BA (Hons with Research) in Psychology (7th Semester)

COURSE NAME: CLINICAL PSYCHOLOGY

COURSE NO. PSYR1722M

MAXIMUM MARKS: 100	**CONTACT HOURS: 60**	**CONTACT HOURS PER CREDIT: 15**
CREDITS: 04	**THEORY: 04**	**PRACTICUM: Nil**

Course Objectives

- To introduce students to the foundations, evolution, and contemporary scope of clinical psychology, including its work settings, ethical dimensions, and recent developments, particularly within the Indian context.
- To equip students with essential clinical skills and knowledge of therapeutic processes, with emphasis on client-therapist relationships, cultural sensitivity, and legal-ethical considerations in practice and research.
- To train students in core clinical assessment techniques, including intelligence, personality, behavioral, and cognitive assessments, and to provide exposure to contemporary models of psychological intervention.

Course Outcomes

- Students will demonstrate a thorough understanding of the history, roles, responsibilities, and ethical/legal boundaries of clinical psychologists, especially within diverse cultural and institutional settings.
- Students will gain practical competence in administering, scoring, and interpreting major clinical assessment tools, including WAIS-IV, MMPI-2, CAS–II, and the Rorschach Inkblot Test, and understand their application in diagnosis and treatment planning.
- Students will critically evaluate and apply different clinical models (e.g., biological, psychoanalytic, behavioral, cognitive, DBT), including emerging trends such as technology-assisted therapy, in addressing psychological disorders.

Unit 1: Overview of Clinical Psychology

1.1 Clinical psychology: History and contemporary issues
1.2 Work settings of a clinical psychologist: Hospital, educational institutions, rehabilitation centers and other organizations
1.3 Challenges and responsibilities of clinical psychologists
1.4 Recent developments in clinical psychology in India

Unit 2: Therapeutic Process and Practice Issues

2.1 Nature of client therapist relationship
2.2 Skills of a clinical psychologist
2.3 Legal facts and ethics in clinical research and practice
2.4 Cultural issues in clinical psychology

Unit 3: Overview of Clinical Assessment

3.1 Types of clinical assessment: Psycho-diagnostic assessment, clinical interviews
3.2 Personality assessment: MMPI-2
3.3 Intelligence assessment: The Stanford-Binet-5, WAIS-IV, WISC-V, WPPSI-IV
3.4 Behavioral assessment: Functional analysis, behavioral interviews

Unit 4: Models of Clinical Application

4.1 Clinical applications of biological model
4.2 Clinical applications of psychological models: Psychoanalytic, interpersonal, humanistic, behavioral, and cognitive models
4.3 Third wave therapies (DBT)
4.4 Technology in psychotherapy

Readings

1. Bernstein, D. A., Teachman, B. A., Olatunji, B. O., & Lilienfeld, S. O. (2020). Introduction to Clinical Psychology: Bridging Science and Practice. Cambridge University Press.
2. Hunsley, J., & Lee, C. M. (2017). Introduction to Clinical Psychology. John Wiley & Sons.
3. Kramer, G. P., Bernstein, D. A., & Phares, V. (2019). Introduction to Clinical Psychology. Cambridge University.
4. Linden, W., & Hewitt, P. L. (2018). Clinical Psychology: A Modern Health Profession. (2nd ed.). Routledge.
5. Przeworski, A., & Newman, M. G. (2012). Technology in psychotherapy: Strengths and limitations. In L. L'Abate & D. A. Kaiser (Eds.), Handbook of technology in psychology, psychiatry and neurology: Theory, research, and practice (pp. 19–41). Nova Science Publishers.
6. Trull, T.J., & Prinstein, M.J. (2013). Clinical Psychology: Concepts, methods, and profession (8th ed.). Belmont. Books.

