

APPLIED PSYCHOLOGY

Courses Offered by Department of Psychology

DISCIPLINE SPECIFIC CORE (DSC) COURSES OF APPLIED PSYCHOLOGY

Semester 4:

- DSC 10: Approaches and Practice of Counselling
 - DSC 11: Introduction to Psychological Assessment
 - DSC 12: Inferential Statistics in Psychology
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DISCIPLINE SPECIFIC CORE COURSE – 10

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10: Approaches and Practice of Counselling	04	03	0	01	Class 12th pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a comprehensive understanding of the profession of counselling.
- To facilitate the development of basic counselling skills.
- To understand the application of counselling in different contexts.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the nature and scope of counselling psychology and its difference from other allied fields.
- By studying this course, the students will understand the different techniques of counselling based on different approaches.
- By studying this course, the students will become aware of the application of counselling in different settings.

Syllabus:

Unit 1: Counselling: process, issues and challenges. Definitions, Process and outcome of Counselling, Counselling and Psychotherapy, Personal and professional aspects of a counsellor (skills), Ethical principles in counselling, Challenges of counselling profession in India. (15 hours) _____

Unit 2: Approaches to counselling. Behavioural approach (behaviour modification techniques), cognitive approaches (Aaron Beck and Albert Ellis techniques), Freudian techniques, Rogerian approach, positive psychotherapy (Seligman, Rashid and Parks) (15 hours)

Unit 3: Application of counselling. School counselling with a Solution Focused Brief Therapy lens, Super's model of career counselling, Queer affirmative therapy, Bowen's Family systems therapy (15 hours)

Practical (30 hrs)

Any 2 practicals based on the topics covered in the above three units. The options are given below:

1. Skill based practicum based on Rogers' Person centered approach
2. Understanding counseling process
3. Externship in school counseling
4. Learning counseling techniques based on CBT or REBT or Psychoanalytic approach or positive psychotherapy

Essential/Recommended Readings:

Bhola, P. & Raghuram, A. (2016). *Ethical Issues in Counseling and Psychotherapy Practice: Walking the line*. Springer. (Chapter 1, Chapter 9, Appendix A [Indian only])

Gladding, S & Batra, P. (2018) *Counselling: A comprehensive profession*. New Delhi: Pearson

Murphy, J.J. (2015). *Solutions Focused Counselling in Schools*. Wiley. (Chapter 3, Appendix E, G, H, J)

Nelson, R, J. (2015) *Theory and Practice of Counseling and Psychotherapy*. 6th edition. New Delhi: Sage South Asia.

Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer Affirmative Counselling Practice - A Resource Book for Mental Health Practitioners in India*. Mumbai: Mariwala Health Initiative

Seligman, L & Reichenberg, L.W. (2010) *Theories of counseling and Psychotherapy*. New Jersey: Pearson (SFBT and family systems)

Seligman, M. E. P., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist*, 61(8), 774–788. <https://doi.org/10.1037/0003-066X.61.8.774>

Suggested Readings

Capuzzi, D. & Stauffer, M. D. (2022). *Counselling and Psychotherapy: Theories and Interventions* (7th Ed.) American Counselling Association

Corey, G. (2009) *Counselling and Psychotherapy: Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Colin Feltham, Terry Hanley, & Laura Ann Winter (2018). *The Sage Handbook of Counseling and Psychotherapy*. 4th Edition. Sage.

Seth, S., Bhatia, H., and Chadha, N. K. (2018). *Counselling skills: Knowing self and others*. New Delhi: The Readers' Paradise.

Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*. 5th Edition. Belmont: Brooks/Cole (Cengage Learning)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical		
DSC 11: Introduction to Psychological Assessment	4	3	0	1	Class 12th pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a comprehensive understanding of psychological assessment.
- To facilitate the development of basic psychological assessment skills.
- To understand the application of psychological assessment in different contexts.

