

## **SCHEME**

### **Post Graduate Diploma ( Professional) in Clinical and Counseling Psychology**

**Course Name:** Post Graduate Diploma (Professional) in Clinical and Counseling Psychology

**Duration: One year (Two Semesters):**

**No of seats: 30**

**Program Objectives:** The Post Graduate Diploma in Clinical and Counseling Psychology is to provide exemplary counseling and clinical education based on the integration of professional skills, knowledge and practice. This course is an advanced course for students aspiring to get placement in mental hospitals, schools, colleges, industries and other organizations. The course will provide hands on training and strong theory base to impart advanced knowledge to the students. The program is designed to prepare psychologists to be an outstanding practitioner, leaders and advocates the trained to meet the needs of diverse clients.

It is a rigorous and intensive program where the scheme and syllabi are tailored to yield a perfect amalgamation of theory, research and practice to fulfill the requirements of the program at par with international standards along with the Rehabilitation Council of India (RCI) accreditation. It provides students with training in the areas of clinical and counseling psychology, psychotherapeutic interventions, assessment and counseling of individuals experiencing mental health issues, psychological research and practice with some knowledge of psychopharmacology as well. This program is committed to preparing students to work in a wide variety of clinical, counseling, assessment, industries and research setting and to train them as scientists- practitioners leading to intellectual and professional competence and also promoting personal growth.

**Eligibility:** M.A / M.Sc in Psychology. Candidates having M.A. in Psychology with a specialization in Counseling & Clinical Psychology will be given first preference for admission. Candidates must have 55% marks in aggregate at Masters and Graduation Level. Those who have appeared in the examination of the Master's final year shall also be eligible to apply. However, for such candidates, admission shall be provisional.

**Admission Criteria:** The admission will be based on the marks obtained in B.A./B.Sc. and M.A Psychology. For provisional admission, marks available up to the final year of M.A/ M.Sc shall be considered.

### **Program Outcomes:**

1. Apply knowledge of bio-psycho-social-cultural foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.
2. Apply professional, ethical, and legal standards in their counseling practices.
3. Assume advocacy roles for the mental health care of underserved individuals and groups in urban settings.
4. Integrate self-awareness, counseling roles and reflective practices into a professional counseling identity.
5. Provide clinical mental health counseling prevention and treatment services for diverse individuals and groups in community settings.
6. Fulfill the requirements as an independent practitioner at par with international standards and Rehabilitation Council of India (RCI) accreditation.
7. Able to work in organizations like Hospitals, Schools, Vocational and Career Guidance organizations and providing counseling services and industries .

### **About the course**

The field of Clinical and Counseling Psychology is characterized as applied sciences, with a firm empirical foundation, and an emphasis on objective data to support assessment and treatment of persons who are experiencing psychological problems in their lives.

The scheme and syllabi are designed to provide a perfect blend of theory and practice in Clinical and Counseling Psychology. The course provides learners with on-hand training in dealing with individuals having various psychological disorders through counseling and therapeutic techniques. Further, it enhances the skills and the knowledge to work with a diverse range of environments.

The uniqueness of the program lies in its emphasis on the use of research-based knowledge to develop practical competencies. An integration of science and practice is emphasized so that research informs practice, practical understanding and issues guide meaningful research, and individualized and unique clinical work is strengthened by a scientific method.

### **Why should you prefer this program?**

The program, that we offer, would give you an exposure to study both aspects of psychology: Clinical and Counseling. The course focuses on the theoretical

understanding of these two streams and is led by a simultaneous association with learning the functionality of these aspects. During the course, the learners are required to take two internships in both streams with established organizations to get a training in comprehending practically the intricacies of both the streams. This would equip the learners with expertise and adaptability needed for understanding these related streams, thus augmenting learners' suitability to work in distinct domains.

### **Employment opportunities**

After the successful completion of this course, the learners will be able to obtain employment in different sectors such as mental hospitals, schools, colleges, corporate world etc. The university and the department would work towards getting them placed in various organizations. In addition to this, he/she can also engage in private practice.

