

AMITY UNIVERSITY RAJASTHAN

Amity Directorate of Online Education

Master of Arts (Psychology)



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Amity Directorate of Online Education

Master of Arts (Psychology)

Program Code:

Duration – 2 Years Online

Batch- 2024-26

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Scheme and Syllabus

Program Outcomes		
MASTER OF ARTS (PSYCOLOGY)		
S. No.	Description	POs
1.	Identify the various psychological schools of thought, contemporary perspectives and advancements in the field of cognitive science, personality and its socio-cultural constructs and developmental aspects.	PO1
2	Demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention	PO2
3	Demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients	PO3
4	Develop competence to conduct empirical and qualitative research.	PO4
5	Demonstrate knowledge of the basic and advanced skills required for counselling and to implement them in case analysis and therapeutic formulation.	PO5
6	Identify counselling needs for diverse population and plan and implement interventions strategies.	PO6
7	Attain life skills training for facilitating effective counselling process.	PO7

Program Education Objectives (PEOs):

PEO 1: Facilitate the learner to navigate from theories and concepts of psychology.

PEO2: Empower the learner to develop counselling and psychotherapeutic skills

PEO 3: To make learner demonstrate high professional ethics

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PROGRAMME STRUCTURE MASTER OF ARTS (PSYCOLOGY)

Sem	CC*Credits	VA*Credits	NTCC*Credits	Field Work	Total
I	4 * 6	1*4	0	0	28
II	4 * 6	1*4	0	0	28
III	3 * 6	0	1 * 7	0	25
IV	0	0	1 * 7	2 * 8	23
Total	66	08	14	16	104

SEMESTER-I				
S. No.	Course Code	Course Name	Course Type	Credit
1	MCP101	History & Schools of Psychology	Core Course	6
2	MCP 105	Cognitive Psychology	Core Course	6
3	MCP102	Personality Theories	Core Course	6
4	MCP103	Research Methodology	Core Course	6
5	BC108	Professional communication	Value Added Course	4
SEMESTER-II				
S. No.	Course Code	Course Name	Course Type	Credit
1	MCP 201	Advanced Social Psychology	Core Course	6
2	MCP 202	Psychometrics	Core Course	6
3	MCP 206	Advanced Counseling Skills	Core Course	6
4	MCP 207	Life Skills	Core Course	6
5	PPE701	Professional Ethics	Value Added Course	4
SEMESTER-III				
S. No.	Course Code	Course Name	Course Type	Credit
1	MCP 305	Methods and Approaches in Counseling	Domain Elective (Select 3 out of 5)	6
2	MCP 302	Psychopathology		6
3	MCP 303	Psychotherapy		6
4	MCP 306	Assessment and Research in Counseling		6
5	MCP 308	Counseling for Diverse & Vulnerable Population		6

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6	MCP 309	Dissertation-I (Compulsory)	Non-Teaching Credit Course	7
SEMESTER-IV				
S. No.	Course Code	Course Name	Course Type	Credit
1	MCP 482	Internship in Clinical setting	Domain Elective (Select 2 out of 3)	8
2	MCP 485	Internship in Community setting		8
3	MCP 486	Internship in NGO/ rehabilitation center		8
4	MCP 455	Dissertation-II (Compulsory)	Non Teaching Credit Course	7
Total Credits				104

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SEMESTER I

HISTORY AND SCHOOLS OF PSYCHOLOGY

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP101	6	30	70	100

Course Objective:

The overall aim of this course is to enable you to know how the different school of psychology emerged and know about the contribution of different thinkers/philosophers/and behavioural scientific with a direct emphasis of bear application to real world situations in various domains in psychology.

Course Contents:

Module I: Introduction

History of Psychology, Psychology as a Science

Module II: Structuralism

Subject Matter of Psychology
Methods of Studying Human Behaviour

Module III: Functionalism

Subject Matter of Psychology
Methods of Studying Human Behaviour

Module IV: Associationism-Thorndikian Associationism, Watsonian Behaviorism

Subject Matter of Psychology
Methods of Studying Human Behaviour

Module V: Phenomenology and Gestalt

Classical Psychoanalysts – Sigmund Freud, Alfred Adler and Carl Jung
Continuity theory
Subject Matter of Psychology
Methods of Studying Human Behaviour

Text:

Leahy, T. H. (1991). *A history of modern psychology*. New York: Prentice Hall.
Wolman, B.B. (1979). *Contemporary theories and systems in psychology*. London: Freeman Book Company.

