CENTRAL UNIVERSITY OF PUNJAB

Doctor of Philosophy in Psychology

Session - 2021

Department of Psychology

Graduate Attributes

After the completion of this program, the scholars would be able to understand and formulate research problems in the areas of psychology. They would be able to apply the advanced research methods in carrying out state of the art research in psychology. They would be able to think critically and communicate effectively. They would be capable of maintaining ethical standards of the profession.

Course Structure

Course Code	Course Title	Course Type	L	T	P	C
PSY. 701	Research Methodology	Core	4	0	0	4
PSY. 702	Data Analysis and Computer applications in research	Core	1	1	2	4
PSY. 751	Research and Publication Ethics	Core	2	0	0	2
PSY. 752	Teaching Assistantship	Core	0	0	2	1
UNI. 753	Curriculum development, Pedagogy and Evaluation	Core	1	0	0	1
Discipline Electives (anyone)*						
PSY. 703	Life-Span Development	Elective	4	0	0	4
PSY. 704	Advances in Social Influence Processes	Elective	4	0	0	4
PSY. 705	Psychology of Human Resources	Elective	4	0	0	4
PSY. 706	Health and Lifestyle	Elective	4	0	0	4
PSY. 707	Applications of Clinical Psychology	Elective	4	0	0	4
PSY. 708	Advanced Cognitive Psychology	Elective	4	0	0	4
	Total Credits					**16**

*It is advisable for the students to choose an elective course depending on the context of his/her intended doctoral research.

Course Code: PSY.701

L	T	P	Credits
4	0	0	4

Course Title: Research Methodology   Total Hours: 60

Learning Outcomes:

After the completion of this course, the learners will be able to

- Demonstrate the knowledge of research approaches in psychology.
- Differentiate among various data collection and sampling methods.
- Design a research study in any domain of Psychology.

UNIT I   13 Hours

Meaning, nature and purpose of Research; Qualities of an ideal researcher; Philosophical foundations: Positivism, Post-positivism, Social Constructionism; Research approaches: Inductive, Deductive; Research Process: identifying the research area, reviewing the literature and its methods (Traditional, Thematic, Meta-Analysis); Formulation of research problem; Research designs: Quantitative, qualitative, Mixed method.

UNIT II   16 Hours

Quantitative research: Hypothesis in quantitative research, Identifying the variables, Measuring variables, Experimental and Non-experimental research designs; Population and sample; Sampling methods: Probability and non-probability sampling methods, methods of collecting quantitative data; Statistical analysis: Descriptive statistics, Inferential statistics.

UNIT III   16 Hours

Qualitative research: Characteristics, Designing qualitative research: research problem, sampling, issues in sampling, methods of data collection-observation, interview, focus group discussion, documents, artifacts, audio and visual materials; Types: Case studies, Narrative research, Phenomenological research, Ethnographic studies, Grounded theory studies, Content or Document analysis, Discourse Analysis, Thematic analysis; Data recording: Field notes, personal journal; Data analysis, Rigor in qualitative research.

UNIT-IV   15 Hours

Mixed methods research: Purpose, Nature, foundations; Types of mixed methods research designs: Convergent Parallel Mixed Methods Design, Explanatory Sequential Mixed Methods Design, Exploratory Sequential Mixed Methods Design, Advanced mixed methods designs; Factors involved in choosing a mixed method design; Collecting data in mixed methods research;

Notation system; Data analysis, Rigor in mixed designs; Strengths and weakness.

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brainstorming

Suggested Readings:

- Berg, B. L. (2001). *Qualitative research methods for the social sciences.* Allyn & Bacon.