## Scheme

### First Semester

S. No.	Course No.	Course Name	L	T	P	Cr
1.	PCP 101	Psychology of Personal Growth & Adjustment	3	0	0	3.0
2.	PCP 102	Advanced Counseling Psychology	3	0	2	4.0
3.	PCP 103	Advanced Clinical Psychology	3	0	2	4.0
4.	PCP 104	Psychopathology of Childhood & Adolescence and Geriatric disorders	3	0	2	4.0
5.	PCP 105	Biopsychology and Psychopharmacology	3	1	0	3.5
6.	PCP 106	Seminar	-	-	-	2.0
7.	PCP 107	Internship 1(clinical)	-	-	-	2.0
		<b>Total</b>				<b>22.5</b>

## Second Semester

S. No.	Course No.	Course Name	L	T	P	Cr
1	PCP 201	Psychotherapeutic Interventions	3	0	2	4.0
2.	PCP 202	Psychology of addiction and substance abuse	3	1	0	3.5
3.	PCP 203	Research Methods and Statistics for Psychology	2	1	0	2.5
4.	PCP 204	Dissertation	-	-	-	10
5	PCP 205	Internship 2 (counseling)	-	-	-	2.0
		<b>Total</b>				<b>22.0</b>

**Total credits: 44.5**

## PCP 101. Psychology of Personal growth and Adjustment

L	T	P	Cr
3	0	0	3.0

### Course Objectives

The basic objective the teaching material is to make the student understand the meaning of adjustment and psychological factors responsible for communication gaps giving rise to conflicts. The students will also get insight into how the personality develops, how it can be modified for constructive productivity by enhancing the hidden potentiality. Further, the students will also learn about the various aspects of self and stressors that may pose challenge it.

**The Concept of Adjustment:** Meaning and nature of Adjustment; Classification of Normal and Defensive adjustment; Basic human needs: biological, social and psychological; Adjustment as accommodating and assimilation factors in personal life.

**Development of Personality:** Personality as explained by different schools of psychology, the psychodynamic; Humanistic perspective: Abraham Maslow; Phenomenological perspective; Dispositional perspective; Learning-Behavioral perspective; The cognitive Perspective; Research and Assessment of personality; The individualized inner organization to form the Self-image: its acquisition and modification depending upon self concept, **self-efficacy** and self-defeating behavior; Emotional Intelligence: Assessing and developing emotional intelligence.

**Challenges to Self:** Self and Society; Working Self: from job to career, values and ethics, job related conflicts; Environmental adjustment: role of mindfulness and awareness in self growth. Applications for self fulfilment: achieving higher potential, creating self efficacy, self resilience, ways to deal with life problems, becoming self actualized, increasing responsibility, acceptance, internal loci; Adjustment to the aging problem: Retirement, loneliness, death; developing successful living.

**Stress Management:** Stress and the Individual, Stress theory, Types of stress; General Adaptation Syndrome, Coping Strategies, Defense mechanisms and Escapes tendencies, Stress management training.

## **Learning Outcomes**

After the completion of the course, the student will be able to understand

- The meaning of personal growth and its importance
- How both verbal and nonverbal communication could affect Interpersonal relationship
- How to regulate emotions under the stresses for better productivity
- How the personality gets groomed at different stages of life
- Why adjustment problems occur
- Why some persons have a problem in adjusting and others enjoy the life

## **Recommended Books**

1. Derlega, Valerian J.(1986). *Personal Adjustment: The Psychology of Everyday Life*.
2. Roger H.W.(1958). *The Psychology of Personal Adjustment*.
3. Dennis S. P. &Ingram., R.E(1993). *Growth through Choice: The Psychology of Personal Adjustment*. Harcourt Brace Jovanovich College Publishers.
4. Nevid, J.S, and Rathus, S.A. (2015). *Psychology and the challenges of Life* (13<sup>th</sup>ed). Hoboken, NJ: John Wiley & Sons.

