Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

PSYCHOLOGY

SYLLABUS FOR - M.A. SECOND YEAR

With effective from 2009-10.

Paper V : – RESEARCH DESIGNS & ADVANCED STATISTICS Marks-100
Paper VI : – SRESS AND COPING Marks-100
Paper VII : - CLINICAL & COMMUNITY INTERVENTIONS Marks-100
Paper VIII : - PSYCHOLOGY PRACTICUM’S: TESTS Marks- 100
PSYCHOLOGY

PAPER V: - RESEARCH DESIGNS & ADVANCED STATISTICS
With effective from 2009-10.
(Distribution- Research Methods & Theory of Statistics 60 Marks. Statistics 40 Marks,)
Marks-100

Objectives: -

1. To acquaint the student and make them understand the different statistical methods with their uses and interpretations.
2. To develop computational skills in students and enable them to analyze the data practical, project work, and dissertation.

1. Experimental Designs
   (a) Meaning & purpose of research Design
   (b) Criteria of Research design
   (c) Basic principles of Experimental Design
      i. Replication
      ii. Randomization
      iii. Local control
   (d) Some important types of Research Design
      i. Between- Groups Design
      ii. More- Than – Two – Randomized groups Design
         b. Factorial Design
   (ii) Within – Groups Design
      i. Single subject design
      ii. Repeated measures designs
      iii. Single factor repeated measures designs
      iv. Two factor repeated measures designs
   (iii) Comparison of Between – Groups Designs & within Groups Design.

2. Quasi – experimental Design
   (a) Quasi – experimental Design
      i. Meaning of quasi experimental design
      ii. Types of quasi experimental Design
   (b) Time series design.
   (c) Equivalent time samples Design
   (d) Non- equivalent control group design
   (e) Counterbalanced design
   (f) Separate- sample pretest – post test Design
   (g) Patched- up Design

3. Analysis of variance (ANOVA)
   (a) Need for the Technique of ANOVA
   (b) Meaning of the term ‘ANOVA’
   (c) Procedure for calculating for ‘ANOVA’
   (d) Two- Way ANOVA
   (e) Underlying Assumptions in ANOVA
   (f) Post – hoc comparisons
      i. DMRT
      ii. Tuckey test
iii. Proceted ‘t’

4. **Analysis of Covariance**
   (a) Meaning & purpose
   (b) How to make use of the ANCOVA
   (c) Assumptions underlying ANCOVA

5. **Social scientific research**
   (a) Meaning & Characteristics of social scientific research
   (b) Types of research
      i. Experimental research
         a. Laboratory experiments
         b. Field experiments
      ii. Non – experimental research
         a. Field studies
         b. Ex – Post facto
         c. Survey research: Meaning, Uses & Characteristics.
   d. Survey Research Design:
      i. Cross – sectional Designs
      ii. Successive independent sample Design
      iii. Longitudinal Design
   e. Case Study
   (c) Difference between survey & experiment.

6. **Chi Square**
   (a) Use of chi square as a Test of “Goodness of Fit”
      i. Hypothesis of chance
      ii. Hypothesis of equal probability
      iii. Hypothesis of Normal Distribution
   (b) Procedure of chi square Testing
   (c) Use of chi-square as a test of independence between two variables
   (d) Contingency Coefficient – How to compute C
   (e) Underlying Assumptions, uses & limitations of chi square Test.

7. **Non-Parametric Tests**
   (a) Parametric & Non-parametric Tests
   (b) When to use parametric & Non-parametric tests.
      i. Sign test
      ii. Evaluation of sign test
      iii. Wilcoxon matched-pairs signed ranks Test.
      iv. Median test.
      v. The mann – whitney ‘U’ test

8. **Writing a research report & Research proposal**
   (a) General purpose of writing a research report
      i. Structure or format of a research report
      ii. Style of writing as research report
      iii. Typing research report
      iv. Evaluating a research report
      v. Preparing a research proposal
**Source Books: -**


**Reference Books: -**

Objective: -
1. To provide evidence about the correlates/consequences of stress; and evaluate the role of moderating variables in stress health/well being linkage.
2. To highlight the importance of social and psychological processes in the experience of health and illness.

