

M. A. APPLIED PSYCHOLOGY SYLLABUS

Department of Applied Psychology University of Delhi, South Campus, New Delhi

Application of psychological principles to solve human problems has acquired new dimension with the changing nature of the challenges that the world faces today. In view of this, the scientific discipline of applied psychology has emerged as a natural process of evolution in the knowledge base. It has gathered spectacular momentum in recent years. In this context a post-graduate training in applied psychology has been a need of the time. It demands a comprehensive curriculum. For preparing the applied psychologists of the future, equipping them with skills and adequate knowledge-bases, attempt has been made to incorporate professional training in three principal domains of the discipline such as: (A) Clinical and Health Psychology, (B) Organizational Behaviour and (C) Social Psychology, as specializations, apart from focusing on understanding of the fundamental psychological processes, and research methods in applied psychology.

Course framework SEMESTER-I

Code: Paper	Marks
1.1 Applied Cognitive Psychology	50
1.2 Research Methods	50
1.3 Community Psychology	50
1.4. Practicum Based on theory papers 1.1 to 1.3, at least two practical to be conducted preferably in laboratory conditions. The records would be prepared by the student and must be submitted for further evaluation during the examination.	50

SEMESTER-II

2.1 Psychological Assessment	50
2.2 Clinical & Health Psychology: Basic Psychological Processes in Health and Disease	50
2.3 Advanced Social Psychology: Issues in Social Behavior	50
2.4 Optional Paper: Any one of the following	50
A. Forensic Psychology: Study of Criminal Behavior	
B. Organizational Behavior: Basics of Organizational Behavior	
C. Psychology of Group Dynamics	
2.5. Practicum	50
Two sets of practicum are required: One set would be based on compulsory papers (2.1 to 2.4) and another from the Optional paper (2.4). This would be introduced by the faculty and minimum of one long practicum would be introduced and student would submit a practicum record. The examination would be conducted at the end of the semester.	

SEMESTER-III

3.1		
A.1	Counseling and Psychotherapeutic Processes	50
A.2	Applied Psychophysiology & Biofeedback	50
3.1		
B.1	Industrial/Organizational Psychology	50
B.2	Psychological Issues in Human Resource Development	50
3.1		
C.1	Personal Growth: An Experiential Paradigm	50
C.2	Counseling in Social Settings	50
3.1	Practicum	50

Each of the optional papers would be substantiated by introduction of Practicum exercises by the course faculty. A minimum of Two Practicum would be carried out and a written account in terms of report would be maintained. The examination would consist of oral/activity/tool based depending on the decision of faculty.

3.3	Field Training	50
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Each student would be placed in the field of their chosen specialization at least for 50 days during the summer vacations. The fieldwork would be carried out under the joint supervision of a Field supervisor and faculty Supervisor. Students would produce a documented evidence of their work.

Field report: Each student shall prepare a Field report on the basis of guidelines provided by the Supervisors and submit the same to the supervisors for authentication and further evaluation.

SEMESTER-IV

4.1		
(A-1)	Applied Behavior Analysis and Cognitive-Behaviour Therapy	50
(A-2)	Neuropsychological Rehabilitation	50
4.2		
(B-1)	Managing Organizational Culture and Processes	50
(B-2)	Leadership and Organizational Change	50
4.3		
(C-1)	Psychology of Happiness	50
(C-2)	Psychology of Peace	50
4.5	Dissertation	100

Thesis (A written Account submitted for Evaluation by an External Examiner) followed by Viva-Voce examination. The distribution of marks would be 70+30. The supervisor would also act as one of the examiners as per university rules in practice.

Course Contents

SEMESTER-I

All papers Compulsory

1.1	Applied Cognitive Psychology	
1.2	Research Methods	
1.3	Community Psychology	
1.4.	Practicum	50

Based on theory papers 1.1 to 1.3, at least two practical to be conducted preferably in laboratory conditions. The records would be prepared by the student and must be submitted for further evaluation during the examination.

1.1 Applied Cognitive Psychology

Objectives:

1. To facilitate the learning of traditional and emergent fields of cognitive neuropsychology.
2. To understand-brain-behaviour relationship in day to day life
3. To explore the practical implications of cognitive processes in human performance.

Unit-I: Introduction to applied cognitive psychology: Philosophical antecedents, Emergence of Cognitive psychology. Approaches and key issues. 10 Hrs.