- Broota, K.D. (2003). *Experimental designs in behavioral research.* New Age International.
- Coolican, H. (2018). *Research methods and statistics in psychology.* (7th ed.). Psychology Press
- Creswell, J. W., & Clark, V. L. P (2017). *Designing and conducting mixed methods research.* Sage
- Goodwin, C. J. (2016). *Research in psychology: Methods and designs* (8th ed.). Wiley.
- Gravetter, F. J., & Forzano, L.B (2018*). Research methods for the behavioral sciences* (6th ed.). Cengage.
- Heiman, G. W. (2014). *Basic statistics for the behavioral sciences* (7th ed.). Cengage.
- Lune, H., & Berg. B. L. (2011*). Qualitative research methods for the social sciences* (8th ed.). Pearson
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research.* Wadsworth.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques.* New age international.
- Singh, A.K. (2017). *Tests, measurements and research methods in behavioral sciences* (5th ed.). Bharati Bhavan Publishers and Distributors.
- Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods.* Sage Publishers.
- Sullivan, C., & Forrester, M. A. (2018). Doing qualitative research in psychology: A practical guide (2nd ed.). Sage.

Course Code: PSY.702

L	T	P	Credits
1	1	2	4

Course Title: Data Analysis and Computer applications in research

Total Hours: 60

Learning Outcomes:

After the completion of this course, the learners will be able to

- Explain methods employed in analyzing the data.
- Use various research software to analyze the data
- Analyze and interpret the data independently.
- Write research report in APA format

UNIT I 16 Hours

Data Analysis in quantitative research using Excel, SPSS: Understanding functions in Excel, Data entry, Introduction to SPSS; Importing data from Excel, Exploratory Data Analysis, Plotting several types of charts, Transforming variables, Descriptive Statistics & Inferential Statistics, Parametric tests: t tests, ANOVA, ANCOVA, Post-hoc tests, Correlation, Simple Regression Analysis; Non parametric methods: Chi-square, Sign test, Wilcoxon, Mann Whitney U test, Kruskal Wallis, Friedman test.

UNIT II 16 Hours

Data analysis using SPSS/AMOS, R: Multivariate analysis: Multiple regression, logistic regression, factor analysis, cluster analysis, discriminant function analysis, path analysis, MANOVA, Canonical correlation, Multidimensional scaling, Structural equation modeling; Mediation and Moderation analysis

UNIT III 14 Hours

Computer applications in literature review: Major Databases for literature search; Effective use of Basic and Advanced search options in the databases, Boolean Search Operators; Computer assisted data collection: Survey software-Survey monkey, Google forms; Designing experiment using software; Software for sample selection and power calculations: GPower; Computer assisted qualitative data analysis: NVivo, ATLAS.ti

UNIT-IV 14 Hours

Guidelines for effective writing, Writing research proposal, Report writing in APA style: Title, Abstract, Introduction, Review of literature, Method, Results, Discussion, References, Appendices; Writing research papers: Quantitative, Qualitative, Mixed method; Writing review papers: Systematic review,

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Narrative review, Rapid review, scoping review, Meta-analysis; Writing search strategy using PRISMA; Introduction to Meta-Essentials; Conference papers, Poster presentations, Referencing Style in APA format; Referencing using MS. Word; Other reference management software: Zotero, Mendeley, EndNote.

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Tutorial

Suggested Readings:

- Berg, B. L. (2001). Qualitative research methods for the social sciences. Allyn & Bacon.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches.* Sage.
- Creswell, J. W., & Clark, V. L. P (2017). *Designing and conducting mixed methods research.* Sage.
- Field, A. (2019). *Discovering Statistics using IBM SPSS statistics.* Sage.
- Gravetter, F. J., & Wallnau, L.B. (2013). *Statistics for the behavioral sciences* (9th ed.). Wadsworth.
- Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education.* McGraw-Hill
- Heiman, G. W. (2014). *Basic statistics for the behavioral sciences* (7th ed.). Wadsworth.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research.* Wadsworth.
- Lune, H., & Berg. B. L. (2011). *Qualitative research methods for the social sciences* (8th ed.). Pearson
- Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). *Qualitative research practice: A guide for social science students and researchers* (2nd ed.). Sage.
- Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods.* Sage.
- Siegal, S., & Castetellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences.* McGraw-Hill.

