

Manonmaniam Sundaranar University, Tirunelveli-12.

Ph.D Psychology 2020-21 onwards

| Sl.No. | Course Work Papers | Credit |
|--------|---|--------|
| 1. | Research Methodology and Applied Statistics | 4 |
| 2. | Guidance and Counselling Psychology | 4 |
| 3. | Behaviour Modification | 4 |
| 4. | Cognitive Psychology | 4 |
| 5. | Psychotherapeutics | 4 |
| 6. | Psychometry | 4 |
| 7. | Managing emotions in times of uncertainty and stress (MOOC) | 4 |
| 8. | Writing in the Sciences (MOOC) | 4 |
| 9. | Mini Project | 4 |

RESEARCH METHODOLOGY AND APPLIED STATISTICS

4 Credits

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| L | T | P | C |
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Preamble: Research is undertaken within most professions. It is a way of thinking – examining critically the various aspects of day-to-day professional work; understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories that contribute to the advancement of your practice and profession.

UNIT I: INTRODUCTION (10 Hours)

Meaning – Basic Concepts - Objectives of science – Need for research – Research approaches – Steps in research. Methods Vs Methodology - General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

UNIT II: RESEARCH PROBLEM, HYPOTHESIS, VARIABLES & SAMPLING (12 Hours)

Definition, Types and sources of Research Problem – Steps in identifying a Research Problem – Hypothesis: Meaning – Types – Criteria for a good hypothesis – Testing of hypothesis – Levels of Confidence - Constructs & Variables – Meaning - Constitutive and operational definitions – types; Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research.

UNIT III: RESEARCH DESIGN (14 Hours)

Definition - Principles and functions - Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs.

Non-experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

UNIT IV: STATISTICS (14 Hours)

Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression.

Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS

UNIT V: REPORT WRITING (10 Hours)

General purpose of writing a report, structure and format of a report (APA), Style of writing, Typing, Evaluating a report and Preparing a research proposal - Typing guidelines

– Oral and Poster presentation - Precaution for writing research report – Tutorial only:
Computers in research – Internet and research

TEXT BOOKS

1. Howitt, D. and Crammer, D. (2005). *Introduction to Research Methods in Psychology*, Pearson Education.
2. Nachmias, D., & Nachmias, C. (2014). *Research Methods in the Social Sciences*, 8th Ed. St. Martin's Press New York
3. Evans, A. N., & Rooney, B. J. (2008). *Methods in Psychological Research*. New Delhi: Sage Publications India Pvt. Ltd.
4. Jackson, S. L. (2010). *Research Methods and Statistics*. New Delhi: Cengage Learning India Pvt. Ltd.

REFERENCE BOOKS

1. Ranjit Kumar (2006). *Research methodology: A step-by-step guide for beginners*. 3rd ed. Sage Publications, New Delhi.
2. Coolican, H. (2009). *Research Methods in Statistics in Psychology*. New Delhi: Rawat Publications. M.Sc Applied Psychology, 2014-15 9
3. Gravetter, F.J., & Forzana, L.A.B. (2009). *Research methods for behavioral sciences*. United States: Wordsworth Cengage learning
4. Kerlinger, N. (1996). *Foundations of Behavioural research*. India: Prentice Hall
5. Kothari, C.R. (2008). *Research Methodology – Methods and Techniques*. New Delhi: Wiley Eastern Ltd.
6. Research Methodology, Bhattacharya, D. K. (2003), New Delhi: Excel Books.
7. McGuigan, F. J. (1997). *Experimental psychology: methods of research*. 7th ed. Prentice Hall.

GUIDANCE AND COUNSELLING PSYCHOLOGY

4 Credits

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Preamble: The basic objective of this course is to provide a clear but concise account of the different aspects of counseling psychology. Counselling, as a helping profession, desires to bring about changes in knowledge, attitudes and behavior of individuals employing different approaches.

UNIT I: BASIC CONCEPTS (10 Hours)

Definition, process and goals - Guidance & Counselling - Advice & Counselling - Education & Counselling - Direction & Counselling - Instruction & Counselling - Need for Counselling - Emergence and Growth of Guidance and Counselling - Status of Guidance and Counselling Movement in India.