Unit-II Cognitive neuroscience: Organization of Nervous system: Cognition in the Brain. Sensation to representation. Theoretical approaches to perception, Deficits in perception. Attention and consciousness, Memory: Models, Processes, Practical Applications of Cognitive Psychology in improving memory processes, Representations and manipulation of Knowledge in: Images and Propositions: Spatial cognition and Cognitive Map. 10 Hrs.

Unit III Language: Nature and Acquisition: Bilingualism and Multilingualism Reading: Bottom-up and Top-down processes, Comprehension, Neuropsychology of Language. Problem-solving and Creativity: Practical applications of cognitive psychology. Decision-making and reasoning: Deductive reasoning and inductive reasoning. 10 Hrs.

Unit-IV Human and artificial intelligence: Information possessing and intelligence, alternative approaches to Intelligence. Computer simulation, improving intelligence. 10 Hrs.

References

Durso, F. T. (2007). *Handbook of Applied Cognition* (2nd Ed). New West Sussex : Wiley & Sons.

Esgate, A. et al. (2005). *An Introduction to Applied Cognitive Psychology*. Psychology Press: New York.

Sternberg, R. J. (Ed.) (2000). *Handbook of intelligence*. New York: Cambridge University Press.

Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving Learning and Remembering*. Australia: Cengage Learning.

1.2 Research Methods

Objectives

1. To inform students about the basics of scientific research in applied psychology.
2. To make them learn the statistical rigors in designing research and processing data

Unit-I: Meaning, purpose and Dimensions of Research, Paradigms of research: Quantitative and Qualitative. Ethical problems and principles. 8Hrs.

Unit-II: Introduction to Psychological Assessment, measurement: Test construction: Steps in test development and standardization: Reliability and Validity. Issues Internal vs. External validity. 12 Hrs.

Unit-III: Sampling and Hypothesis Testing, Sampling procedures of hypothesis testing, Selection of statistical methods. : Randomized Experimental and Quasi- experimental Approaches, Group vs. Single-subject Designs. 10 Hrs.

Unit-IV: Integration of Designs and Analysis, Single factor Between Groups Design, Single factor within Groups Design, Basic Associational Design, Complex Between Group Design, Mixed Factorial Design, Interpretation of Complex Associational Analyses 10 Hrs.

References

Chadha, N. K. (2009) *Applied Psychometry*. New Delhi: Sage.

Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.

Howell, D.C. (2002) *Statistical methods for Psychology* (5th Ed) Duxbury, California: Thomson Learning.

Siegel, S. (1956) *Non-parametric statistical for behavioral sciences*. New York: McGraw Hill.

Weinberg, D. (2002). *Qualitative Research Methods*. Blackwell Publishers.

1.3 Community Psychology

Objectives

1. To acquaint the students about the history & present status of community mental health services.
2. To develop a community based orientation towards mental health.

Unit I: Historical and social contexts of community psychology: concept, evolution and nature of community mental health. 10 Hrs.

Unit II: Models of mental health services: mental, social, organizational and ecological 10 Hrs.

Unit III: Community mental health intervention and community based rehabilitation (CBR): Issues, principles and programmes; evaluation of CBR; training the para-professional and non-professionals. 10 Hrs.

Unit IV: Community mental health in India: Issues & challenges 10 Hrs.

References

- Bloom, B. (1973). *Community Mental Health—A critical analysis*. New Jersey: General Learning Press
- Koch, C.H.(ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.
- Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.
- Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

SEMESTER-II

- 2.1 Psychological Assessment
- 2.2 Clinical & Health Psychology: Basic psychological processes in health and Disease
- 2.3 Advanced Social Psychology: Issues in social behaviour
- 2.4 Optional paper: Any one of the following
- A. Forensic Psychology: Study of criminal behaviour
 - B. Organizational behavior: Basics of Organizational Behavior
 - C. Psychology of Group Dynamics

2.1. Psychological Assessment

Objectives

- 1 To help students learn the scientific approach to assessment of Individual differences through psychological testing.
- 2 Develop Competence in Test Construction scientific manner and taking appropriate decisions based on test scores T

Unit I: Introduction to Psychological Assessment, Theory and Practice challenges of Psychological measurement
10 Hrs.

Unit II: Test construction: Steps in test development and standardization
10 Hrs.