References:

Chaplin, J.P., & Krawice, T.S. (1979). *Systems and theories in psychology*. New York: Holt Rinechart & Winston.
Marx, M.H., & Hillix, W.A. (1986). *Systems and theories in psychology*. New York: McGraw Hill.
Paranj, A.C. (1994). *Meeting east and west*. New York: Plenum Press.

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COGNITIVE PSYCHOLOGY

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP105	6	30	70	100

Course Objective: The course explores the following:

- To know the major psychologist and the ideas, theories of cognitive psychology.
- To understand the concept formation, attention, and perception.
- Develop the cognitive and problem-solving skills in themselves and others.

Course Contents:

Module I: Introduction and Sensation

Origin of cognitive psychology, Methods in cognitive psychology, Current status of cognitive psychology. Sensation; Meaning and Types, Sensation and Cognition.

Module II: Attention & Perception

Attention, Determinants of Attention, Types and Theories of attention. Perception; Types, Cues, Theories of perception: pattern recognition, disruptions of perception. Illusions, Delusions and Hallucinations.

Module III: Learning, Memory and forgetting

Learning: Meaning, Nature, Types and Theories. Memory: Types, Theories and models of memory. Methods of Retrieval. Forgetting: Theories of forgetting.

Module IV: Language, Thinking and problem solving

Concept formation and Theories. Structure of language, language comprehension and production, language and cognition. Thinking: Convergent & divergent thinking, creative and critical thinking.

Problem solving: methods of solution, hindrances.

Module V: Intelligence, Reasoning and Decision making

Intelligence: Meaning, Nature, Types, Theories. Creativity

Reasoning: Inductive & deductive reasoning, patterns and approaches, conditional reasoning, syllogisms. Decision making: Basic concepts, models and theories, algorithms, heuristics.

Text:

Solso, R.L. (2004). *Cognitive Psychology*. (6th ed.). Delhi: Pearson Education.

References:

Mark, L.E. (1978). *Unity of the senses*. London: Academic Press

Newell, A., & Simon H. (1972). *Human problem solving*. New Jersey: Prentice Hall.

Posner, M. (1989). *Foundations of cognitive science*. London: MIT Press

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PERSONALITY THEORIES

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP102	6	30	70	100

Course Objective:

To understand the underlined themes, methodologies and assumptions of each theories to enhance understanding of personality and behaviour.

To orient the students in application of this knowledge in case of analysis and therapeutic formulation.

To develop the skills in personality assessment.

Course Contents:

Module I: Introduction to Personality

Nature of personality theory and Present status

Theory in Broader perspective

Grouping among theories: Different perspectives on personality

Module II: The Dispositional Perspective

Type and trait approaches to personality:

Shelley, Kretschmer, Allport, Cattell & Eysenck, Kobasa.

Alternative Five factor Model.

Module III: Psychoanalytic Approach

The Freudian Theory of personality

Topographic model, structural model.

Instincts, tension reduction; defense mechanism.

Alfred Adler: Striving for superiority; parental influence on personality development, birth order

Carl Jung: Collective Unconscious

Erik Erikson: Concept of Ego, Stages of Personality Development

Harry Stock Sullivan: Personifications

Module IV: Humanistic & Phenomenological Perspectives

Maslow's Hierarchy of Motives

Roger's Person Centered Theory

May's Existential Analytic tradition

Module V: Behavioural/ Cognitive Approach

Skinner's Radical Behaviours

Albert Bandura's Social-Cognitive theory

Rotter's expectancy reinforce model

Kelly's theory of personal constructs

Text:

Allport, G.W. (1961). Pattern & growth in personality. New York: Halt

Hall, G.S., & Lindzey, G. (1985). Theories of personality (3rd ed.). New Delhi: Wiley Eastern.

References:

Eysenck, H.J. (1981). Model of personality. New York: Springer & Verlog.

Cattell, R.B., & Klings, P. (1977). The scientific analysis of personality & motivation. London: Academic Press.

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RESEARCH METHODOLOGY

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP103	6	30	70	100

Course Objective: The overall aim of this course is developing conceptual clarity of the research methodology and researches in Applied fields of psychology and its significance and importance to the students by making them learn different techniques of sample selection, data processing of quantitative and qualitative data and various research designs. This course also trains students in construction and standardization of psychological test and informs about the ethical considerations of Psychological researches and incorporates those in practice.

Course Contents:

Module I: Introduction to research basics and ethics

Meaning, purpose and dimensions of research. Objectives, Types, Approaches and Significance of Research. Methods Vs Methodology. Various research methods. Problems encountered by researchers in India. Ethical problems and principles in Research.