UNIT II: COUNSELLING APPROACHES AND PRACTICES (12 Hours)

Directive or authoritarian approach - Relevance of Psychoanalysis - Non-directive approach: Humanistic-Existential approach - Roger's self theory - Behavioristic approach: Reciprocal inhibition, Behaviour modification - Eclectic approaches.

UNIT III: COUNSELLING PROCESSES (14 Hours)

Preparation for counselling - counselling relationship - content and process of counselling, counselling interactions, counsellor-counselee relationship, factors affecting counselling process - Effective counsellor's skills: characteristics & attitudes; Counselling Interview - Nature and significant features, setting and types of counselling interview, appropriate use of communication and interviewing techniques, degree of lead, silence, relationship techniques, sharing of experiences, resistance.

UNIT IV: COUNSELLING ISSUES (12 Hours)

Professional preparation and training for Counselling: counselling preparation and professional issues, academic preparation, practical skills, selection and training of counsellors, preparation of counsellors; Ethics in Counselling: Codes of professional Ethics, Common Ethical Violations by Mental Health Professionals.

UNIT V: PSYCHOLOGICAL TESTING AND DIAGNOSIS (10 Hours)

Tools & Techniques used in counselling and guidance: Testing & non testing devices, Tools used in assisting individuals towards self discovery; test interpretation in counselling, Issues of Diagnosis in counselling - Limitations.

TEXT BOOKS

1. Gibson, R. L., & Mitchell, M. H. (2015). *Introduction to Counseling and Guidance*. 7th Ed. Pearson Education India.
2. Nelson-Jones, R. (2011). *Theory and Practice of Counselling & Therapy*. 5th Ed. Sage Publications, New Delhi.
3. Rao, S. N. (1992). *Counselling and Guidance*. 2nd Ed., Tata McGraw-Hill

REFERENCES:

1. Brown, S.D & Lent, R.W. (2008). *Handbook of Counselling Psychology* (4th Ed.) New Jersey: John Wiley & Sons, Inc.
2. Feltham, C., & Horton, I. (2006). *The SAGE Handbook of Counselling and Psychotherapy* (3rd Ed.). Log Angeles: Sage Publications Pub. Co.,

BEHAVIOUR MODIFICATION

4 Credits

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Preamble: The fundamental assumptions, principles, and procedures of behaviour modification are described and illustrated in the course, with applications to normal and abnormal human behaviour. This course is designed to help you to learn to talk about and apply behavior modification principles and techniques effectively.

UNIT I: FUNDAMENTALS OF BEHAVIOUR MODIFICATION (12 Hours)

Definition, characteristics, scope and goals of behavior modification; Learning, Biological & Cognitive Foundations; meaning of Behavioral Assessment, Behavior Analysis and Formulation: desirable and undesirable behaviour – overt and covert - Deficit & Excess – normal & deviant – Conceptual issues: reinforcements & punishments - antecedents and consequences

UNIT II: PROCEDURES TO ESTABLISH NEW BEHAVIOR (12 Hours)

Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization .
Shaping and its applications - How to use shaping, shaping of problem behaviors.
Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism).
Chaining. Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation. Chaining
Components of behavioral skills training procedures. Modeling, instructions, rehearsal, biofeedback.

UNIT III: PROCEDURES TO INCREASE DESIRABLE BEHAVIOR AND DECREASE UNDESIRABLE BEHAVIOR (12 Hours)

Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding
Antecedent control procedures. Using antecedent control strategies.
Using punishment. Time out, response cost.

UNIT IV: OTHER BEHAVIOR CHANGE PROCEDURES (12 Hours)

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy.
Behavioral contract, components of a behavioral contract. Cognitive behavior change procedures – assertiveness training, thought stopping. Introduction to third wave therapies – Dialectical behavior therapy, metacognitive therapy.
Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety – relaxation, systematic desensitization, in vivo desensitization .
Anxiety induction procedures – implosive therapy flooding, Aversion therapy: aversive counter conditioning – use of electric shock, covert sensitization.