Unit-III: Applications of Psychological testing: clinical, organizational and business, Educational counseling, military and career guidance settings
10 Hrs.

Unit IV: Ethical Issues in Psychological Testing: International guidelines and challenges of cultural applications
10 Hrs.

References:

Kaplan, R.M. and Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications and Issues*. India: Wadsworth, Cenegage.

Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage Publication Pvt. Ltd.

2.2 Clinical & Health Psychology: Basic Psychological Processes in Health and Disease

Objectives

1. To develop a general orientation towards abnormal behavior and disease process through various models of psychopathology.
2. To understand causes of pathological behavior and its psychodiagnostic assessment.
3. To develop skills for diagnosis and classification of mental disorders.

Unit I: Introduction to Models of Psychopathology: Psychoanalytic, Behavioural, Cognitive, Information processing and Biological Models. Sociobiology of health and Disease, Diagnostic classification of mental and behavioural disorders

10 Hrs.

Unit II: Case-history taking and Mental status examination: Disorders of attention, perception, thought movement, Psychodiagnosis of major Mental Disorders of the Adults and their treatment: Stress and Anxiety Disorders, and Schizo-phrenia, Affective Disorders, Psychosomatic Disorders, Personality Disorders and Substance abuse.

10 Hrs.

Unit III: Mental Disorders of Children and their treatment, Mental Retardation, Learning Disability, Attention Deficit Disorders and Hyperactivity, Autism, Fears and Phobias, Conduct disorders

10 Hrs.

Unit IV: Supervised Practicum: Students will be provided demonstrations of psychodiagnostic procedures in laboratory and clinical settings and visit institutions providing specialized services and produce at least 5 case records for internal evaluation .

10 Hrs

References:

Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) *The Clinical Psychology Handbook Pergamon*. New York

Sweet, J. J. , Rozensky, A. & Tovian, S. M. (1991) *Handbook of Clinical Psychology in Clinical Practice*. New York: Plenum.

Walker, C. E. (2001) *Handbook of Child Clinical Psychology*. New York: John Wiley & Sons.

2.3 Advanced Social Psychology: Issues in Social Behavior

Objectives:

1. Informing students of changing nature of concerns in social psychology in terms of basic unit of analysis.
2. The relationship and its significance in influencing the making of self and behavior in social spaces facilitating development of relevant social skills to be observer, facilitator and participant in group processes

Unit-I: Introduction to the changing nature of social psychology: Antecedents and Emergent Perspectives
04 Hrs.

Unit-II: Individual group and Relationships: People in groups, social loafing, minority influence, experience of marginalization, group roles and polarization, risky shift.
10 Hrs.

Unit-III: Conflict, Collaboration and Competition, Discrimination, Stigma and Relative Deprivation: Culture and Self and its implications for group.
12 Hrs

Unit-IV: Pro-social Behavior: Bystander effect,, Compliance and persuasion, Negotiation and bargaining in group, Aggression and Obedience,
10 Hrs.

References:

Burke, P. J. (2006). *Contemporary Social Psychological Theories*. Stanford Social Sciences

Delamater, J. (2003) *Handbook of Social Psychology*. New York: Kluswer Academic.

Hogg, A.M. (Ed.) (2003) *Social Psychology*, Vol. I-IV. London: Sage.

Sinha, D & Rao, S.K. (1988) *Social Values and Development*, Asian Perspectives, New Delhi: Sage Publications.

2.4 Optional Paper

2.4. A. Forensic Psychology: Study of Criminal Behavior

Unit I: Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology, Education and Training.
10 Hrs.

Unit II: Criminal and Investigative Psychology: Police Psychology, Mental and Aptitude testing, Personality assessment. Occupational stress in Police and investigation, Hostage taking Police interrogation and False confession. Criminal of Psychological autopsy. Geographical profiling and mental manpower, Criminal Identification.
10 Hrs.

Unit III: Psychological impacts of violence and sexual offences, Post-traumatic stress disorder, Family violence and victimization, Psychology of the bystanders
10 Hrs.

Unit IV: Correctional Psychology: Legal rights of inmates: Rights to treatment, Right top refuse treatment, Inmates with mental disorders, Solitary confinement, Psychological assessment in correction, Psychological methods of correction, Treatment of sexual offenders, Community-based correction, Group homes, Family preservation model, Substance abuse model, Prevention of violence.
10 Hrs.