BA (Hons with Research) in Psychology (7th Semester)

COURSE NAME: SYSTEMS AND THEORIES IN PSYCHOLOGY

COURSE NO. PSYR2722M

MAXIMUM MARKS: 100	**CONTACT HOURS: 60**	**CONTACT HOURS PER CREDIT: 15**
CREDITS: 04	**THEORY: 04**	**PRACTICUM: Nil**

Course Objectives

- To provide students with a comprehensive understanding of classical psychological theories, including evolutionary, functionalist, psychoanalytic, behaviorist, Gestalt, humanistic, and existential approaches.
- To critically examine the historical development and foundational contributions of major thinkers such as Darwin, Freud, Watson, Maslow, and Frankl, and their influence on contemporary psychological thought.
- To enable students to apply theoretical concepts through practical exercises, including behavioral assessments, perceptual tasks, and qualitative interviews rooted in humanistic and existential frameworks.

Course Outcomes

- Students will demonstrate a clear conceptual understanding of the evolution of psychological thought from classical to humanistic and existential paradigms, including the contributions of major schools and theorists.
- Students will critically analyze and compare different psychological systems (e.g., behaviorism, psychoanalysis, Gestalt, etc.), evaluating their relevance and application in current psychological practice.
- Students will develop basic research and assessment skills by conducting at least four practicum activities (e.g., maze learning, Rogers' self-concept assessment, and qualitative interviews), integrating theory with practical insights.

Unit 1: Classical Approaches to Psychology

1.1 Evolution and individual differences: Charles Darwin, Francis Galton

1.2 American functionalism

1.3 Freudian psychoanalysis as a system: Major contribution, heirs to Freud (Alfred Alder, Carl Gustav Jung, Erich Fromm, Karen Horney)

Unit 2: Behaviourism

2.1 Early behaviourism: Ivan Petrovich Pavlov, Edward Lee Thorndike, Watson

2.2 Later behaviourism: Edvin R. Guthrie, E.C. Tolman

2.3 Social learning theory: Bronfenbrenner, Julain B. Rotter

Unit 3: Gestalt and Field Theories

3.1 Gestalt:Ttheoretical foundations, perception, learning, and thinking

3.2 Neurological basis of Gestalt principles

3.3 Field theories: Kurt Levin, Gibson and Crooks

Unit 4: Humanistic and Existential Psychology

4.1 Humanistic psychology: Abraham Maslow's Theory of Self-Actualization and Roger`s Self- Theory

4.2 Existential psychology: Victor Frankl, Rollo May and Soren Kierkegaard

4.3 Transpersonal psychology: Contributions of Stanislav Grof and William James

Readings

1. Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the History of Psychology. Cengage Learning.
2. Leahey, T. H. (2005). A History of Psychology: Main Currents in Psychological Thought. (6th Ed.). Prentice-Hall.
3. Schultz, D., & Schultz, S. E. (2016). Theories of Personality. (11th Ed.). Cengage learning Custom publishing.
4. Schultz, D., & Schultz, S.E. (2011). The history of modern psychology. (10th Ed.). Cengage Learning.
5. Wolman, B. B. (1980). Contemporary Theories and Systems in Psychology. New York: Harper & Row.
6. Woodworth, R. S. (2007). Contemporary Schools of Psychology. Read Books
7. Woody, W. D., & Viney, W. (2017). History of Psychology: Emergence of Science and Applications. (6thEd.). Routledge.

BA (Hons with Research) in Psychology (7th Semester)

COURSE NAME: PRACTICUM-I

COURSE NO. PSYR3722M

MAXIMUM MARKS: 100	**CONTACT HOURS: 120**	**CONTACT HOURS PER CREDIT: 30**
CREDITS: 04	**THEORY: Nil**	**PRACTICUM: 04**

Course Objectives

- To equip students with theoretical knowledge and practical skills in administering, scoring, and interpreting a broad range of psychological assessments, including cognitive, personality, and projective tests (e.g., WAIS-IV, MMPI-2, and Rorschach).
- To develop proficiency in using data analysis and reference management software (e.g., SPSS, AMOS, NVIVO, Zotero) for effective research design, data interpretation, and academic writing in psychological research.
- To foster critical thinking and reflective interviewing skills through qualitative assessments on existential issues, enhancing students' ability to explore complex psychological constructs such as meaning, anxiety, and guilt.

