



**JAI HIND COLLEGE
BASANTSING INSTITUTE OF SCIENCE
&
J.T.LALVANI COLLEGE OF COMMERCE
(AUTONOMOUS)**

"A" Road, Churchgate, Mumbai - 400 020, India

**Affiliated to
University of Mumbai**

Program: B. A.

Proposed Course: Psychology

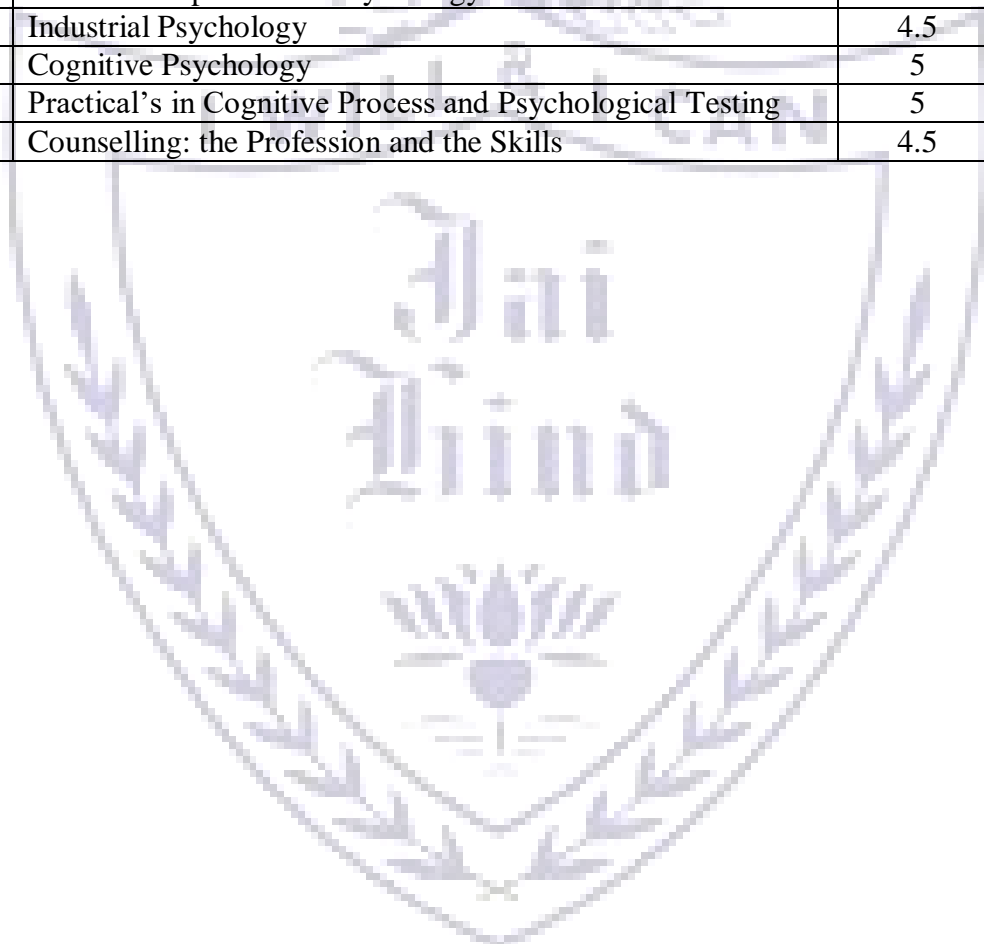
Semester V

**Credit Based Semester and Grading System (CBCS) with effect from the
academic year 2020-21**

TYBA Psychology

Academic year 2020-2021

Semester V			
Course Code	Course Title	Credits	Lectures /Week
APSY501	Psychology Testing Assessment and Statistics	5	4
APSY502	Clinical Perspective on Psychology Disorder	5	4
APSY503	Industrial Psychology	4.5	3
APSY504	Cognitive Psychology	5	4
APSY505	Practical's in Cognitive Process and Psychological Testing	5	6 practicals
APSY506	Counselling: the Profession and the Skills	4.5	3