References:

Bartol, C. R. & Bartol, A. M. (2004) *Introduction to forensic psychology*. New Delhi: Sage.

Blackburn, R., (1993) *The psychology of criminal conduct: Theory research and practice*. Chichester: Wiley & Sons.

Dhanda, A. (2000) *Legal order and mental disorder*. New Delhi: Sage.

Harari, L. (1981) *Forensic psychology*. London: Batsford Academic.

2.4. B. Organizational Behavior: Basics of Organizational Behavior

Objectives:

1. To develop an understanding of structure and processes of the organization as a whole and the unit of analysis
2. To understand the interaction of individual and Group level of analysis with in the organization.

Unit I: Dynamics of organizations: Understanding and predicting OB, traditional and modern organizational models of OB, concepts of OB, management theories of organizational behavior. 10 Hrs.

Unit II: Behavior in organizations: Human perception and motivation, human learning and problem solving, people are unique, groups in organizations, leader and group effectiveness. 10 Hrs.

Unit III: Organizational Change and Development: Individual approaches to change, interpersonal and organizational. 10 Hrs.

Unit IV: Organizations as System: Open and close systems, Internal integration and external adaptation. 10 Hrs.

References:

Newstrom, J. W. and Davis, K. (2002). *Organizational Behaviour – Human Behaviour at Work* (10th ed.). New Delhi: Tata McGraw Hill.

Luthans, F. (2002). *Organisational Behaviour* (9th Ed.). McGraw Hill-Irwin

Bobbitt, R. Breinholt, Doktor and James P. McNaul. *Organizational Behavior; Understanding and Prediction*. New Jersey: Prentice-Hall, Inc.

Robbins , S. P. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India.

2.4. C. Psychology of Group Dynamics

Objectives:

To acquaint the student about the history and approaches towards group work and processes. Consequently train the student in conducting Socio-emotional and Psycho-educational groups with skills, techniques and theory developed from systemic perspectives.

Unit-I: Approaches study groups: Individual Versus Groups: Group Productivity, Decision making, Power and Influence: Models and Perspectives 10 Hrs.

Unit-II: Inter-group Conflict and cooperation: Dynamics, Prejudice, Stereotypes and its role in social categorization. 10 Hrs.

Unit-III: Structural aspects of group, Roles, Status, Leadership, Communication Process and Evolution of group norms, Training group observers 10 Hrs.

Unit-IV: The group experience: Process Observation, Skills in managing group, feedback taking and giving, Reflection process 10 Hrs.

References:

- Lewin, K. (1951) *Field Theory in Social Science*. New York: Harper and Row.
- Rogers, C. (1970) *Encounter groups*. New York: Harper and Row.
- Vohra, S.S. (2002) Evolution of Group Work: Present Scenario and historic antecedents. *Journal of Personality and Clinical Studies*, 18, 57-65
- Vohra, S.S. & Rai, N. (2005) *Groups that Work : Techniques and Interventions*. Ane Publishers

SEMESTER-III

3.1.

A.1 Counseling and Psychotherapeutic Processes

Objectives

1. To introduce the basic concepts of applied psychophysiology and biofeedback, so that the students can apply these techniques in health care
2. To identify different parameters of psychophysiological assessment
3. To familiarized with techniques of data acquisition in biofeedback
4. To application and research in biofeedback

Unit I: Introduction, basic concept of and historical developments. Psycho- hysio-logical outcomes and markers, concomitants and invariants. 4 Hrs.

Unit II: Functional Neuroimaging, Electroencephalography: Narrative EEG activity, Data acquisition and Signal analysis. Quantitative Scalp analysis: Spectral analysis, Asymmetry metrics, Time frequency analysis, Coherence analysis, Quantitative EEG analysis. 6 Hrs.

Unit III: Event related Brain potentials: Quantification of ERP component The N200s, The P300s
Electrodermal system: Anatomical and Physiological basis of Electrodermal activity (EDA) recording System. Psychological and Social context. Individual differences in EDA. Cardiovascular psychophysiology
Electrocardiography: Blood Pressure and its measurement. 14 Hrs

Unit IV: Supervised Practicum: Students will be provided demonstrations in the laboratory setting and visit institutions providing specialized services and produce at least 2 case records. 16 Hrs

References :

- Brown, B. (1977) *Stress and the Art of Biofeedback*. Toronto: Bantam Age Books.
- Cacippo, J. T., Tassinary, L.G., & Berntson, M. (2007) *Handbook of Psycho- physiology*, Cambridge.
- Schwartz, M. S. (Ed) (2001) *Biofeedback: A Practitioner's Guide*. New York: The Guilford Press.