Course Outcomes

- Students will demonstrate competence in administering and interpreting standardized psychological tests (e.g., WISC-V, CAS–II, NEO-FFI–III) and projective assessments (e.g., RIB, Rogers' Self-Concept), across diverse populations.
- Students will be able to analyze quantitative and qualitative data using relevant statistical and thematic analysis tools (e.g., Excel, SPSS, NVIVO), and apply these findings in academic and clinical contexts.
- Students will successfully design and conduct structured qualitative interviews on existential themes, showcasing the ability to synthesize theoretical knowledge with empirical inquiry to understand human psychological experiences.

Eight practicums with weightage of ½ credits for each practical to be completed by the student from the following areas

a) Behavioral (Functional) Assessment
b) Cognitive Assessment System (CAS–II)
c) Data Analysis Software (Excel/SPSS/AMOS/MAXQDA/NVIVO)
d) Depth Perception
e) Human Maze Learning
f) Millon Clinical Multiaxial Inventory–IV (MCMI–IV)
g) Minnesota Multiphasic Personality Inventory–2 (MMPI–2)
h) NEO Five-Factor Inventory–III (NEO-FFI–III)
i) Qualitative Interview on Existential issues (Anxiety/Guilt/Meaninglessness)
j) Ravens Progressive Matrices (RPM)
k) Reference Management Software (Zotero/Mendeley/EndNote)
l) Rogers' Self-Concept
m) Rorschach Inkblot Test (RIB)
n) Rotters Locus of Control
o) Wechsler Adult Intelligence Scale (WAIS-IV; Verbal / Performance)
p) Wechsler Intelligence Scale for Children (WISC-V)

Readings

1. Britt, M. A. (2016). Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test. Adams Media.
2. Hussain, A. (2014). Experiments in Psychology. PHI Learning.
3. McBride, D. M., & Baskin, T. W. (2021). Research methods in psychology: A practical guide for students (3rd ed.). Sage Publications.
4. Mohsin, S. M. (1982). Experiments in Psychology. Motilal Banarsidas.
5. Myers, A., & Hansen, C. (2021). Experimental psychology (7th ed.). Cengage.
6. Paley, B. (2019). Practical research methods in psychology: An advanced guide. Routledge.
7. Patton, M. J. (2016). The Psychological Experiment: A Practical Accomplishment. Elsevier Science.
8. Shergill, H. K. (2011). Experimental psychology. PHI Learning.
9. Wixted, J. T., Phelps, E. A., & Davachi, L. (Eds.). (2018). Stevens' handbook of experimental psychology and cognitive neuroscience (4th ed., Vols. 1-5). Wiley.

BA (Hons with Research) in Psychology (7th Semester))

COURSE NAME: RESEARCH METHODOLOGY IN PSYCHOLOGY

COURSE NO. PSYR4722M

MAXIMUM MARKS: 100	**CONTACT HOURS: 60**	**CONTACT HOURS PER CREDIT: 15**
CREDITS: 04	**THEORY: 04**	**PRACTICUM: Nil**

Course Objectives

- To develop a comprehensive understanding of research paradigms, philosophical foundations, and ethical considerations in psychological research.
- To equip students with knowledge of diverse research designs, sampling techniques, and data collection methods used in both qualitative and quantitative research.
- To train students in data analysis procedures and APA-style research report writing, ensuring readiness for independent research work.

Course Outcomes

- Students will be able to distinguish among various research paradigms and apply appropriate philosophical assumptions in designing psychological research.
- Students will demonstrate the ability to select and implement suitable research designs, sampling strategies, and data collection methods for empirical studies.
- Students will acquire the skills to analyze, interpret, and report research findings in accordance with APA style and academic standards.