Course: APSY501	Psychological Testing, Assessment and Statistics (Credits: 05 Lectures/Week: 04)	
	<p>Objectives:</p> <ul style="list-style-type: none"> • To impart knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests • To create awareness about measurement of intelligence and assessment of personality • To impart knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics-their characteristics, uses, applications and methods of calculation • To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics <p>Outcomes: The learner gains knowledge of psychological tests, assessment and basic statistical techniques</p>	
Unit I	<p>Psychological Testing, Assessment and Norms</p> <ol style="list-style-type: none"> 1. Definition of testing and assessment, the processes and tools of assessment 2. The parties and types of settings involved 3. What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference 	15 L
Unit II	<p>Reliability</p> <ol style="list-style-type: none"> 1. The concept of Reliability; sources of error variance 2. Reliability estimates: Test Retest, parallel & Alternate forms, split half reliability, internal consistency–Kuder Richardson, Cronbachs Coefficient alpha; inter score reliability 3. Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test, the true score model of measurement and alternatives to it 4. Reliability and individual scores: SEM and SE difference 	15 L
Unit III	<p>Validity and Measures of Central Tendency</p> <ol style="list-style-type: none"> 1. The concept of validity; Face and Content validity 2. Criterion-related validity and Construct validity 3. Validity, bias, and fairness 4. Calculation of mean, median and mode of a frequency distribution; The assumed mean method for calculating the mean 5. Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode 	15 L

Unit IV	Types of scores, Types of scales, Frequency Distribution and Graphic representations <ol style="list-style-type: none"> 1. Continuous and discrete scores – meaning and difference ; Nominal, ordinal, interval and ratio scales of measurement 2. Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages 3. Graphic representations : Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies 	15 L
<p>Reference:</p> <p>1. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). <i>Psychological Testing and Assessment: An introduction to Tests and Measurement</i>. (8th edn.). New York. McGraw-Hill International edition. (Indian reprint 2015)</p> <p>Additional References:</p> <ol style="list-style-type: none"> 1) Aiken, L. R., & Groth-Marnat, G. (2006). <i>Psychological Testing and Assessment</i>. (12 edn). Pearson Indian reprint 2009, by Dorling Kindersley, New Delhi 2) Anastasi, A. & Urbina, S. (1997). <i>Psychological Testing</i>. (7th ed.). Pearson Education, Indian reprint 2002 3) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). <i>Statistics for Psychology</i>. (4 ed.). Pearson Education, Indian reprint 2007 4) Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). <i>Psychological Testing and Assessment: An introduction to Tests and Measurement</i>. (7th ed.). New Delhi: McGraw Hill Education (India) Ltd., Indian adaptation 5) Gregory, R. J. (2013). <i>Psychological Testing: History, Principles, and Applications</i>. Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi 6) Hoffman, E. (2002). <i>Psychological Testing at Work</i>. New Delhi: Tata McGraw-Hill 7) Hogan, T. P. (2015). <i>Psychological Testing: A Practical introduction</i>. (3 edn) Wiley & Sons, New Jersey 8) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). <i>Exercises in Psychological Testing</i>. (2nd edn.). Boston: Pearson Education. 9) GARRETT, H.E. (2009) STATISTICS IN PSYCHOLOGY & EDUCATION 6TH EDITION PARAGON INTERNATIONAL PUBLISHERS 10) Guilford, J P (1965). <i>Fundamental statistics in psychology and education</i> 4th edn. New York: McGraw-Hill 11) Mangal S.K. (2004) <i>Statistics in Psychology and Education</i>, 2/E New Delhi: Prentice Hall India 		

Evaluation Scheme

I. Continuous Assessment (CA) - 40 Marks

- (i) CA-I : MCQs online from unit 4
- (ii) CA-II: Class test on numerical problems