**Evaluation Scheme:**

S.No.	Evaluation Elements	Weightage (%)
1.	MST	30
2.	EST	50
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	20

## PCP 102. Advanced Counselling Psychology

L	T	P	Cr
3	0	2	4.0

### Objectives:

The basic objectives of the course are to understand the nature, basic principles and underlying assumption in advanced counselling psychology, to understand the dynamics of various counselling approaches in clinical and counselling settings, to enhance various counselling skills for effective functioning with clients and also to understand the ways of achieving self fulfilment and self - resiliency.

**Evolution of Counselling:** Historical origin, Types of counseling, Brief History taking and building counseling relationships, Conducting the Initial Interview; Exploration and the identification of goals, Counselors' skills in the understanding the Action phases; Transference and Countertransference, Issues in closing the counseling sessions.

**Counseling Process and Counselling Skills:** Stages in Counseling: Preparation stage, Attending and Facilitating Action, Termination stage. Counselling skills: Communication/Barriers in communication, Communication Skills – Techniques to make the counseling communication effective; Attending skills, Responding skills, Skill of personalizing, Initiating Skills, Good Qualities of a Counselor

**Techniques used in Counseling:** Transactional Analysis: Meaning, Ego states, Types of Transaction, Significance of Transactional Analysis in Counselling. Tele counselling: EMDR, Dance and drama therapy.

**Individual and Group method of counseling:** Brief History of Groups: Psychodrama; T-Groups; Encounter Groups; Group Marathons Types of Groups: Psycho educational Groups; Psychotherapy Groups; issues in Groups. Techniques of group counselling: 'T' Groups, Sensitivity groups, Mini groups, In-groups and Out-groups. Psychodrama, Roleplaying.

**Counselling in Educational Setting:** Need and Scope of educational counseling; Specific issues in an educational setting: Behavioral problems of the children, exceptional children, and academic problems. Learning styles: reading writing and note taking skills, study skills and study habits, time management. Cognitive issues: causes and factors affecting attention, concentration, remembering, and forgetting.

**Career guidance and counseling:** Career Counselling-Meaning, Definition, Nature, Scope, and Importance. Career Counselling with Diverse Population- College

Students, Adults, Women. Ethics of Career Counselling; Career Maturity: Characteristics, Dimensions, and Implications for Career Counselling; Assessment in career counseling.

**Marriage and Family counselling:** Family life cycle dynamics: healthy family functioning; family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems; Counselling for individual, family and group. Marriage Counselling; Domestic Violence.

**Counseling with Diverse Population:** Teachers as counselors, Parent counseling, Counseling women; Counselling for child abuse, Spousal abuse, Elder abuse, Abuse of the disabled, Delinquents, Sexually abused; Counselling the aged population: Theories of aging and issues, social responses to aging. Psychology and Spirituality: various schools, person's spiritual health and growth, the spirituality of work, lifestyle choices.

### **Learning Outcomes:**

Upon successful completion of the course, the students should be able to

1. Understand the basics of application of psychological principles and theories of counselling.
2. Develop basic knowledge of dynamics of counselling to work in different environments and specialise in many different areas.

### **Recommended Books:**

1. Neukrug, E.S. (2003). *Experiencing the world of the counsellor: A workbook for counsellor educators and students*: Pacific Grove, CA: Brooks/Cole.
2. Corey, G. (2012). *Theory and practice of Counseling and Psychotherapy*, 9<sup>th</sup> edition, Brooks/ Cole, Cengage Learning.
3. Gladding, S.T. (2014). *Counseling: A Comprehensive Profession*. Pearson.
4. Steffler, B. (Ed.) 1965. *Theories of counselling*. New York, McGraw Hill Book Co.
5. Harson, J.C. (1978): *Counselling Processes and Procedures*. New York, McMillan Publishing Co. Inc.
6. Bove Frank, G. (2000). *Birth to five-early Childhood special education*, New York

**Evaluation Scheme:**

S.No.	Evaluation Elements	Weightage (%)
1.	MST	25
2.	EST	40
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35

## PCP 103. Advanced Clinical Psychology

L	T	P	Cr
3	0	2	4.0

### Course Objectives

The main objective of this course is to educate and groom the students to understand the Psychopathology of human behavior and diagnose it. The course will equip the students in handling the psychological problems occurring at different stages of life: from childhood to later years of life.