Unit 1: Research Paradigms and Philosophical Assumptions

1.1 Philosophical underpinnings of research: Ontology (realism vs. relativism), epistemology (positivist, interpretivist, and critical approaches), axiology (objectivity, bias, and reflexivity), methodology (quantitative, qualitative, and mixed-method approaches)

1.2 Research: Meaning and purpose, types (basic, applied, evaluative, and action research), steps (problem identification → literature review → hypothesis formulation → design selection → data collection → analysis → interpretation → report writing)

1.3 Theory and its role in research: Role of theory in guiding research questions, hypotheses, and data interpretation; relationship between theory and empirical observation

1.4 Ethics in research: Ethical principles (informed consent, confidentiality, voluntary participation, and avoidance of harm), APA ethical guidelines (7th edition), role of institutional review boards (IRBS)

Unit 2: Research Designs

2.1 Quantitative designs: Experimental, correlational, survey; strengths and limitations of each design

2.2 Qualitative designs: Grounded theory, ethnography, phenomenology, case study

2.3 Mixed methods design: Convergent, explanatory sequential, exploratory sequential, and complex

2.4 Validity, reliability, and control in research designs: Internal and external validity; threats and controls; experimental control and ecological validity

Unit 3: Sampling and Data Collection

3.1 Sampling: Concept, purpose and significance in research; population vs. Sample; parameters vs. Statistics; sampling errors and representativeness; determining appropriate sample size

3.2 Sampling techniques: Probability sampling (simple random, stratified, cluster, systematic sampling); non-probability sampling (purposive, quota, snowball, and convenience sampling)

3.3 Methods of data collection: Observation (structured / unstructured, participant / non-participant, laboratory / naturalistic); interview (structured, semi-structured, and unstructured formats); questionnaire (open-ended and close-ended items)

3.4 Data quality and ethical considerations in data collection: Validity and reliability in data gathering, informed consent, confidentiality in data handling, record keeping, and storage

Unit 4: Advanced Methodological Issues in Psychological Research

4.1 Triangulation and research rigor: Concept, types of triangulations (data, investigator, methodological, theoretical); importance of rigor in quantitative and qualitative research; establishing credibility, dependability, and confirmability

4.2 Replication and reproducibility: Meaning, significance, and challenges of replication in psychological science; direct and conceptual replications; addressing the reproducibility crisis and ensuring transparency in research

4.3 Ethical and cultural dimensions in research: Cross-cultural adaptation of psychological instruments; ensuring validity across populations; reflexivity and researcher bias in culturally sensitive contexts

4.4 Emerging trends in methodology: Open science practices, pre-registration of studies, meta-analysis, systematic reviews, and use of technology in modern psychological research

Readings

1. American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.
2. Barlow, D. H., & Nock, M. K. (2009). Why can't we be more idiographic in our research? Perspectives on Psychological Science, 4(1), 19–21.
3. Best, J.W., & Kahn, J.V. (2016). Research in Education (10th Ed). Pearson.
4. Bordens, K. S., & Abbott, B. B. (2010). Research design and methods: A Process Approach (11th Edition). McGraw-Hill Medical Publishing.
5. Creswell, J. W., & Plano Clark, V. L. (2018). Designing and Conducting Mixed Methods Research (3rd ed.). Sage Publications.
6. Creswell, J.W. (2009). Research design: Qualitative, quantitative and mixed methods approach. Sage Publications.
7. Gravetter, F. J., & Forzano, L. B. (2017). Research Methods for the Behavioural Sciences (6th Edition). Cengage.
8. Ioannidis, J. P. A. (2005). Why most published research findings are false. PLoS Medicine, 2(8), e124.
9. Kerlinger, F.N. (1999). Foundations of Behavioural Research. (3rd Ed.). Prism Books Ltd.
10. Maxwell, J. A. (2021). Qualitative Research Design: An Interactive Approach (4th ed.). Sage Publications.
11. Mukherjee, S. P. (2020). A Guide to Research Methodology: An Overview of Research Problems, Tasks and Methods. CRC Press, Taylor & Francis Group.
12. Nosek, B. A., & Lakens, D. (2014). Registered reports: A method to increase the credibility of published results. Social Psychology, 45(3), 137–141.
13. Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. Science, 349(6251), aac4716.
14. Patton, M. Q. (2015). Qualitative Research and Evaluation Methods (4th ed.). Sage Publications.
15. Singh, A.K. (2019). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors.
16. Teddlie, C., & Tashakkori, A. (2010). Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences. Sage Publications.
17. Thomas, G. (2021). Research Methodology and Scientific Writing. Springer.