II. Semester End Examination (SEE)- 60 Marks

Semester V – Theory

Course: APSY502	Clinical Perspective on Psychological Disorders I (Credits :5, Lectures/Week: 04)	
	Objectives: <ul style="list-style-type: none"> • To understand the full spectrum of human behavior • To appreciate the merging boundaries between ‘normal’ behaviour and ‘abnormal’ behaviour • To capture the fundamental essence of Psychological Disorders • Understand the interplay of Biological, Psychological and Socio-cultural Factors in causing and treatment of Psychological Disorders • Make knowledge practically applicable for improving mental health Outcomes: Students will be able to trace the course of Psychological Disorders by adapting a ‘Scientific Theory to Practical Application’ approach, based on DSM V Categorization	
Unit I	Theoretical Perspectives of Psychological Disorders <ol style="list-style-type: none"> 1. Biological Perspectives <ol style="list-style-type: none"> i. Neurotransmitters ii. Gene-environment interactions 2. Psychodynamic Perspective <ol style="list-style-type: none"> i. Freud’s Theory ii. Post-Freudian Theories 3. Behavioral and Cognitive Perspectives <ol style="list-style-type: none"> i. Role of Conditioning ii. Relationship of Attitude with Emotion 4. Humanistic and Sociocultural Perspectives <ol style="list-style-type: none"> i. Person-centered theory ii. Family Interactions and Social Discrimination 	15 L
Unit II	Neuro developmental Disorders <ol style="list-style-type: none"> 1. Autism Spectrum Disorder <ol style="list-style-type: none"> i. Symptoms ii. Theories and Treatment 2. Learning and Communication Disorders <ol style="list-style-type: none"> i. Specific Learning Disorder ii. Communication Disorders 3. Attention Deficit/Hyperactivity Disorders <ol style="list-style-type: none"> i. Characteristics of ADHD ii. ADHD in Adults 4. Motor Disorders <ol style="list-style-type: none"> i. Tic Disorders ii. Stereotypic Movement Disorder 	15 L

<p>Unit III</p>	<p>Disorders pertaining to: Feeding-Eating, Elimination, Sleep-Wake, Impulse Control and Conduct</p> <ol style="list-style-type: none"> 1. Eating Disorders <ol style="list-style-type: none"> i. Symptoms of Anorexia Nervosa and Bulimia Nervosa ii. Theories and Treatment 2. Elimination Disorder <ol style="list-style-type: none"> i. Theories ii. Treatment 3. Sleep-wake Disorders <ol style="list-style-type: none"> i. Theories ii. Treatment 4. Disruptive and Impulse Control Disorders <ol style="list-style-type: none"> i. Oppositional Defiant Disorder ii. Impulse Control Disorders 	<p>15 L</p>
<p>Unit IV</p>	<p>Paraphilic Disorders, Sexual Dysfunctions and Gender Dysphoria</p> <ol style="list-style-type: none"> 1. Paraphilic Disorders <ol style="list-style-type: none"> i. Characteristics of Pedophilic, Exhibitionistic, Voyeuristic, Fetishistic disorders ii. Characteristics of Frotteuristic, Masochism, Sadism, Transvestic Disorders 2. Theories and Treatment of Paraphilic Disorders <ol style="list-style-type: none"> i. Theories ii. Treatment 3. Sexual Dysfunctions <ol style="list-style-type: none"> i. Arousal Disorders ii. Disorders involving Orgasm and Pain 4. Gender Dysphoria <ol style="list-style-type: none"> i. Theories ii. Treatment 	<p>15 L</p>
<p>References:</p> <ol style="list-style-type: none"> 1. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An integrative approach. (4thed.). New Delhi: Wadsworth Cengage Learning 2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology. (13thed.). Indian reprint 2009 by Dorling Kindersley, New Delhi 3. Nolen-Hoeksema, S. (2008). Abnormal Psychology. (4thed.). New York: McGraw Hill 4. Whitbourne, S.K., & Halgin, R.P. (2015). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7thed.). New York: McGraw Hill Education (India) Private Limited 		

Evaluation Scheme

I. Continuous Assessment (CA) - 40 Marks

- (i) CA-I : Online Test- for 20 marks
- (ii) CA-II: Analysis and Presentation of Case Studies- for 20 marks