**Introduction to Panic, Anxiety and Obsessive Disorders:** Overview of the Anxiety Disorders – Specific Phobias, Obsessive-Compulsive and Related Disorders; Psychotherapeutic treatments of the disorders.

**Schizophrenia and Other Psychotic Disorders:** Meaning and classification of Schizophrenia; Symptoms and diagnosing criteria; Risk and Causal Factor; Treatments and outcomes.

**Mood Disorders:** Unipolar Depressive Disorders; Bipolar and related Disorders; Psychotherapeutic treatments; Suicide: Suicide prone behavior, Precautionary measures.

**Somatic Symptoms and Dissociative Disorders:** Somatic Symptom and related disorders; Dissociative disorders and Psychotherapeutic treatments.

**Eating Disorders and Obesity:** Clinical aspects of eating disorders; Anorexia nervosa; Bulimia nervosa; Obesity.

**Personality Disorders:** Cluster A Personality Disorders; Cluster B Personality Disorders; Cluster C Personality Disorders:

### Learning Outcomes

After the completion of the course, the students would be able to

1. Understand human behavior and the behavioural psychopathology occurring at different age levels
2. Understand the basics of normal and abnormal behavior
3. Demonstrate the understanding of the causes of neurotic and psychotic behavior
4. Exhibit the knowledge of the ways of preventing these causes and promote Psychological well being
5. Specify the treatment options at the different sister disciplines

6. Make a distinction amongst the therapeutic techniques used for different disorders, and should be able to receive help from other disciplines

**Recommended Books:**

1. Sarason, I.G. and Barbara R, Sarason, B. R. (2017). *Abnormal Psychology: The problem of Maladaptive Behavior*. Englewood Cliffs, N.J: Prentice Hall.
2. Butcher, James N et al. (2016). *Abnormal Psychology, Global Edition*.
3. Carr, A.(2012). *Clinical Psychology: An Introduction*. Routledge.
4. Hersen, M.(2000). *Advanced Abnormal psychology*. Springer.

**Evaluation Scheme:**

S.No.	Evaluation Elements	Weightage (%)
1.	MST	25
2.	EST	40
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35

## PCP 104. Psychopathology of Childhood and Adolescence, and Geriatric disorders

L	T	P	Cr
3	0	2	4.0

### Objectives

The main goal of the course is to provide students with theoretical and practical knowledge on how to make a clinical diagnosis; child and adolescent development; evidence-based interventions for children and adolescents. The students will be prepared to understand the normal temper tantrums to severe psychotic disorders of the lifespan. The course would also groom the students to understand the common disorders of the later years of life.

### **The developmental psychopathology approach to understanding mental illness:**

Developmental psychopathology as a scientific discipline, classifying psychopathology: The diagnostic manual of mental disorders (DSM-5), Empirically based taxonomies, Genetic, environmental and epigenetic influences on behavior

**Vulnerabilities and Risk factors for psychopathology:** Risk and resilience in childhood and adolescent psychopathology; Child maltreatment and risk for psychopathology; Impulsivity and vulnerability; Brain injury and vulnerability; Emotional dysfunction as vulnerability to psychopathology.

**Externalizing disorders:** Attention deficit / Hyperactive disorders; oppositional defiant disorder; conduct disorders; juvenile delinquency; Substance use disorders.

**Internalizing disorders:** Anxiety disorders; obsessive compulsive and related disorders; depressive disorders; development of borderline personality and self-inflicted injury.

**Other disorders:** Trauma and stress-related disorders in infants, children and adolescents; Bipolar disorders; Autism spectrum disorders; eating disorders

**Geriatric disorders:** Neurocognitive Disorders, Brain Impairment in Adults, Delirium, Major Neurocognitive Disorder (Dementia), Parkinson's Disease, Huntington's Disease, Alzheimer's Disease.