A.2 Applied Psychophysiology & Biofeedback

Objectives:

1. To familiarize the students with various approaches, techniques and skills of counseling and psychotherapy in mental health problems.
2. To prepare the students to conduct different types of counseling and psychotherapies with different clinical and sub-clinical population
3. To help them in identifying the processes of therapy and therapeutic change in the client
4. To enable them to conduct research in psychotherapy and report the findings

Unit I: Conceptual Issues, Client Variables in Counseling and Psychotherapy, Processes and Techniques of Psychotherapy 10 Hrs.

Unit II: Modalities of Psychotherapy; Gestalt Therapy; Experiential and Transpersonal Psychotherapies, Art Therapy, Play Therapy, Family Therapy, Yoga and Other Indegenious therapies, Research Designs, Issues and Evaluation. 10 Hrs.

Unit III: Research in Psychotherapy: Experimental and Quasi-experimental designs. Ethical Issues in Psychotherapy 10 Hrs.

Unit IV: Supervised Practicum: Students will be provided demonstrations in the laboratory setting and visit institutions providing specialized services and produce at least 2 case records. 10 Hrs.

References:

- Bergin, A. E., & Garfield, S. L. (Eds.) (1994) *Handbook of Psychotherapy and Behaviour Change*, (4th Ed.). New York: Wiley.
- Finx, B.(2007) *Fundamentals of Psychoanalytic Techniques*. New York: Norton.
- Rama, S., Ballentine, R. & Ajaya, S. (1976) *Yoga Psychotherapy*. Pennsylvania: HIP.

3.1.

B.1. Industrial/Organizational Psychology

Objectives:

1. To acquaint students with the staffing processes of the employer and employees overall performance assessments.
2. To make them understand the dynamics of the various determinants in attaining the quality of work life with various principles and techniques of motivation and learning.

Unit-I: Introduction to Industrial Psychology: Definitions & Scope. Major influences on Industrial Psychology- Scientific management and human relations schools Hawthorne Experiments 10 Hrs.

Unit-II: Work Environment & Engineering Psychology: Job and Job Analysis, Human factors in Job Design, Job Enlargement, Job Evaluation, Working Conditions, Accidents and Safety Fatigue, Boredom, Time and Motion studies, Workspace design. 10 Hrs.

Unit –III: Staffing: Recruitment process, Realistic Job Preview, Selection process, Method of selection, Assessment Centers. Training, learning and performance: Training need analysis, Learning process in training (trainee characteristics, learning and motivational theories applied to training). Contents and methods of training, evaluating training programs, specialized training programs, cross-cultural training.
10 Hrs.

Unit-IV: Stress and worker Well-Being: Work place Stress, Consequences of stress, theories of Stress, reducing and managing stress, Violence at work, Work Motivation theories, quality of work life, turnover, absenteeism, job involvement and commitment, Equal Employment Opportunity.

References:

- Aamodt, M.G. (2007) *Industrial/Organizational Psychology : An Applied Approach* (5th edition). Belmont, C.A: Wadsworth/Thompson.
- Aswathappa, K. (2008). *Human Resource Management* (5th edition). New Delhi: Tata McGraw Hill.
- Blum M.L. & Naylor J.C. (1982). *Industrial Psychology. Its Theoretical & Social Foundations*. New Delhi: CBS Publication.
- Miner, J.B. (1992). *Industrial/Organizational Psychology*. New York: McGraw Hill.

B.2 Psychological Issues in Human Resource Development

Objectives:

1. To help develop the sensitivity to development of orientation to HR, effective and efficient organizational functioning in a competitive environment.
2. To give an exposure to current issues, concerns, dilemmas in dealing with the human dimensions in organizations.

Unit-I: Managing HR: HR and organizational performance, Responsibilities of HR department, Skills of HRM, Personnel policies, Ethics in HRM, Trends in HR (Change in labor force, high performance work systems, changing economy, technological change in HRM).

Unit-II: Analyzing Work and Designing Jobs: Recruitment and hiring people, training and developing employees, Work flow in organizations, Managing performance, Job designing (Efficient jobs and Ergonomics), Separating and Retaining Employees, Employee Benefit.