UNIT V: APPLICATIONS & ETHICAL ISSUES

(12 Hours)

Application of Behavioural Modification techniques in various setting - **Clinical Conditions**
– Depression, panic, OCD, GAD, and eating disorders.

TEXTBOOKS

1. Miltenberger, R. (2007). *Behaviour modification: Principles and procedures*. 4thEd. Cengage Learning.
2. Jena, S. P. K. (2008). *Behaviour Therapy: Techniques, Research and Applications*. Sage Publications, New Delhi.

REFERENCES

1. Sundel&Sundel. (1990). *Behavior change in the Human Services*, 4th Ed, Thousand Oaks: Sage Publications.
2. Fisher, W. W., Piazza, C. C., & Roane, H. S. (2011). *Handbook of applied behaviour analysis*. The Guilford Press, London.

COGNITIVE PSYCHOLOGY

4 Credits

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Preamble: The basic objective of this course is to provide a clear but concise account of the different aspects of Cognition from the perspective of psychology.

UNIT 1 – Foundations of Cognitive Psychology (10 Hours)

Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Approaches to Cognitive Psychology: Information Processing approach – Connectionist approach – New milestone in Cognitive Psychology: Computer Metaphors – Artificial Intelligence

UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS (14 Hours)

Definition, nature and characteristics of attention, perception and consciousness – Information processing – determinants of attention - selective attention and division of attention – theories of attention – filter theory, attenuation theory, late selection theory – theories of perception – bottom up and top down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

UNIT 3 – MEMORY AND LANGUAGE (13 Hours)

Short term vs long term memory – types of long term memory – encoding, storage and retrieval – working memory – process of forgetting – memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language- process of language comprehension- language and thought – language in social context.

UNIT 4 – PROBLEM SOLVING AND CREATIVITY (13Hours)

Problem solving: Meaning – Problem solving cycle – types of problems – Problem solving techniques – obstacles and aids in problem solving – knowledge and problem solving – creativity – definition – divergent thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

UNIT 5 – REASONING AND DECISION MAKING (10 Hours)

Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

TEXTBOOKS

1. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication.
2. Sternberg, R. J. (2009). Applied Cognitive Psychology. Perceiving, learning and remembering. New Delhi: Cengage Learning.

REFERENCES

3. Parkin, A. J. (2000). Essential Cognitive Psychology. London: Psychology Press.
4. Smith, E.E &Kosslyn, S.M. (2007). Cognitive Psychology. Mind and Brain. New Delhi: Prentice – Hall of India.
5. Riegler, B.R &Riegler, G. L. (2008). Cognitive Psychology. Applying the science of the mind. New Delhi: Pearson Education, INC.
6. Galotti, K.M. (2004). Cognitive Psychology. In and out of the laboratory. New Delhi: Wadsworth.

PSYCHOTHERAPEUTICS

4 Credits

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Preamble: This course focuses on how to conduct therapy and also of the underlying reasons why to work that way. The relevance of the theoretical positions extends beyond while assisting clients in therapy. This includes major concepts and practices of many of the main therapeutic approaches used in the helping profession.

UNIT I: INTRODUCTION (8 Hours)

Definition – Goals of Psychotherapy – Professional issues – Personal characteristics of therapists – common and unique features of Psychotherapies – Psychotherapy in India

UNIT II: PSYCHOANALYSIS (10 Hours)

Psycho-Dynamic therapies – Indications and evaluations – Neo-Freudian approaches – Group therapy - Current status and evaluation

UNIT III: HUMANISTIC – EXISTENTIALISTIC THERAPIES (10 Hours)

Person-centred therapy – Gestalt therapy – Transactional analysis – Reality therapy – Existential therapy – Logotherapy– Current status and evaluation

UNIT IV: COGNITIVE BEHAVIOUR THERAPIES (10 Hours)

Behaviour therapy – Rational Emotive behaviour therapy – Cognitive therapy – Current status and evaluation

UNIT V: POSTMODERN THERAPIES (7 Hours)

Solution-focused therapy – Brief therapy – Narrative therapy - Eclecticism– Current status and evaluation

TEXT BOOKS

1. Corey, G. (2009). *Theory and Practice of Counselling & Psychotherapy*. 8thed. Thomson Brooks/Cole.
2. Nelson-Jones, R. (2014). *Theory and Practice of Counselling & Psychotherapy*. 6th ed. Sage, New Delhi.