1) WHAT IS STRESS?
   i) Stress and Burnout
   ii) Stress as the dependent variables – A response based model of stress
   iii) Stress as the dependent variables – A stimulus based model of stress
   iv) An interactive model of stress
   v) The psychodynamic approach
   vi) Stress tolerance limit
   vii) Burnout
   viii) Ancient Indian concept of stress
   ix) Positive roll of stress
      (a) Stress potential of the creative personality
      (b) Stress potential of the creative process
      (c) Stress potential for creative managers

2) STRESS AND PHYSIOLOGY
   i) Stress and diseases
   ii) Psychosomatic disease
      (a) Cancer and stress
      (b) Psycho – sexual diseases and stress
      (c) Gastric ulcer and stress
      (d) Bronchial asthma and stress
      (e) Anxiety neurosis and stress
   iii) Endocrinology of stress
      (a) Endocrine glands and their effect on induced stress
         1. Pituitary gland
         2. Pineal gland
         3. Adrenal gland
         4. Thyroid gland
      iv) Stress and environment
         1. Malnutrition and stress
         2. Cold stress
         3. Surgical stress
         4. Industrial toxicants and stress
      v) Social factors and body construction in stress
      vi) Indian indigenous drugs and stress

3) LIFE EVENTS STRESS
   i) The concept of life stress
   ii) The measurements
      (a) Dube’s life events scale
      (b) Singh et al;s life events scale
      (c) Batlivala’s life events scale
(d) Daftuar’s modified version of life events scale

iii) Variance in life stress
iv) Life stress and psychosis
v) Life stress and hysteria
vi) Life stress and certain disorders
   (a) Cancer
   (b) Peptic ulcer
   (c) Irritable bowel syndrome
   (d) Diabetes
   (e) Bronchial asthma

4) ORGANIZATIONAL ROLE STRESS
   i) The concept of role stress
      (a) Role space
      (b) Role set
   ii) Measurement of role stress
      (a) Role space conflicts
      (b) Role set conflicts
   iii) Correlates of role stress
      (a) Personal correlates of role stress
   iv) Role stress and background factors
   v) Organizational correlates of role stress
   vi) Stress and productivity

5) ROLE STRESS IN SPECIAL GROUPS
   i) Executive health and stress
      (a) Psychological ailments
         1. Depression
         2. Anxiety
      (b) Psychosomatic ailments
         1. Headaches
         2. Stomach ulcer
         3. Hypertension
      (c) Physiological ailments
         1. Overweight
         2. Obesity
         3. Diabetes
         4. Urogenital
         5. Liver
   ii) Public sector vs private sector executives
   iii) Role stress among bank professionals
   iv) Role stress among computer professionals
   v) Role stress among supervisors
   vi) Role stress among air traffic controllers
   vii) Role stress among entrepreneurs
   viii) Role stress among working women
   ix) Role stress among teachers and students
   x) Role stress among police professionals

6) COPING STYLES OR STRATEGIES
   i) Coping strategies: concept
   ii) Coping measurements
   iii) Coping profiles of some groups
7) MODERATORS OF STRESS
   i) Personality variables
      (a) Needs as moderator
      (b) Locus of control as moderator
      (c) Type-A pattern of behaviour as moderator
      (d) Mental health as moderator
      (e) Coping strategies as moderator
      (f) Effort and outcome orientations as moderator
   ii) Organizational variables
      (a) Organizational climates as moderator
      (b) Job satisfaction as moderator
   iii) Occupational stress as Moderator
      (a) Hierarchical level as moderator
      (b) Psychological participation as moderator
   iv) Studies pertaining to other moderator variables

8) COUNTERACTING STRESS
   i) Counteracting stress
   ii) What as organizational can do?
   iii) Job characteristics approach
      (a) Theory of job characteristics model
      (b) Managing organizational stress using the job characteristics approach
      (c) Issues in implementing the job characteristics modal
      (d) A new strategy for using the job characteristics approach to manage organizational stress
   iv) Concept of role efficacy as a reducer of stress
   v) What an individual can do
      (a) Stress its perception and consequences
      (b) Awareness of being in a stressful state
      (c) What happens during a stressful situation
      (d) Proneness to experience stress and its identification
   vi) Coping mechanisms in Indian managers
   vii) Coping strategies for role stresses
   viii) Ways to manage stress effectively
   ix) Coping with stress through non-drug methods
      (a) Relaxation
      (b) Acupuncture
      (c) Exercise
      (d) Yoga
      (e) Meditation
      (f) Biofeedback
      (g) Recreation
   x) Leisure, health and stress
   xi) An action plan for coping
   xii) The spiritual dimension of health

Books for reading:
Objectives:
1. This paper focuses on the contribution of different theoretical approaches to psychopathology to the area of clinical and community interventions and aims.
2. To train students in different approaches to counseling and psychotherapy.
3. To help develop a balance view of the various therapies and the practical techniques employed.
4. To help students familiarize themselves, gain knowledge and work towards developing an integrative perspective.

1. **INTRODUCTION**

Clinical Intervention defined – what problems are amenable to change – course and objectives of clinical intervention – features common to many Therapies – Nature of specific therapeutic variables – The patient or client, The Therapist – Psychotherapy and counseling – Ethical issues in Psychotherapy.