II. Semester End Examination (SEE)- 60 Marks

Semester V – Theory

Course: APSY503	Industrial Psychology (Credits: 4.5 Lectures/Week: 03)	
	<p>Objectives:</p> <ul style="list-style-type: none"> • To make the learner aware of various functions of industrial psychology • To create awareness about the role of Psychological factors & processes at work • To create a foundation for higher education and a professional career in Human Resources • To explore the application of industrial psychology in a field setting <p>Outcomes:</p> <ul style="list-style-type: none"> • Students would be able to describe and evaluate the methods that deal with human resources at the workplace 	
Unit I	<p>Job Analysis</p> <ol style="list-style-type: none"> 1. Types of Job Analysis and Measuring Competency 2. Purposes of Job analysis; SMEs and collection of information 3. Methods of job analysis 4. Job evaluation 	11 L
Unit II	<p>Performance Appraisal</p> <ol style="list-style-type: none"> 1. Performance criteria 2. Objective methods of performance appraisal 3. Subjective methods for assessing job performance 4. Why do we appraise employees and Problems in performance appraisal 	11 L
Unit III	<p>Assessment and Selection</p> <ol style="list-style-type: none"> 1. Assessment methods: psychological tests 2. Biographical data, interviews, assessment centers and work samples 3. Human resource planning and recruitment 4. Selection & Retaining employees & POSH 	12 L
Unit IV	<p>Training</p> <ol style="list-style-type: none"> 1. Scope of training and Need assessment 2. Training design 3. Training and development methods 4. Evaluation of Training 	11 L

Reference:

- 1) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7thed.). Pearson Education, New Delhi, first Indian reprint2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4 ed.).Pearson Education, Indian reprint2007
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- 10) Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education*. (5th ed.) New York : McGraw-Hill
- 11) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
- 12) Gaur, A. J., & Gaur, S. S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS*. 2nded., Response books, Sage Publications
- 13) Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. 3 ed., Open University Press, McGraw-Hill Education
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- 20) Matlin, M. W. (1995). *Cognition*. 3rded., Bangalore: Prism Books pvt.ltd.
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- 22) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in*