Course Title: Research and Publication Ethics

Course Code: PSY.751

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes:

After the completion of this course, the learners will be able to

- Equip the students to carry out the research and report their findings in an ethical manner
- Demonstrate intellectual honesty & research Integrity.
- Evaluate the best practices in publishing the research findings
- Evaluate the predatory publishers and journals
- Use indexing and citation databases

Unit I: Philosophy & Ethics   3 hours

Introduction to Philosophy: Definition, Nature & Scope, Concept, Branches.

Ethics: Definition, Moral Philosophy, Nature of Moral Judgements & Reactions

Unit II Scientific Conduct   5 hours

Ethics with regard to science & Research; Intellectual Honesty & Research Integrity; Scientific Misconducts: Falsification, Fabrication & Plagiarism (FFP); Redundant Publications: Duplicate & Overlapping Publications, Salami Slicing; Selective Reporting & Misrepresentation of Data

Unit III Publication Ethics   7 hours

Publication Ethics: Definition, Introduction & Importance; Best Practices/Standards Setting Initiatives & Guidelines: COPE, WAME etc; Conflicts of Interest; Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour & vice versa, types; Violation of Publication Ethics, Authorship & Contributorship; Identification of Publication Misconduct, Complaints & Appeals; Predatory Publishers & Journals.

Unit IV Open Access Publishing   4 hours

Open Access Publications & Initiatives; SHERPA/RoMEO Online Resource to check publisher copyright & self-archiving policies; Software tools to identify predatory publications developed by SPPU; Journal Finder/Journal

Suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester etc.

Unit V Publication Misconduct   4 hours

Group Discussion (2 Hours): Subject Specific Ethical Issues, FFP, Authorship; Conflicts of Interest; Complaints & Appeals: Examples and Fraud from India & Abroad.

Software Tools (2 Hours): Use of Plagiarism Software like Turntin, Urkund & other Open Source Software tools

Unit VI Databases & Research Metrics   7 hours

Databases (4 hours): Indexing Databases, Citation Databases: Web of Science, Scopus etc

Metrics (3 Hours): Impact Factor of Journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, g index, i10 index, altmetrics.

Transaction Mode:

Class Room Teaching

Guest Lecture

Group Discussions

Practical Sessions.

Suggested Readings:

Sana, L. (2019). *Text book of research ethics: Theory & practice.* Springer.

Yadav, S. K. (2020). *Research and publications ethics.* One Books

Course Title: Teaching Assistantship
Course Code: PSY.752

L	T	P	Credit
0	0	2	1

Total Hours: 30

Learning Outcomes:

At the end of this skill development course, the scholars shall be able to

1. Familiarize themselves with the pedagogical practices of effective class room delivery and knowledge evaluation system.
2. Manage large and small classes using appropriate pedagogical techniques for different types of content

Activities and Evaluation:

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the class room delivery or transaction process one period per week.

- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).

- The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.

- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following **evaluation criteria**:

  - The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the class room before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).

  - The scholars shall be evaluated for a total of 50 marks comprising *content knowledge* (10 marks), *explanation and demonstration skills* (10 marks), *communication skills* (10 marks), *teaching techniques employed* (10 marks), and classroom interactions (10).

Course Title: Curriculum Development, Pedagogy and Evaluation	L	T	P	Credit
	1	0	0	1

Course Code: UNI. 753

Total Hours: 15

Learning outcomes:
After completion of the course, scholars shall be able to:
- analyze the principles and bases of curriculum design and development
- examine the processes involved in curriculum development
- develop the skills of adopting innovative pedagogies and conducting students' assessment
- develop curriculum of a specific course/programme

Unit I   Bases and Principles of Curriculum   4 hours

Curriculum: Concept and Principles of curriculum development, Foundations of Curriculum Development. Types of Curriculum Designs- Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation.