## **Learning outcomes**

Upon successful completion of the course, the students should be able to

1. Understand the type of mental disorders prevalent in childhood and adolescence and old age.
2. Understand the characteristics of each disorder and recommend methods for alleviating them.
3. Understand the main principles of developmental psychopathology and apply them when working with children and adolescents.
4. Use and apply the categorical and dimensional classification systems - DSM-V, when diagnosing the most prevalent psychological disorders between 0-18 years and old age.

## **Recommended Books:**

1. Theodore P. Beauchaine, Stephen P. Hinshaw(2010). Child and Adolescent Psychopathology
2. Davis, A.S.(2012). Psychopathology of Childhood and Adolescence: A Neuropsychological Approach. Springer Publishing Co Inc
3. Weiner.I.B. (1982). Child and Adolescent Psychopathology. New York: John Wiley & Sons.
4. Howard Fillit, H. , Rockwood. John,K & Young, J. B.(2016). Brocklehurst's Textbook of Geriatric Medicine and Gerontology. Elsevier
5. Weis, R. (2014) Introduction to Abnormal Child and Adolescent Psychology, 2<sup>nd</sup> edition. Sage Publications
6. Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> edition (DSM-5<sup>TM</sup>), (2013). American Psychiatric Association, ISBN 978-0-89042-555-8.

**Evaluation Scheme:**

S.No.	Evaluation Elements	Weightage (%)
1.	MST	25
2.	EST	40
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35

## PCP 105. Biopsychology and Psychopharmacology

L	T	P	Cr
3	1	0	3.5

### Objectives:

The objective of this course is to provide a basic understanding of the central nervous system and endocrine system and their role in different behaviors. The course also provides information about different type of psychopharmacological drugs used in the treatment of various forms of mental illness and their action.

### UNIT -I

**The central and peripheral Nervous system:** Neurons: Structure, types, and Functions, Neural communication, synaptic transmission brain and spinal cord; the structure of the brain and functions; hemispheric specialization; plasticity

**Hormones and behavior:** Endocrine system; Behavior Genetics: Reproductive behavior; sexual development and behavior.

**Neurobiological basis of drives:** motivation, hunger, thirst and sex

**Physiology of emotions:** Hypothalamus and Limbic system; Cognitive factors in human emotionality

**Learning and Memory:** Physiological basis of learning, sleep and physiology and biochemistry of memory.

### UNIT –II

**Principle Chemical neurotransmission:** Transporters, receptors, and enzymes as targets of psychopharmacological drug action; Ion channels as targets of psychopharmacological drug action

**Types of Psychopharmacological Drugs:** Antipsychotic agents Antidepressants, Mood stabilizers Anxiety disorders and anxiolytics

**Treatment of disorders using Psychopharmacological Drugs:** Chronic pain; Disorders of sleep and wakefulness; Attention deficit hyperactivity disorder; Dementia; Impulsivity, compulsivity, and addiction.

**Learning Outcomes:**

Upon successful completion of the course, the students should be able to

1. Understand nature and functions of the Central nervous system (CNS) and Endocrine system
2. To understand the role of CNS and Hormones in the regulation of behavior
3. Understand the types of Psychopharmacological drugs used in the treatment of various types of mental disorders
4. Understand the action of psychopharmacological drugs on brain and behavior

**Recommended Books:**

1. Carlson, N. R. (2001). Foundations of Physiological Psychology. 5th Edition. Pearson Education
2. Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI
3. Leukel, F. (1985). Introduction to Physiological Psychology. New Delhi: CBS Publishers
4. Pines, J. P. J. (2007). Biopsychology. Delhi: Pearson Education
5. Greene, S. (2016). Principles of Biopsychology. Psychology Press
6. Stahl, S. M. (2013). Stahl's Essential Psychopharmacology. New York: Cambridge University Press.