Unit-III: Career and Competency: Career stages, organizational perspective on careers, matching process, career mentoring program. Competency: introduction, models, value addition to employees and organizations, application in HRM and competency mapping.

Unit-IV: New Challenges and Directions: Collective Bargaining, Negotiation and Labor relations, HR revolution, HR as a competitive advantage, Reinventing HR functions, Managing people in Global Markets, Cross cultural preparations, E-HRM.

References:

- Burke, R.J., Cooper, C.L. (Ed.). (2005). *Reinventing Human Resource management: Challenges and New Directions*. New York: Routledge.
- Chadha, N.K. (2005). *Human Resource Management-Issues, case studies and experiential exercises* (3rd edition). New Delhi: Sai Printographers.

Raymond, A.N, Hollenbeck, J.R., Gerhart, B., Wright, P.M. (2004). *Fundamentals of Human Resource Management*. China: McGraw Hill.

Sanghi, S. (2004). *Handbook of Competency Mapping: Understanding, designing and implementing competency models in organizations*. New Delhi: Sage.

3.1

C.1 Personal Growth: An Experiential Paradigm

Objectives:

1. To expose the student to the concept of experiential learning, i.e. learning through experience & reflection, learning by doing combined with reflection.
2. An active rather than a passive process requiring learners to be self-motivated and responsible “to” yet not “for” learner.
3. Engage with learners through a variety of experiential methodologies in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.

Unit I: Introduction to Personal growth, consciousness and Self actualization challenges in contemporary context. 10 Hrs.

Unit II: Model and approach to experiential paradigms: Self Independent, interdependent and relational self experiencing self other reflections and beyond. 10 Hrs.

Unit III: Experiential Paradigms in practices Transpersonal, positive psychology and personal growth, challenges of managing emotions in experience 10 Hrs.

Unit IV: Designing interventions, facilitating and ethical considerations in situations of human interventions. 10 Hrs.

References:

Atherton, J.B.(2002) *Learning and teaching: Teaching from experience Columbus*. Ohio:Merrill.

Exeter, D.J. (2001). *Learning in the outdoors*. London: Outward Bound.

Vohra, S.S.(2002) *Evolution of Group Work: Present Scenario and historical antecedents*. *Journal of Personality and Clinical Studies*, 18, 57-65.

Vohra, S.S. & Kailash.S.(2010) *Experiential learning (section III) in Psychology of Turbulent Relationships*. New Delhi: Icon Publishers.

C.2 Counseling in Social Settings

Objective:

To acquaint the student with theory, research and applications as a social psychologist and counselor in the fields of school, family, group, corporate and spiritual counseling.

Unit I: Introduction to Counseling: Nature approach and challenges 10 Hrs.

Unit II: Approach to Counseling: Psychodynamic, Cognitive Behavioral existential and feminist approach 10 Hrs.

Unit III: Perspective on Practices: School, Family, corporate/work and spiritual 10 Hrs.

Unit IV: Ethical Issue in Counseling: Professional competence, value, power and role of professional network

References :

- Pareek, U. (2004) *Understanding Organisational Behaviour*. New Delhi: Oxford University Press.
- Vohra, S.S. (2004) *Enhancing Mental health through Value education*. *Journal of Value Education*, NCERT, Vol. 3:1, 39-54
- Vohra, S.S. (2004) *Strengthening the value of forgiveness in School Children* *Journal of Value Education*, NCERT, 4, 1&2, 159-1671.
- Vohra, S.S. & Kailash, S. (2010) *Psychological Turbulence in Relationships: Research, Cases & interventions*. New Delhi: Icon Publications Pvt. Ltd.

3.4 Practicum: Practicum will be based on Optional Papers

3.5 Field Training: Students will have supervised field training in agencies

SEMESTER-IV

4.1

(A-1) Applied Behavior Analysis and Cognitive-Behaviour Therapy

Objectives:

1. To develop a general orientation towards application of applied behavior analysis and cognitive-behaviour therapy in treatment of behavioral disorders
2. To familiarize the students with the basic concepts of applied behavior analysis
3. To develop skills for behavioural diagnosis, classification and assessment of Behavioral disorders.
4. To develop competence in application of applied behavior analysis in research and practice of behavior therapy.