Unit II   Curriculum Development   4 hours

Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.

Unit III Curriculum and Pedagogy   3 hours

Conceptual understanding of Pedagogy. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning**.** Three e- techniques: Moodle, Edmodo, Google classroom

Unit IV   Learners' Assessment   4 hours

Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria.

Transaction Mode

Lecture

Dialogue

Peer group discussion

Workshop

Evaluation criteria

There shall be an end term evaluation of the course for 50 marks for duration of 2 hours. The course coordinator shall conduct the evaluation.

Suggested Readings

Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum Planning and Development.* Boston: Allyn & Bacon.

Brady, L. (1995). *Curriculum Development.* Prentice Hall: Delhi. National Council of Educational Research and Training.

Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies,* 39(5), 503-535. https://doi.org/10.1080/00220270701305362

Gronlund, N. E. & Linn, R. L. (2003). *Measurement and Assessment in teaching.* Singapore: Pearson Education

McNeil, J. D. (1990). *Curriculum: A Comprehensive Introduction,* London: Scott, Foreman/Little

Nehru, R. S. S. (2015). *Principles of Curriculum.* New Delhi: APH Publishing Corporation.

Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman

Stein, J. and Graham, C. (2014). *Essentials for Blended Learning: A Standards-Based Guide.* New York, NY: Routledge.

Web Resources

- https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf
- https://www.uhd.edu/academics/university-college/centers-offices/teaching-learning-excellence/Pages/Principles-of-a-Flipped-Classroom.aspx

Course Code: PSY.703

L	T	P	Credits
4	0	0	4

Course Title: Life-span Development

Total Hours: 60

Learning Outcomes:

After the completion of this course, the learners will be able to

- Comprehend development of an individual from a life span perspective.
- Analyze the interplay of biological, psychological and social factors on development.
- Understand the hazards and risks associated with each stage of development.

UNIT I   15 Hours

Development: Principles of Development, Time-span research in developmental psychology (Cross sectional approach, longitudinal approach, cohort effects),
Concept of developmental tasks and delays.
Theoretical perspectives in Development: Psychoanalytic (Freud, Erikson), Moral (Kohlberg), Cognitive (Piaget, Chomsky, Vygotsky)

UNIT II   15 Hours
Pre-natal development: Stages, Factors, Hazards.
Development: Language Development, Socio-cultural development, Gender-Role Development, Moral development.
Attachment: Models of attachment, hazards of wrong attachment.
Parenting: Models of parenting, Effects of parenting on child and adolescent development

UNIT III   15 Hours
Identity issues in Adolescence, Emotional Autonomy and the Detachment Debate
Health-risk behaviors in Adolescence
Family Environment, School Environment and Peer influences.

Emerging trends: Role of media, online-gaming and internet on adolescent development.

UNIT IV 15 Hours
Adulthood: Models of adult development, Emotional, Social hazards. Lack of preparation for aging.
Old age: Models of aging, Physical, Emotional, Cognitive and social hazards. Ways towards health aging.

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:

- Berk, L. E. (2009). *Development through the lifespan.* Pearson Education.
- Craig, G.J. (1998). *Human development.* Prentice Hall Upper Saddle River.
- Hurlock, E.B. (1968). *Developmental psychology.* McGraw Hill Book Company.
- Mangal, S. K., & Mangal, S. (2021). *Psychology of learning and development.* PHI Learning Pvt Ltd.
- Sigelman, C. K., & Rider, E. A. (2018). *Life -span human development.* Cengage.
- Santrock, J. W. (2019). *A topical approach to lifespan development.* McGraw Hill.

Course Code: PSY.704

L	T	P	Credits
4	0	0	4

Course Title: Advances in Social Influence Processes

Total Hours: 60

Learning Outcomes:

After the completion of this course, the learners will be able to

- Comprehend the psychological interaction between individual and society
- Comprehend the influence of social processes on individual
- Apply social processes at individual as well as societal level.