Module II: Components and Process of Research

Nature of data, Defining and stating a research problem, Criteria of a good problem, Meaning and Types of Hypothesis, Criteria, formulation and stating a hypothesis, hypothesis testing. Functions and sources in Reviewing literature.

Module III: Sampling

Meaning and Types of sampling, Sampling procedures, Sample size and other attributes, Merits and Limitations of sampling.

Module IV: Qualitative Methods

Choosing an appropriate qualitative method. Qualitative methods: Theory to Text, Text to theory, Qualitative Research Design, Grounded Theory, Triangulation, State of the Art and Future.

Module V: Methods and Report writing

Selection of statistical methods, Interpretation of the data. Writing a Research Report.

Text:

Kerlinger, F. N. (1973). Foundations of behavioral research. USA: Holt, Rinehart & Winston.

Chadha, N. K. (2009). Applied psychometry. New Delhi, India: Sage.

References:

Bridget, S., & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi, India: Vistaar Publication.

Gliner, J. A., & Morgan, G. A. (2000). Research methods in applied settings: An integrated approach to design and analysis. Mahwah, NJ: Lawrence Erlbaum.

Howell, D. C. (2002). Statistical methods for psychology (5th ed.). Duxbury, California: Thomson Learning.

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Professional Communication

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
BC108	4	30	70	100

Course Objectives:

The objective of this course is to enable students to:

Develop a comprehensive understanding of communication and its application in different contexts.

Discuss the processes of communication.

Analyze and discuss different types of business correspondence.

Develop skills in written as well as oral communication.

Learning Outcomes:

Upon successful completion of the course, students will be able to:

Develop a comprehensive understanding of communication and its application in different contexts.

Discuss the processes of communication.

Analyze and discuss different types of business correspondence.

Develop skills in written as well as oral communication.

Syllabus

Module I

Verbal and Nonverbal Communication

Oral Communication: forms, advantages and disadvantages; Written Communication: forms, advantages and disadvantages; Principles and Significance of Nonverbal communication, KOPPACT(Kinesics, Oculistics, Proxemics, Paralinguistics, Artifacts, Chronemics, Tactilics

Module II

Social Communication Essentials and Cross-Cultural Communication

Small talk, building rapport, Informal Communication; Public speaking in multi-cultural context, Culture and Context, Ethnocentrism, stereotyping, cultural relativism, Cultural shock and social change

Module III

Meetings

Meetings: Meaning and Importance, Purpose of Meeting, Steps in conducting meeting, Written documents related to meeting: Notice, Agenda, Minutes

Module IV

Report Writing

Types of report, Significance of Reports, Report Planning, Process of Report Writing, Visual Aids in Reports

Module V

Employment Communication

Cover Letter, Resume, Participating in a Group Discussion, Preparing for interview, Appearing in an interview

Text:

- Essentials of Management, H. Koontz
- Principles and Practices of Management, Bakshi
- Student Study Material (SSM)

References:

- Management, Stoner, Freeman & Gilbert
- Principles & Practices of Management, L.M. Prasad / C.B. Gupta
- Management Today, Burton & Thakur

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SEMESTER II

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ADVANCED SOCIAL PSYCHOLOGY

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 201	6	30	70	100

Course Objective: The student will:

Understand the use of psychosocial perspectives to explore human experiences and behaviour within social situations or socio-historical context.

Develop insights about basic assumptions and scope of psychosocial perspectives.

Learn the use of research methodologies in social psychology.

Explore the use of psychosocial perspectives in addressing the issues and problems.

Course Contents:

Module I: Introduction to Social Psychology

Nature and scope of social psychology, contemporary, cultural and cross-cultural psychology; traditional theoretical perspectives. Research Methods in Social psychology

Module II: Social Influence and Responding to Social Situations – 8 hours

Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence. Social perception; Attitude; Aggression; Prosocial behaviour.

Module III: Intergroup relations

Group dynamics, leadership style and effectiveness. Theories of Intergroup relations. Conflicts and resolution.

Module - IV Applications in real world

Application and challenges of societal development in counseling. Social consciousness and cyber world issues. Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts.

Module V: Applied Social Psychology

Nature and origin of stereotyping, nature and origin of prejudice, nature and origin of discrimination, techniques for countering its effects. Applied Social Psychology: health, environment and law, personal space, crowding, territoriality

Texts:

Baron, R. A., & Byrne, D. (2000). (8th ed.). *Social psychology*. New Delhi: Prentice Hall of India.

Billig, M. (1976). *Social psychology and intergroup relations*. NY: Academic Press.