Unit I: Philosophical and historical foundations of behavior therapy, applied behavior analysis and cognitive-behaviour therapy, Conceptual Issues Psychobiological Basis of Behavior Therapy, Behavioral & Cognitive-behavioural Assessment and Diagnosis, Behavioural and Cognitive-behavioural case formulation, Development of behavioural coding Inter-observer reliability, Ethical Guidelines for practice. Issues 10 Hrs.

Unit III: Reinforcing Desirable Responding Developing New Behaviors, Modeling and Observational, Learning, Aversive Procedures, Non-aversive Procedures, Relaxation and Systematic Desensitization, Restricted Environmental Stimulation Therapy; Eye-movement Desensitization Reprocessing: EMDR, Covert Conditioning Procedures. 10 Hrs.

Unit IV: Cognitive-behavioural approaches: Beck, Meichenbaum, and Ellis, Family Systems & Child Cognitive-behavioural Problems, Cognitive-behaviour Therapy in Classroom, Hospital, Home and other Institutional Settings, and Clinical conditions: Depression, Post-traumatic Stress Disorder, Aggression, Substance Abuse, Learning Disabilities, Anxiety Disorders and Eating Disorders 10 Hrs.

References:

- Jena, S. P. K. (2008). *Behaviour Therapy: Techniques, Research and Applications*. New Delhi: Sage.
- Kazdin, A. E. (2001). *Behaviour Modification in Applied settings*, 6th Ed. Wadsworth

A.2. Neuropsychological Rehabilitation

Unit I: Neuropsychological Rehabilitation: Historical antecedents and approaches. Types of brain injury, Methods of localization of cognitive functions in the Brain 10 Hrs.

Unit II: Lobular syndromes: Frontal, Parietal , Occipital, Temporal Lobe syndromes. 10 Hrs.

Unit-III: Neuropsychological assessment and syndrome analysis and Rehabilitation in Minimal brain Dysfunction. Epilepsy, Mental Retardation and Learning Disabilities, Aphasias, Apaxias, and Agnosias 10 Hrs.

Unit IV: Plasticity and Restoration of Brain Function, Mind and Brain Relationship Computer assisted neuropsychological rehabilitation and training 10 Hrs

References:

Boller, F. & Grafman, J, (1988) *Handbook of neuropsychology*. New York: Elsevier.

Kolb, B., & Ian, Q. W. (1990) *Fundamental of neuropsychology*. New York: Freeman.

Mukundan, C. R. (2007) *Brain experience; The experiential perspectives of the Brain*. New Delhi: Atlantic Publisher's.

Ponsford, J. (Ed.) (2004). *Cognitive and Behavioural Rehabilitation*. New York: Guilford.

(B-1) Managing Organizational Culture and Processes

Objectives:

1. To sensitize students to the need for managing differently in diverse cultural environments, and
2. To develop skills for diagnosing and understanding heterogeneity of cultures, and to function effectively in them.

Unit-I: Introduction to organizational Culture: meaning, assumptions, culture as a source of competitive advantage, beliefs and values, interpreting patterns of culture, interacting spheres of culture. 10 Hrs.

Unit-II: Culture's Influence on work values and organizational practices: Construal of Self, consequences for Emotion, consequences of motivation, sources of Cultural Intelligence, Self Assessment of Cultural Quotient (CQ). 10 Hrs.

Unit-III: Culture shock and Acculturation: Nature of culture shock and Coping, cross-cultural team building, Art of Negotiation, Dos' and Don'ts of Cross cultural Negotiation, Challenges of Cross Border Negotiations. 10 Hrs.

Unit-IV: Intercultural communication Ethics; complexities in managing across cultures; cross cultural communication, cross cultural misperceptions, cross cultural misinterpretations, need for linguistic proficiency in international business, linguistic diversity. 10 Hrs.

References

Ferraro, G.P. (1994), *The Cultural Dimensions of International Business* (2nd Ed.). New Jersey: Prentice Hall.

Matsumoto, D. (1993). *People: Psychology from a Cultural Perspective*. California: Brooks/Cole Publishing Company.

Schneider, S. C. & Barsouse, J. L. (Eds.) (1997). *Managing Across Cultures*. New York: Prentice Hall.

(B-2) Leadership and Organizational Change

Objectives:

To provide an understanding of concepts and approaches of leadership, competency, capability and its linkages at various work levels in organizations.