Course Contents

UNIT I   15 Hours

Social Cognition: Social Cognition in problem behaviors (Depression, Loneliness, Social Anxiety and Physical Illness)
Language, Thought and Communication

UNIT II   15 Hours
Social Influence:
        Culture and Social Diversity
        Roles: Effects of Role Playing and Gender Role
Group Influence:
        Social Facilitation, Social Loafing, De-individualization and Group Polarization

UNIT III   15 Hours
Social Thinking:
        Theories of Attitudes
        Processes of Attitude Change
        Social Movements

UNIT IV   15 Hours
Groups: Types of Groups, Conformity and Compliance
Prejudice: Theoretical approaches and reducing prejudices

Aggression: Nature, factors affecting aggression, reducing aggression

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:

- Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2012). *Social psychology.* Prentice Hall of India Pvt, Ltd.
- Baumeister, R. F. F., & Finkel, E. J. (2010). *Advanced social psychology: The state of the science.* Oxford University Press.
- Feldman, R. S. (1995). *Social psychology.* Prentice Hall.
- Myers, D. G. (2010). *Social psychology.* Tata McGraw Hill.
- Shaw, M. E., & Costanzo, P.R. (2016). *Theories of social psychology.* New York: McGraw Hill.
- Singh, A. K. (2015). *Social psychology.* New Delhi: PHI Learning.
- Vallacher, R. R. (2020). *Social psychology: Exploring the dynamics of human experience.* Taylor and Francis**.**

Course Code: PSY.705

L	T	P	Credits
4	0	0	4

Course Title: Psychology of Human Resources

Total Hours: 60

Learning Outcomes:

After the completion of this course, the learners will be able to

- Comprehend the fundamental concepts of managing human resources
- Application of psychological theories in selecting and training of human resources.
- Application of different techniques for designing jobs of human resources.

UNIT I   15 Hours

Human Resources:
From Commodity view till Social System view
Functions of Human Resource Management
Utilization of Human Resources in a Dynamic Environment
Emotional Intelligence in organizations

UNIT II   15 Hours
Job Analysis: Purpose and Methods
Selection: Process, Selection with reference to Ability
Training Process: Types of Training

UNIT III   15 Hours
Job Design: Techniques, Motivating employee through Job Design
Performance Appraisal: Job Evaluation versus Performance Appraisal,
Methods of Performance Appraisal
Compensation: Compensation versus Incentive, Psychological bases behind
Compensation and Incentive

UNIT IV   15 Hours

Trade Unions: Objectives and Functions

Industrial Disputes: Causes, Forms, Psychological perspective of Strike

Important Psychological tests in the service of HR: FIRO B, MBTI, NEO PI R, 16PF

Transactional modes

- Lecture
- Demonstration
- Lecture cum demonstration
- Group discussion
- Focused group discussion
- Cooperative learning
- Brainstorming
- Collaborative learning
- Problem solving
- PPT (tool for transaction)

Suggested readings

- Rao, V. S. P. (2006). *Human resource management: Text and cases.* Excel Books.
- Greenberg, J., & Baron, R. A. (2009). *Behavior in organization.* Allyn & Bacon.
- Dunnette, M. D., & Hough, L. M. (1991). *Handbook of industrial and organizational psychology.* Consulting Psychologists Press.
- Lawrence, T. B., & Phillips, N. (2019). *Constructing organizational life: How social-symbolic work shapes selves, organizations, and institutions.* Oxford university press.
- Levy, P. (2019). *Industrial/organizational psychology: Understanding the workplace.* Worth publishers.
- Mair, N. R. F. (1970). *Psychology in industry.* Houghton Mifflin Company.
- McKenna, E. (2020). *Business psychology and organizational behaviour.* Routledge.
- Stajkovic, A. D., & Sergent, K. (2019). *Cognitive automation and organizational psychology: Priming goals as a new source of competitive advantage.* Routledge.