**Evaluation Scheme:**

S.No.	Evaluation Elements	Weightage (%)
1.	MST	30
2.	EST	45
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25

## PCP 201. Psychotherapeutic Interventions

L	T	P	Cr
3	0	2	4.0

### Objectives

Effective intervention strategies would be taught to the students with an object to endow them with the skills that will prepare them to extend the care in managing the symptoms of the client and also provide counseling to the relatives and significant others who get affected by the psychopathology of the client's behavior.

**Introduction:** Psychotherapy, client, therapist and their relationship; Course of therapeutic intervention: Initial contact, assessment, goals of treatment, termination, evaluation, and follow-up.

**Psychoanalytic therapy:** Introduction to Freud and his personality theory – Therapeutic process – Techniques – Application of techniques and procedures

**Person - Centered Psychotherapy:** Introduction to Carl Rogers and Rogerian theory of personality – Therapeutic process – Techniques – Application of techniques and procedures.

**Cognitive Behavior Therapy:** The nature of cognitive behavior therapy relaxation and systematic Desensitization, assertive training, Modeling procedures, Contingency management, Cognitive Behaviour Therapy (CBT), Rational emotive Behaviour Therapy (REBT); Lazarus Multimodal Approach to Psychotherapy and Cognitive Behaviour Modification: Donald Meichenbaum's approach to therapy, Cognitive restructuring

**Asian approaches to counseling:** Bhagavad Gita; Taoism; Buddhism - Introduction to personality theory – Therapeutic process – Techniques – Application of techniques and procedures

**Integrative Approach to Psychotherapy:** Integration vs. Eclecticism – An introduction to therapy, techniques and applications.

**Learning Outcomes:**

Upon successful completion of the course, the students should be able to

1. Understand the skills to be an effective counselor
2. Understand the pathology of the case and use appropriate therapeutic technique
3. Learn to apply behavioural techniques to undo the learned behaviour
4. Learn to give importance to ethical issues in psychotherapy
5. Take care of cultural issues while conducting the sessions
6. Being aware of different counseling techniques one can make use of integrative approach to treat the clients
7. Understand modern trends and the application of counseling techniques

**Recommended Books:**

1. Gardner, R. A. *The Psychotherapeutic Techniques*. Creative Therapeutics
2. Covey, G. (2008). *Theory and Practice of Counselling and Psychotherapy (8th ed.)* Canada: Brookes/Cole.
3. Gardner, R. A. *The Psychotherapeutic Techniques*. Creative Therapeutics
4. Christian, C. (2009). *Advanced Techniques for Counseling and Psychotherapy*. Springer
5. Beck, J.S. (2011). *Cognitive Behavior Therapy, Second Edition: Basics and Beyond*. The Guilford Press.
6. Arnold A. Lazarus (1997). *Brief But Comprehensive Psychotherapy: The Multimodal Way*. Springer Publishing

**Evaluation Scheme:**

S.No.	Evaluation Elements	Weightage (%)
1.	MST	25
2.	EST	40
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	35

## PCP 202. Psychology of Addiction and Substance Abuse

L	T	P	Cr
3	1	0	3.5

### Objectives

The main objective of the course is to understand the psychopathology of the drug abusers. The course will educate the students about psychological, emotional and social aspects of the drug abusing behavior and prepare the students in handling the cases and demotivate them to involve in socially undesired behaviours.

**Introduction:** Substance Dependence, The Brain and Addiction

**Epidemiology of addiction:** Prenatal alcohol exposure, early life predictors of adult drinking, the age of onset and substance use disorders. Theories of Addiction

**Genetic basis of addiction:** Mendelian inheritance, complex inheritance, quantitative traits: the linkage and association, twin studies of addiction.