REFERENCES

1. Kottler, J. A., & Montgomery, M. J. (2011). *Theories of Counselling and Therapy: an experimental approach*. 2nded. Sage, New Delhi.
2. Nelson-Jones, R. (2005). *Practical Counselling and Helping Skills*, 5thEdition, Sage, New Delhi.

PSYCHOMETRY

4 Credits

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Preamble: Testing has been growing at an increasing pace, and it is contributing effectively in more and more areas of daily life.

UNIT I: TEST CONSTRUCTION

(10 Hours)

Defining the test – Classification of tests – Characteristics of standardized test – Steps involved in test construction- Brief history of testing – Scaling – Selecting a scaling method. Representative scaling methods. Constructing the items. Testing the items. Revising the test. Publishing the test - Problems in Psychological measurements

UNIT II: CONSTRUCTING INTELLIGENCE TESTS & PERSONALITY INVENTORIES (12 Hrs)

Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing; Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.

UNIT III: ITEM ANALYSIS

(12 Hours)

Important variables for item analysis. Two indices in item analysis- correlations of items and the total score, choice of item – analytic statistics. Item scoring and item analysis- Item difficulty, Item discrimination, Item response theory. Selection of items after item analysis. Rewriting items. Failure to form a test.

UNIT IV: TEST STANDARDIZATION

(14 Hours)

Overview of different types of reliability. Factors affecting reliability and validity- Generalizability of test scores. Special issues in reliability. Interpretation of reliability coefficient. An overview of the different types of validity. Validity coefficient and error of estimate- conditions affecting validity coefficient. Magnitude of validity coefficient. Standardizing the test- obtaining a representative normative sample. Sampling specific groups. Rules for sampling special groups;

UNIT V: TEST STANDARDISATION & ETHICAL ISSUES

(12 Hours)

Norms - Meaning and purpose of norms - Difference between Norms and Standards- Raw score transformation - Percentile and percentile ranks - Standardized scores - Normalizing standard scores - T scores – Stanines - Stenscores - C scale - Selecting a norm group: age and grade norms - Local and sub group norms - Criterion referenced tests and norm referenced tests; Ethical Issues: Ethical considerations in psychological testing

TEXT BOOKS

1. Chaddha, N. K. (2009). *Applied Psychometry*. Sage Publications.
2. Anastasi, A., & Urbina, S. (2017). *Psychological Testing*. 7th Ed. PHI Learning, New Delhi.
3. Gregory, R.J. (2017). *Psychological Testing*. 7th Ed. Pearson India Education Services.

REFERENCES

1. Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological Testing and assessment: An introduction to tests and measurement*. 6th Ed. McGraw-Hill, New Delhi.
2. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological Testing: Principles, applications, and issues*. 8th Ed. Wadsworth Cengage Learning, India.

Managing Emotions in Times of Uncertainty & Stress – MOOC

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| <u>4 Credits</u> | L | T | P | C |
| | 4 | 1 | 0 | 4 |

Preamble: Developed by the Yale Center for Emotional Intelligence, Managing Emotions in Times of Uncertainty & Stress will provide participants with the knowledge, skills, and strategies to understand and manage their emotions and those of their students.