Unit-I: Leadership: Meaning, concept, Leadership Motives, Influence of heredity, environment and Cognitive factors, Leadership effectiveness, leader emergence, Blending of leadership and managerial roles, Demographics of leadership-male and female leaders. 10 Hrs.

Unit-II: Trends and Developments in Leadership Research: Trait approach, Contingency approach, new leadership approach, Transactional and Transformational leadership, Leader prototypes. 10 Hrs.

Unit-III: Emerging Challenges to Leadership: Leadership in changing workplace, Leader's role in fostering teamwork, Overcoming traditional thinking Methods to enhance creative problem solving, Climate for creative thinking, Leadership practices for innovation, Ethical leadership development, Cultural sensitivity, intelligence, and global leadership skills. 10 Hrs.

Unit- IV: Re-visioning Leadership: Feminist perspective: Moving beyond conventional attributes of gender and leadership, Critical Perspective: Leadership as a social myth, Leadership as critical process. 10 Hrs.

References

Chadha, N.K. (2004) *Recruitment and Selection*. New Delhi: Galotia Publishing House.

Chadha, N.K. (2007) *Perspectives in Organizational Behavior*. New Delhi: Galotia Publishing House.

DuBrin, A.J. (2010). *Leadership: Research Findings, Practice and skills*. OH: Cengage.

Grint, K. (2001). *Leadership: Classical, contemporary, and critical approaches*. New York: Oxford University Press.

Ones, A.N., D.S., Sinangil, H.K., Viswesvaran, C. (Eds.) (2005). *Handbook of industrial, work and organizational Psychology*, Vol.2. London: Sage.

4.3

C.1. Psychology of Happiness

Objectives:

1. To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology
2. Build relevant competencies for experiencing and sharing happiness as lived experience and its implications.

Unit I: Introduction to Psychology of happiness and well being, scope and paradigmatic challenges 10 Hrs.

Unit II: Positive emotions and its influences: Resilience, flow, happiness, gratitude and forgiveness 10 Hrs.

Unit III: Values and conflict management: Integrative and distributive approach to values conflict, Negative Emotions: Shame, guilt, Embarrassment and Anger 10 Hrs.

Unit IV: Personal transformation and Role of suffering, life satisfaction and fulfillment and consciousness approach to human action and spiritually 10 Hrs.

References

- Baumgardner, S.R. & Crothers, M.K. (2009). *Positive Psychology*. New Delhi: Pearson Education
- Carr, A. (2004). *Positive Psychology. The Science of Happiness and Human Strengths*. London: Routledge.
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- Snyder, C.R.& Lopez. S. (2007). *Positive Psychology. The scientific and Practical explorations of Human Strengths*. Sage Publications
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- Vohra,S.S., (2006) *Sowing seeds of Happiness through Value Inculcation in Adolescents, Psychological Studies, 51, 2, 183-186.*
- Vohra,S.S., (2006) *Value Inculcation: A Path to happiness*. New Delhi: Icon Publications Pvt. Ltd.

C.2. Psychology of Peace

Objectives

1. To inform students about the efforts to develop sustainable societies through prevention of destruction, conflict and violence.
2. To help students develop a sense of empowerment for individual to promote peace related values
3. To disseminate perspectives to build culture of peace and harmony in community life.

Unit-I: Introduction to psychology of peace, causes of violence and its consequences-role of individual and societies. 10 Hrs.

Unit-II: Peace and nonviolence; perspective from Gandhi, and Martin Luther king, Values of non-cooperation and Indian Experience. 10 Hrs.

Unit-III: Psychology of Specific Conflicts and Peace efforts, war Ethics and Geneva Convention, Role of organizations in promoting Peace; accounts and challenges 10 Hrs.

Unit-IV: Life, Peace and Culture: Role of Peace education, Collaboration, humility and social values in promoting peace in individual and social living. 10 Hrs.

References:

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- Fleischmen, P.R. (2004) *Cultivating Inner Peace: Exploring the Psychology, Wisdom and Poetry of Gandhi Theory and the Buddha*. San Francisco: Jossey-Bass.
- Herbert, H., Hare P.A., & Costin (2009) *A Peace Psychology: A Comprehensive Introduction*, Cambridge
- Macnare, R. M. (2008). *The Psychology of Peace: An Introduction*, Loyola Press

4.4 Field Training

4.5 Dissertation