**Principles of Physiological regulation:** Homeostasis, Allostasis, Pharmacokinetics & Neuropsychology of addiction

**Depressants:** Benzodiazepines & Alcohol, Opiates / Opioids & Medication Assisted Treatment,

**Stimulants:** Cocaine, Methamphetamine & Nicotine Binge –

**Disorders:** Eating Disorder, Pica, Hoarding & Trichotillomania

Marijuana, Synthetics, Inhalants & Designer Drugs

**Process Addictions:** Gambling & Internet Gaming Disorder

**Neurochemistry and neurobiology of addiction:** Classification of drugs of abuse, mesolimbic system and reward neurotransmission,

**Impact of drug addiction on family and society:** Economic and social cost of alcohol and drug addiction

**Learning Outcomes:**

Upon successful completion of the course, the students should be able to

1. Understand the drug dependence pathology
2. Motivate the drug abusers to avoid the behavior
3. Understand the similarities and differences among psychoactive substance addiction, and "process" addictions.
4. Apply principles of pharmacokinetics, homeostasis, and allostasis to understanding psychoactive substance and process addictions.
5. Compare the roles of the primitive brain structures to the neocortex in the development of addiction and the treatment of addict

**Recommended Books:**

1. Maisto, S and M. Galizio (2015). *Drug Use and Abuse*. 7th ed. Cengage.
2. American Psychiatric Association. (2013). *Desk reference to diagnostic criteria from DSM-5*. Washington, DC: Author. ISBN-13: 978-0890425565
3. McMurrin, M. (1994). *The Psychology Of Addiction* . Taylor & Francis: NY

**Evaluation Scheme:**

S.No.	Evaluation Elements	Weightage (%)
1.	MST	30
2.	EST	45
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	25

## PCP 203. Research Methods and Statistics for Psychology

L T P C  
2 1 0 2.5

### Objectives:

The objective of the course is to equip students with advanced training in research methods and professional skills. Students can apply theoretical knowledge to analyze practical problems and developing hypotheses, understanding dynamics of sampling and data analyses for conducting Research and writing the report.

**Introduction to Behavioral and Social Science Research:** Characteristics of Behavioral and Social Science Research; General Purposes/Goals; Use of Scientific Approach; Types of Behavioral and Social Science Research; Basic vs. Applied and Evaluation; Qualitative vs. Quantitative; Group vs. Case Study; Laboratory vs. Field

**Conducting Research and Reporting Results:** Steps and Procedures for Conducting Research; Writing Research Reports and Proposals; Professional Journals and Other Sources; Criteria for Evaluating Research; Theoretical and Practical Significance; Ethical and Legal Compliance; Hypothesis development; type of errors in statistical decisions

**Measurement and Data Gathering:** Sampling techniques; Unidimensional vs. Multidimensional Scales; Assessment of Instruments and Procedures; Strengths and Limitations of Instruments and Procedures; Construction; Administration

**Validity and Reliability of Tests:** Types of reliability and validity; Checking for Interrater Reliability; Ways of Increasing Validity and Reliability

**Experimental Method:** Designs, Main Features of the Experimental Method; Posttest-Only Randomized Groups Design; Before - After Randomized Groups Design; Matched Randomized Groups Design

**Statistics:** Descriptive statistics; Inferential Statistics; Parametric statistics and Non-parametric statistics; 'correlation; regression; 't' statistics and ANOVA, Structural Equation modeling; Analysing data using SPSS and other software

### Learning Outcomes:

Upon successful completion of the course, the students should be able to

- Understand research methodology as a process.
- Application of research methods in their research projects.
- Use statistical soft wares for analysing data
- Developing a research plan and write the research report.

**Recommended Books:**

1. Broota, K. D. (1992). *Experimental Design in behavioral research*. New Delhi: Wiley Eastern
2. Aron, A. & Aron, E.N. & Coups, E. (2008). *Statistics for psychology*. New Jersey: Pearson

Newman, L.W.(2002) *Social research methods : Qualitative and quantitative approaches*. Pearson education (6<sup>th</sup> edition)

3. Mc Guigan, F.J.(1990). *Experimental Psychology: Methods and Research* . Prentice Hall of India

**Evaluation Scheme:**

S.No.	Evaluation Elements	Weightage (%)
1.	MST	30
2.	EST	50
3.	Sessionals (May include Assignments/Projects/Tutorials/Quizes/Lab Evaluations)	20