UNIT I: INTRODUCTION – Week 1

How We're Feeling and How SEL Can Help – Why Emotions matter: Attention – Decision Making – Relationships – Physical and Mental Health - Creativity

UNIT II: IDENTIFYING ONE’S OWN EMOTIONS – Week 2, 3& 4

Mood Meter – Differences in understanding emotions – Impact of emotions – Emotion words – Making sense of how we feel – Health emotion management – Breathing – Thought Strategies: Positive Self-talk – Positive reframing – Mindfulness – Focusing on Gratitude

UNIT III: CULTURALLY RESPONSIVE EMOTION SCIENTIST – Week 5

Definition of Emotion Scientist - Barriers to Becoming a Culturally Responsive Emotion Scientist - Blindspot-Hidden Biases of Good People - Diversity and Inclusion in Leadership

UNIT IV: IDENTIFYING & HELPING OTHERS EMOTIONS – Week 6 & 7

Understanding others’ feelings - What Differences are Harder to Bridge? - Behavior Doesn't Equal Emotion - Identifying Emotions in Children and Adolescents - Becoming More Accurate at Identifying Emotions – Emotion Co-regulation – Helping students with their emotions – Brainstorm and Strategize – Close the conversation – Follow-up – Mood Congruent instruction - Building A "Culture of Care" In Schools

UNIT V: MAKING A COMMITMENT TO LASTING CHANGE – Week 8

RULER overview – Systematic Social and Emotional Learning – Envisioning Change

Writing in the Sciences – MOOC

4 Credits

| L | T | P | C |
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| 4 | 1 | 0 | 4 |

Preamble: This course teaches scientists to become more effective writers, using practical examples and exercises. Topics include: principles of good writing, tricks for writing faster and with less anxiety, the format of a scientific manuscript, peer review, grant writing, ethical issues in scientific publication, and writing for general audiences.

UNIT I: INTRODUCTION – Week 1

principles of effective writing - Examples of what not to do - Overview, principles of effective writing - Cut the clutter - Cut the clutter, more tricks - Practicing cutting clutter

UNIT II: WRITING WITH STRONG GRAMMAR – Week 2, 3 & 4

Use the active voice - Is it really OK to use "We" and "I" - Active voice practice - Write with verbs - Practice examples; Experiment with punctuation - Practice, colon and dash - Parallelism – Paragraphs - Paragraph Editing - Overview of the writing process - The pre-writing step - The writing step - Checklist for the final draft

UNIT III: SECTIONS OF SCIENTIFIC MANUSCRIPT – Week 5

Tables and Figures – Results - Practice writing results – Methods – Introduction - Introduction practice – Discussion - Abstract

UNIT IV: REVIEW PROCESS – Week 6

Plagiarism – Authorship - The Submission Process - Interview with Dr. Bradley Efron - Interview with Dr. George Lundberg - Interview with Dr. Gary Friedman - Doing a peer review - Predatory journals

UNIT V: REVIEW WRITING – Week 7 & 8

Types of writing beyond original research manuscripts: Writing a review article - Grants - Writing letters of recommendation - Writing personal statements; Review Communications: Talking with the media - Panel Interview - Writing for general audiences - Writing a science news story - Interviewing a scientist - Social media

MINI PROJECT

4 Credits

Mini Project work shall be carried out under the supervision of the Guide. The scholar may in certain cases, be permitted to work on projects in an Industrial / Research Organizations, mental health institutions, schools and other institutions where there is scope for psychology, based on the recommendations of the Head of his / her Department. In such cases, the scholar shall be instructed to meet the supervisor periodically and to attend the review committee meetings for evaluating the progress.

Mini Project carried out by a Ph.D. scholar as part of his/her course work, shall have the following components:

- Objective and methodology of the problem
- Literature survey
- Preliminary results of the research work

Format of the mini project shall be the same as like that of a thesis.

Total number of pages shall be between 50 and 80 pages

The Doctoral Committee shall value the mini project and submit the marks to the Controller of Examinations and the same marks would be incorporated in the mark sheet along with the marks of the other course work examinations. The mark detail for coursework examination is given below.

| Exam | Internal | Passing Minimum | External | Passing Minimum | Total Passing | |
|--------------|----------|-----------------|----------|-----------------|---------------|---------|
| | | | | | Minimum | Maximum |
| Mini Project | Nil | Nil | 100 | 55 | 50% | 100% |