Course Code: PSY.706

L	T	P	Credits
4	0	0	4

Course Title: Health and Lifestyle   Total Hours: 60

Learning Outcomes:

After the completion of this course, the learners will be able to

- Comprehend different aspects of health behaviors.
- Comprehend the importance of health enhancing behaviors.
- Apply different techniques of reducing/managing pain.
- Examine the influence of psychological factors on health and illness

UNIT I   15 Hours

Health Behavior:
     Role of Behavioural factors in Disease
     Changing Health Habits
     Cognitive- Behavioural Approach to Health Behaviors
     Stages in Health Behavior

UNIT II   15 Hours
Health Enhancing Behaviors:
     Exercise
     Weight Control: Obesity, Factors affecting obesity, Stress and Eating
     Accident Prevention
     Fatigue, Chronic Fatigue Syndrome
     Sleep

UNIT III   15 Hours
Pain and its management: Biological and Psychosocial aspects of Pain, Pain control techniques and Management of pain.
Management of Chronic illness: Coping strategies and chronic illness
Adherence: Theories, factors, and problems of adherence

UNIT IV 15 Hours

Positive Correlates of Health: Subjective Well-Being, Happiness, Spirituality Psychoneuroimmunology: Immuno-Competence, Stress-Immune Functioning Relationship.

Transactional modes

- Lecture
- Demonstration
- Lecture cum demonstration
- Group discussion
- Focused group discussion
- Cooperative learning
- Brainstorming
- Collaborative learning
- Problem solving
- PPT (tool for transaction)

Suggested readings

- Bloom, B.L. (1988). *Health psychology: A psychological perspective.* Prentice Hall.
- Cook, E., & Wood, L. (2021). *Health psychology.* Routledge.
- Feist, J, Updegraff, J., & Brannon, L. (2017). *Health psychology: An introduction to behavior and health.* Wadsworth publishing Co Inc.
- Hariharan, M. (2020). *Health psychology: Theory, practice and research.* Sage publications.
- Kaptein, A. A., & Weinman, J. (2004). *Health psychology.* Wiley-Blackwell Scientific Publications.
- Michie, S. & Abraham, C. (2008). *Health psychology in practice.* Wiley-Blackwell Scientific Publications.
- Snooks, M. K. (2009). *Health psychology: Biological, psychological, and sociocultural perspective.* Jones and Bartlett Publishers.
- Taylor, S.E. (2018). *Health psychology.* McGraw Hill.

Course Code: PSY.707

L	T	P	Credits
4	0	0	4

Course Title: Applications of Clinical Psychology   Total Hours: 60

Learning Outcomes:

After the completion of this course, the learners will be able to

· Comprehend ongoing research in the field of clinical psychology

· Perform advanced research in clinical psychology

Course Contents

UNIT I   15 Hours
Diagnosis and Classification of psychological disorders, Clinical assessment: General issues, Stages; Clinical interviewing; intellectual and educational assessment; personality assessment; behavioral assessment; clinical judgement

Unit II   15 Hours
Research Applications in Child Psychopathology & Disability: Intellectual disability, Autism spectrum disorder, Attention deficit/hyperactivity disorder, Specific learning disorder, Specific areas: Child abuse, Families of children with disability.

Unit III   15 Hours
Research Applications in Adult Psychopathology: Substance use disorder, Anxiety disorders, Stress disorders, Mood disorders, Specific Areas: Suicide, Sexual Abuse

Unit IV   15 Hours
Research Applications in Psychotherapy: Psychodynamic, Behaviour, Cognitive behavioral therapies, Biofeedback.

