. Prentice hall of India.

Semester   : I
Course Code : PSY 713 (iii)
Course Title : Educational Psychology
Credits   : 4

COURSE OBJECTIVE:
- To observe and identify individual differences in students and motivate them accordingly
- To demonstrate skills for educational evaluation and behavioural management

The course of educational psychology involves both theory and practice for effective application of psychological concepts and principles in the learning and instructional processes. Students learn in different ways and this learning varies with respect to each student's intelligence, cognitive/learning styles, personality, cultural context and development. A student is expected to understand the behaviouristic, humanistic, cognitive, and social perspectives of motivation to improve academically and emotionally. Formative and summative educational assessment is another aspect which will be demonstrated in the course. Problems related to teaching/learning and individuals' behavior is addressed to manage and enhance learning environments.

Module 1: Identifying Individual Differences in Learners
- ❖ Intelligence
- ❖ Cognitive styles
- ❖ Learning and styles and Preferences
- ❖ Personality and Temperament
- ❖ Cultural and Gender related aspects
- ❖ Problem solving – Process and strategies
- ❖ Social constructivist Approach

Module 2: Motivating Students
- ❖ Psychological perspectives on Motivation – Behaviours Humanistic, Cognitive, & social
- ❖ Extrinsic and Intrinsic Motivation
- ❖ Strategies for Improving students self Efficacy, Academic Achievement and Emotional Adjustment

Module 3: Educational Assessment and Evaluation
- ❖ Formative and summative Assessments
- ❖ Assessment of Intelligence, creativity, Aptitude, Personal Interest, Achievement, Anxiety, Adjustment, Motivation, Study habits & other personality variables.
- ❖ Interview, Observation, Evaluation programs, Diagnostic testing, Case studies, Cumulative records.

Module 4: Current Issues in Educational settings.
   Problems related to:
- ❖ Syllabus/Curriculum/Educational   Administration
- ❖ Teaching/Learning
- ❖ Entrance Tests, Education and Vocation
- ❖ Individual differences in learning –Normal & Exceptional children.
- ❖ Extra curricular Activities
- ❖ Student adjustment/discipline

Module 5: Behaviour Management and Positive Behaviour Support
- ❖ Approaches to Behaviour management (Reality model/ Control theory(William Glasser)
- ❖ Decisive discipline (Bill Rogers)

- ❖ Assertive discipline (Canter)
- ❖ Social discipline Approach (Rudolf Dreikur)
- ❖ Talk sense to yourself Approach
- ❖ Foundations of Positive Behaviour Support (PBS)
- ❖ Functional Assessment Methods and Intervention strategies for PBS

References:
1. Anastasi, A and Urbina, A (1997), Psychological Testing, (7/e). U.S.A: Prentice Hall
2. Kochar, S.K (2000) Guidance and counselling in colleges and Universities. New Delhi : sterling publishers.
3. Santrock, J.W (2006) Educational Psychology, 2/e New Delhi: Tata Mc Graw-Hill
4. Wool folk, Anita. (2004) Educatiobal Psychology, 9/e Delhi: Pearson Education
5. Lee, C.(2007) Resolving Bahviour Problems in your School : A Practical Guide for Teachers and support staff. Paul Chapman Publishing
6. Rogers, B (2007) Behaviour Management : A whole school Approach, 2/e Paul Chapman publishing