2. **THERAPEUTIC RELATIONSHIP AND SKILLS OF THERAPIST**

Definition of TR – characteristics of TR- Components of TR – The working alliance – transference – the real relationship – characteristics and skills of a therapist Issues faced by therapist – Therapist’s contribution to TR.

3. **TECHNIQUES OF COMMUNITY INTERVENTION**


4. **TYPE OF THERAPIES**

Psychoanalytic therapy: - Aim, Process and Techniques, Critical evaluation.
5. GROUP THERAPY, FAMILY THERAPY AND COUPLES THERAPY.

Models and process of group therapy- the curative factors – Goals and Process of family and couples therapy- are family and couples therapy effective ?

6. COUNSELLING

Definition – personal qualities of a counselor – stages in counseling process – Counseling skills – levels of counseling techniques – Non-verbal behaviour – verbal behaviour-covert behaviour – Interpersonal manner.

BOOKS FOR READING

3. TRULL AND PHARES (2001) - Clinical Psychology . Sixth Edition Wadsworth, Thomson Learning, Belmont, USA
# Objectives

1. To create interest in psychological phenomenon.
2. To develop awareness of psychological tools, techniques and tests.
3. To nurture the skill of observation

## Section – A: Practical s (Any 10)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Test</th>
<th>Author</th>
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<tbody>
<tr>
<td>1</td>
<td>Medico Psycho-Questionnaire</td>
<td>Bharatraj, J.</td>
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<td>2</td>
<td>Dimensional of personality inventory</td>
<td>Bhargava, M.</td>
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<td>3</td>
<td>Type A/B Behavioural patterns scale</td>
<td>Upinder Dhar &amp; Jain M.</td>
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<td>4</td>
<td>PGI Health Questionnaire N – 1</td>
<td>Varma, S. K., Prashad, D., Wig, N. N</td>
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<td>5</td>
<td>Indian Adaptation of Bell’s Adjustment Inventory</td>
<td>Sharma, L.</td>
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<td>6</td>
<td>Nairashya Maapa (Frustration Test)</td>
<td>Chauhan, N. S., Tiwari, G. P. Mental</td>
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<td>7</td>
<td>Depression Scale</td>
<td>Dubey, L. N.</td>
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<td>Comprehensive Scale of Tension</td>
<td>Bharadwaj, R.</td>
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<td>Student Examination Anxiety Test</td>
<td>Agarwal, M., Kauhal, V.</td>
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<td>Sing Personal Stress Source Inventory</td>
<td>Singh, A., Singh, A.K., Singh, A.</td>
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<td>Emotional intelligence Scale</td>
<td>Anookal Hyde, &amp; Sanjyot Pethe</td>
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<td>12</td>
<td>Mental Health Check-List(MHC)</td>
<td>Kumar, P.</td>
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<td>13</td>
<td>Anxiety Scale</td>
<td>Sinha &amp; Sinha</td>
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<td>Maudsley Personality Inventory</td>
<td>Eysenck, H. J.</td>
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<td>Neuroticism Scale Questionnaire</td>
<td>Cattell, R. B.</td>
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<td>Clinical Analysis questionnaire</td>
<td>Cattell and Krug</td>
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<td>Eight State Questionnaire</td>
<td>Curran &amp; Cattell</td>
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<td>Life Satisfaction Questionnaire</td>
<td>Alam, Q. G., Srivastava, R</td>
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<td>Perceived Loneliness Scale</td>
<td>Jha, P. K.</td>
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<td>Levenson’s Scale for Locus of Control Indian Adaptation</td>
<td>Vora, S.</td>
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<td>NEOPI</td>
<td>Costa &amp; McCabe</td>
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<td>Rosenweig Picture Frustration Test</td>
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<td>24</td>
<td>Emotional Maturity Scale (EMS)</td>
<td>Singh, Y., Bhargave M.</td>
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<td>25</td>
<td>Presumptive Stressful Life Event Scale</td>
<td>Sing, G., Kaur, D., Kaur, H.</td>
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<td>26</td>
<td>Mental Health Battery</td>
<td>Singh, A. K., Sengupta, A.</td>
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<td>27</td>
<td>Self Expression Inventory (SEI)</td>
<td>Varma, R. P., Upadhayay, U.</td>
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<td>28</td>
<td>Beck Depression Inventory</td>
<td>Abha Rani.</td>
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• **Section – B: - Research Project**
  Marks – 20
  Each candidate is expected to submit an independent research project based on problem of his or her choice, in any area of clinical psychology.

• **Section – C: - Clinical Report**
  Marks – 20
  The candidate is required to submit reports of at least five cases for which clinical, Psychological evaluation, diagnosis and management strategies are outlined.

• **Section – D: - Seminar**
  Marks – 10

### Distribution of Marks

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