Suggested Readings:

- Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology*. Wadsworth.
- Bennett, P. (2017). *Abnormal and clinical psychology*. McGraw Hill Education.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). Pearson.
- Hecker, J. E., & Thorpe, G. L. (2007). *Introduction to clinical psychology: Science, practice, and ethics*. Pearson Education.
- Kearney, C. A., & Trull, T. J. (2012). *Abnormal psychology and Life: A Dimensional Approach*. Cengagae learning.
- Kring, J., & Davison, N. (2011). *Abnormal psychology*. John Wiley & Sons Inc.
- Plante, T. G. (2005). Contemporary clinical psychology. John Wiley & Sons
- Pomerantz, A. M. (2008). *Clinical psychology*. Sage Publications.
- Roberts, M. C, & Ilardi, S. S. (2003). *Handbook of research methods in clinical psychology*. Blackwell Publishing.
- Sarason, I. G., & Sarason, B. R. (2017). *Abnormal psychology: The problem of maladaptive behaviour*. Prentice Hall of India Private Limited.
- Sadock, B. J., & Sadock, V. A. (2015). *Kaplan & Sadock's synopsis of psychiatry* (11th ed.). Lippincott Williams & Wilkins.
- Trull, T. J., & Prinstein, M. J. (2013). *Clinical psychology*. Cengage Learning.

Course Code: PSY.708

L	T	P	Credits
4	0	0	4

Course Title: Advanced Cognitive Psychology

Total Hours: 60

Learning Outcomes:

After the completion of this course, the learners will be able to

- Comprehend the higher cognitive processes.
- Comprehend and identify the cognitive processes influencing human behaviour in different aspects of life.
- Outline ongoing knowledge about research in the field of cognitive psychology.
- Perform advanced research in the field of Cognitive Psychology.

Course Contents

UNIT I   15 Hours

Cognition and Emotion: Theories of emotional processing-Bower's network theory, Beck's schema theory, Rusting's approach to emotional processing; Emotion and memory- Mood-state-dependent memory, Mood congruity, Thought congruity, Mood intensity; Emotion, attention, and perception-Anxiety, Depression. Research in Cognitive Psychology: Types of experimental designs; Design flaws in experimental design.

UNIT II   15 Hours

Sporting Performance, Pressure and Cognition: Assumptions about sporting performance; Attentional control theory: Sport (ACTS).
Music and Cognition: Understanding music- Sensory building blocks of music, Role of attention in music listening, Role of memory in music listening; Music and Language.

UNIT III   15 Hours

Biological Cycles and Cognition: Circadian rhythms- Circadian rhythm and cognitive performance, Circadian disruption; The menstrual cycle- Biology of menstrual cycle, Menstrual cycle and cognitive performance.
Drugs and Cognition: Caffeine and its effect on cognitive performance; Alcohol and its effect on cognitive performance; Nicotine and its effect on cognitive performance

UNIT IV   15 Hours
Individual and Situational Differences in Cognition: Individual differences in cognition; The effects of aging on cognition; Gender differences in cognition. Cognition in cross cultural perspective.
Cognitive Development Throughout the Lifespan: Cognitive development through infancy, childhood, and adolescence; Cognitive functioning during old age.

Transactional Modes:
- Lecture
- Demonstration
- Lecture cum demonstration
- Group discussion
- Focused group discussion
- Cooperative learning
- Brainstorming
- Collaborative learning
- Problem solving
- PPT (tool for transaction)

Suggested Readings
- Groome, D. and Eysenck, M. (2016). *An Introduction to applied cognitive psychology*. Routledge.
- Matlin, M. (2013). *Cognition*. (8th ed.). Wiley.
- Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory*. Sage Publications.
- Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*. Sage.
- Smith, E. E., & Kosslyn, S. M. (2019). *Cognitive psychology: Mind and brain*. Pearson Education.
- Bridget, R. R., & Greg, L. R. (2008). *Cognitive psychology*. Pearson Education.
- Ellis, H. C., & Hunt, R. R. (1993). *Fundamentals of cognitive psychology*. Brown and Benchmark.
- Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook*. Psychology Press.
- Solso, R. L. (2006). *Cognitive psychology*. Allyn and Bacon Inc.
- Levitin, D. (2002). *Foundations of cognitive psychology: Core readings*. MIT.