Psychology and Education. Singapore: John-Wiley

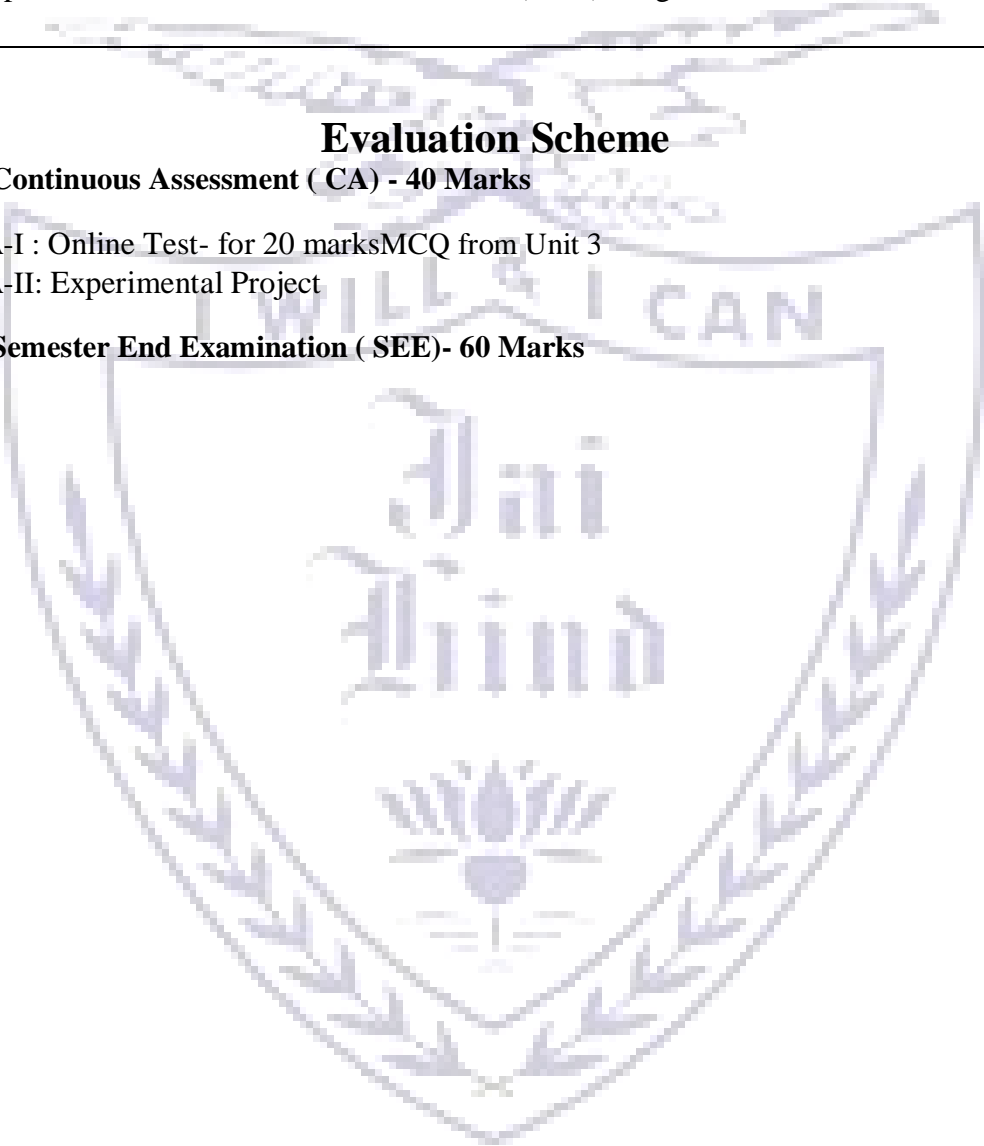
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- 25) Solso, R. L., & McLin, M. K. (2002). *Experimental Psychology: A case approach*. 7ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 26) Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.
- 27) Surprenant, A. M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomas Worth.

Evaluation Scheme

I. Continuous Assessment (CA) - 40 Marks

- (i) CA-I : Online Test- for 20 marks MCQ from Unit 3
- (ii) CA-II: Experimental Project

II. Semester End Examination (SEE) - 60 Marks



Semester V – Theory

Course: APSY504	Cognitive Psychology: Unraveling the Human Mind (Credits: 5, Lectures/Week: 04)	
	Objectives: <ul style="list-style-type: none"> ➤ Understand how the human cognition works ➤ Gain insight about the processes of Attention and Perception ➤ Learn about the use of Visual Imagery and Spatial Cognition ➤ Understand the biological aspects of cognition ➤ Appreciate the complexities of Working Memory Outcomes: Students would gain an understanding of Brain structure and Function and the processes involved in perceiving, attending, organizing and storing information	
Unit I	Attention <ol style="list-style-type: none"> 1. What is attention? <ol style="list-style-type: none"> i. Introduction to attention ii. Types of attention 2. Attention Theories <ol style="list-style-type: none"> i. Selective attention theories ii. Evaluating selective attention theories 3. Attention and the brain <ol style="list-style-type: none"> i. Neurological basis for attention ii. Hemineglect 4. Controlled and automatic processing <ol style="list-style-type: none"> i. Controlled processing ii. Automatic processing 5. Attention in daily life 	15 L
Unit II	Perception: Recognizing Patterns and Objects <ol style="list-style-type: none"> 1. Perception <ol style="list-style-type: none"> i. Distal stimulus, Proximal stimulus and Percept ii. Gestalt Approaches to Perception 2. Bottom-Up processes <ol style="list-style-type: none"> i. Featural Analysis ii. Prototype Matching 3. Top-Down Processes <ol style="list-style-type: none"> i. Contexteffects ii. The Word Superiority Effect 4. Direct Perception <ol style="list-style-type: none"> i. Constructivist versus Direct Perception ii. Affordances 	15 L