Learning Outcomes

After doing the course, the students would be able to:

- Understand the basic principles of psychological assessment and its various phases.
- Develop knowledge of the ethical and legal issues involved in the assessment process.
- Familiarize themselves with the steps in test construction and test standardization.
- Know about different scales of measuring psychological attributes.

Syllabus

Unit – I. Introduction to Assessment: Historical development of Testing and assessment, Nature, Types and Scope of assessment. Comparison between test and assessment. Ethical and social consideration in testing and assessment (APA basic principles and standard guidelines). (15 Hours)

Unit – II. Test Construction and Standardisation: Item writing, Item analysis, Norms and Test Standardisation, Reliability, and Validity. (15 Hours)

Unit – III. Types of Scales: Likert, Thurstone, Guttman and Semantic differential scale. Applications and Future Directions: Uses of Psychological Tests in different settings. Future directions in psychological assessment (Virtual reality, Computer assisted assessment, assessment in multicultural context). (15 Hours)

Practical

(30 Hours)

Total of two Practicums -one each from the following areas:

- Test Construction/Standardisation; Scale construction
- Psychological assessment: Assessment through any one psychological tests or scale (e.g. Likert, Thurstone, Guttman and Semantic differential scale)

Essential/recommended readings:

Anastasi, A., & Urbina, S. (2003). *Psychological testing*. (7th ed). New Delhi: Prentice – Hall of India Pvt. Ltd.

Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th ed.) Boston: Pearson Education.

Mohanty, B., & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: Sage Publications.

Murphy, K. R., & Davidshofer, C. O. (2019). *Psychological Testing: Principles and Applications*. 6th ed., New Delhi: Pearson.

Suggested Readings:

Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment*. (12th ed). New Delhi: Pearson Education.

Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.

Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues*. (8th ed.). New Delhi, India: Cengage.

Miller, L. A., Lovler, R. L., McIntire, S. A. (2013). *Psychological Testing: A Practical Approach*. New Delhi: Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 12

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12: Inferential Statistics in Psychology-	4	3	0	1	Passed Class 12 th	NIL

Learning Objectives

After doing the course, the students would:

- The advanced statistics course will assist students in grasping the techniques of inferential statistics necessary for carrying out research.
- They should be able to analyze and interpret statistical data obtained in research.

Learning Outcomes

By studying this course, students will be able:

- To understand advanced statistical techniques.
- To understand the statistical methods used in Statistical Inferences with a concept-focused approach.

Syllabus-

Unit – I. Introduction to Inferential Statistics: Parametric and Non-Parametric Statistics, Testing hypothesis about single means (z and t): Random sampling distribution of means, Null and

alternate Hypotheses; One-tailed (directional) and Two-tailed (non-directional) hypothesis; Characteristics of Student's distribution of t ; Degrees of freedom; Assumptions of t -test; Levels of significance versus p -values. (15 Hours)

Unit – II. Interpreting the results of hypothesis testing: Type I and Type II error, Power of a test; Difference between Two Means (t -test) - Independent and Dependent Groups; Confidence Intervals. (15 Hours)

Unit-III. Hypothesis Testing: More than two groups (One way ANOVA): Assumptions and calculation of one-way; Comparison of t and F . *Post Hoc* Comparisons (conceptual understanding). Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies: Assumptions and calculations. (15 Hours)

Practical component (30 Hours)

Total of two practicums from any of the following areas:

- 1 One practical based on comparison of two groups using t test
- 2 One practical based on comparison of more than two groups using ANOVA
- 3 One practical based on Chi-square

Data sets available online or those from other sources can be used for this purpose.

Essential/Recommended Readings:

Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.). Oxford: Blackwell Publishers.

King, B.M., Rosopa, P.J., & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences*. (7th Ed.) USA: John Wiley.

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

Suggestive Reading

Garrett, H. E. (1973). *Statistics in psychology and education*. Vakils, Feffer & Simons.

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