Unit III	Working Memory <ol style="list-style-type: none"> 1. Sensory Memory <ol style="list-style-type: none"> i. Iconic Memory ii. Echoic Memory 2. Short-Term Memory <ol style="list-style-type: none"> i. Capacity, Coding ii. Retention Duration 3. Principles of Forgetting and Retrieval <ol style="list-style-type: none"> i. Decay versus Interference ii. Parallel versus Serial search 4. Working Memory <ol style="list-style-type: none"> i. Components of Working Memory ii Stimulus-independent thoughts 	15 L
Unit IV	Individual Differences in Cognition <ol style="list-style-type: none"> 1. Cognitive Styles <ol style="list-style-type: none"> i. Field Dependence versus Field Independence ii. Reflectivity versus Impulsivity 2. Learning Styles <ol style="list-style-type: none"> i. Visual Learners versus Auditory Learners ii. Crossover Interactions 3. Visuospatial Abilities <ol style="list-style-type: none"> i. Mental Rotation tasks ii. Brain Lateralization 4. Quantitative and Reasoning Abilities <ol style="list-style-type: none"> i. Experiment by Ben bow and Stanley ii. Experiment by Anita Meehan 	15 L
References: <ol style="list-style-type: none"> 1. Galotti, K.M. (2015). Cognitive Psychology: In and Out of the Laboratory. (5thed.). New Delhi: Sage Publications India Pvt .Ltd. 2. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention and Memory. Wadsworth New Delhi: Cengage Learning 3. Galotti, K.M. (2007). Cognitive Psychology: In and Out of the Laboratory. (4thed.). Thomson Learning 4. Goldstein, E.B. (2007). Psychology of Sensation and Perception. New Delhi: Cengage Learning India, Indian Reprint 2008 5. Goldstein, E.B. (2005). Cognitive Psychology: Connecting Mind, Research and Everyday Experience. Wadsworth/Thomson Learning 6. Matlin, M.W. (1995). Cognition. (3rded.). Bangalore: Prism Books Pvt.Ltd. 		

Evaluation Scheme

I. Continuous Assessment (CA) - 40 Marks

- (i) CA-I : Online Test- for 20 marks
- (ii) CA-II: Conduct Psychological Tests to assess Gender Differences in Cognition- for 20 marks

II. Semester End Examination (SEE)- 60 Marks

Semester V – Theory

Course: APSY505	Practicals in Cognitive Processes and Psychological Testing (Credits: 05 Lectures/Week: 06 Practicals)	
	<p>Objectives:</p> <ul style="list-style-type: none"> • 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. • 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 • To familiarize the students with computer – based experiments (Coglab) and sensitize them to aspects of control, precision of exposure and measurement • To stimulate interest in the process of scientific inquiry with analytical attitude and to create a foundation for advanced Experimentation and Research in Psychology and applications of advanced Statistical techniques <p>Outcomes:</p> <p>Students would be introduced to Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data</p>	
Unit I	<p>Basics of Experimentation in Psychological Research</p> <ol style="list-style-type: none"> a) Experimental designs; Randomization and counter balancing; types of variables, conceptual and operational definition of variables b) Identification of the research question, variables in studies, c) writing of Various types of hypotheses, d) 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, e) sampling error, f) significant difference, g) rejection of the null hypothesis, h) one-tailed vs. two-tailed tests, i) Type I and Type II decision errors 	15 L
Unit II	<p>Basics of Inferential Statistics in Psychological Research</p> <ol style="list-style-type: none"> 1. Application of inferential statistics - The t test - Significance of difference between 2 means as applied to Repeated measures designs and Randomized group designs; The distinction between descriptive statistics and inferential statistics; sampling methods 2. Use of Excel or SPSS: data entry and basic statistical procedures 3. Correlation 	15 L

Unit III	Conduct of tests and experiments <ol style="list-style-type: none"> 1. Practice Exercises in Methodology and Statistics 2. Discussion and understanding of research situations – 2 Practice exercises, 2 Practice experiments 3. Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics 4. Two Exercises in Psychological Testing 5. One Computer-based Experiment(Coglab) 	15 L
Unit IV	Report writing: APA style for research reports	15 L

References:

- 1) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7thed.). Pearson Education, New Delhi, first Indian reprint2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4 ed.). Pearson Education, Indian reprint2007
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- 4) Cohen, B. H. (2013). *Explaining Psychological Statistics* (4th ed.). New Jersey. John Wiley & sons
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- 6) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Method sin Psychology*. (6thed.). Brooks/Cole, ThomsonLearning
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- 12) Gaur, A. J., & Gaur, S. S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS*. 2nded., Response books, SagePublications
- 13) Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. 3 ed., Open University Press, McGraw-Hill Education
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- 16) Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th ed.). Wadsworth Thomson Learning, Indian reprint2007

- 18) McBurney, D. H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 19) Mc Burney, D. H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 20) Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata Mc Graw Hill Publishing Company Ltd.
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- 22) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). *Statistical Reasoning in the Behavioral sciences*, John Wiley & sons
- 23) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore : John-Wiley
- 24) Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw-Hill Publishing Company, Mumbai
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- 26) Solso, R. L., & Mc Lin, M. K. (2002). *Experimental Psychology: A case approach*. 7ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 27) Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.
- 28) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

Evaluation Scheme

I. Continuous Assessment (CA) - 40 Marks

- (i) CA-I : Online Assessment
- (ii) CA-II: Develop and conduct Memory Tests

II. Semester End Examination (SEE)- 60 Marks

Semester V – Theory

Course: APSY506	Counselling: The Profession and the Skills (Credits : 04.5 Lectures/Week: 03)	
	<p>Objectives:</p> <p>To make the learner aware of basic skills in counselling Understand counselling as a profession To create a foundation for higher education and a professional career in counselling To explore the application of counselling in a field setting</p> <p>Outcomes:</p> <p>The student is introduced to counselling as profession A set of basic skills are introduced in the process of counseling</p>	
Unit I	<p>Counselling as a profession</p> <ol style="list-style-type: none"> 1. Counselling a helping profession 2. The counsellor 3. Counselling as a system 4. Ethical principles and guidelines 	12 L
Unit II	<p>Building a counselling relationship</p> <ol style="list-style-type: none"> 1. Six factors that influence counselling 2. Types of initial interviews 3. Conducting the initial interview & Non helpful interview behaviour 4. Exploration and identification of goals 	11 L
Unit III	<p>Working in a counselling relationship</p> <ol style="list-style-type: none"> 1. The working alliance – Johari window, the real relationship 2. Counselling skills in understanding and action phases 3. Contracting and rehearsal 4. Transference and Counter transference 	11 L
Unit IV	<p>Closing / Termination; Assessment and diagnosis</p> <ol style="list-style-type: none"> 1. Function and timing of closing & Issues in closing 2. Resistance and premature closing 3. Counsellor initiated closing, follow up and referral 4. Assessment and diagnosis 	11 L
<p>References:</p> <ol style="list-style-type: none"> 1. Arulmani, G., & Nag-Arulmani, S. (2004). Career Counseling – a handbook. New Delhi: Tata McGraw-Hill 2. Capuzzi, D., & Gross, D. R. (2009). Introduction to the Counseling Profession. (5th ed.). New Jersey: Pearson Education 3. Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (7th ed.). Stamford, CT: Brooks/Cole 4. Gelso, C.J., & Fretz, B.R. (2001). Counseling Psychology: Practices, Issues, and Intervention. First Indian reprint 2009 by Cengage Learning India 5. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counseling and Guidance. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi 		

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11. Rao, N. S. (1991). *Counseling and Guidance*. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)
12. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Thomson Brooks/ Cole

Evaluation Scheme

I. Continuous Assessment (CA) - 40 Marks

- (i) CA-I : MCQs in Ethics 20 Marks
- (ii) CA-II: Students will train and be tested for 2 process skills 20 Marks

II. Semester End Examination (SEE)- 60 Marks