Dalal, A.K., & Misra, G. (Ed.) (2001). *New directions in Indian psychology, Vol. 1: Social psychology*. New Delhi: Sage.

References:

McGarty, C., & Haslam, S. A. (Eds.) (1997). *The message of social psychology*. Oxford, UK: Blackwell.

Misra G. (Ed.) (2009). *Psychology in India, Vol. 2: Social and organizational processes*. New Delhi: Pearson.

Shaw, M. E., & Costanzo, P. R. (1970). *Theories of social psychology*. USA: McGraw-Hill.

Taylor, M., & Moghaddam, F.M. (1987). *Theories of intergroup relations*. NY: Praeger.

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PSYCHOMETRICS

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 202	6	30	70	100

Course Objective: The students will be able:

To learn about the philosophical foundations, goals and scope of qualitative

To develop an understanding about the relationship between paradigms of science and methods of qualitative inquiry.

To understand basic procedures of using qualitative methodology.

To learn about scientific rigor in the use of qualitative methodology.

Course Contents:

Module I: Psychological tests

Meaning of psychological assessment and psychometrics, historical background, core characteristics of assessment. Classification of psychological tests. Steps to develop psychological test, Ethical consideration. Applications of psychological tools.

Module II: - Item Analysis and Test Construction

Item analysis: item difficulty, item discrimination, item response theory, Factors related to construction of tools. Rational test construction, Empirical Test construction, Factor Analytic test construction.

Module III: Standardization

Reliability and its types, Validity and its types. Various methods of estimating reliability and

Validity. Test Norms- its types, development of norms.

Module IV: Initiating test use

Preparation of Examiner

Preparation of Test taker,

Testing on the Internet

Response Set

Module V: Practical Applications of Psychometrics

Measurement of Intelligence (Stanford Binet Intelligence Scale)

Measurement of Personality (Rorschach)

Applications of psychological in various settings.

Text:

Anastasi, A., (1988), *Psychological Testing*; 6th Ed. New York: Mc Millan Publishing Company

Kothari, C. R. (1986). *Research Methodology: Methods and Techniques*. New Delhi : New Age International.

References:

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*.

Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Smith, J. A., Harre, R., & Langenhove, L. V. (1995). *Rethinking methods in psychology*. London: Sage.

Willig, C., & Stainton-Rogers, W. (Eds.) (2008). *Handbook of qualitative research in psychology*. London: Sage.

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ADVANCED COUNSELING SKILLS

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 206	6	30	70	100

Course Objective: This course would prepare the students with the basic and general skills required for counseling.

Course Content:

Module I: Understanding Counseling

Nature of counselor's work: Emergence & current trends

Counseling in diverse environment: Job outlook and Growth

Module II: Counselor & Counseling Skills

Basic counseling skills and desirable qualities of a counselor

Helping and Healing side of counseling

Counseling Process: Initiating, Establishing Structure & Termination

Module III: Counseling Approaches

Directive, Non-Directive and Eclectic techniques

Affectively, Behaviorally & Cognitively oriented approaches

Module IV: Legal & Ethical Issues

Confidentiality & Professional Ethics

Counselor licensing

Ethical codes & Ground rules

Module V: Counselor's Self-care strategies

Burnout

Causes of stress

Remedies

Text:

Belkin, G. S. (1984). Introduction to counseling. Dubuque, Iowa: WCB/McGraw-Hill.

Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media.

Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson.

References:

Cormier, L. S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers (Fifth ed.). Pacific Grove, CA: Brooks/Cole.

Gladding, S. T. (2012). Counseling: A comprehensive profession. New Delhi: Pearson .

Herlihy, B., & Corey, G. (2014). ACA ethical standards casebook. New Jersey: John Wiley & Sons.

Joyce, P., & Sills, C. (2014). Skills in gestalt counseling & psychotherapy. Los Angeles: Sage.

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LIFE SKILLS

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 207	4	30	70	100

Course Objective: This course will enable students to understand core life skills, its concept, process and practice and how they facilitated the counseling process if they are mastered.

Course Content:

Module I: Introduction

Need & Importance

Application, WHO & UNICEF Model of Life Skills in Counseling

Self awareness & empathy skills

Relevance, development and use in counseling

Module II: Critical & Creative Skill

Relevance for counselor

Development and use of these skills in counseling

Module III: Problem Solving & Decision Making Skill

Relevance for counselor

Development and use of these skills in counseling

Module IV: Communication & IPR

Relevance for counselor

Development and use of these skills in counseling

Module V: Stress management & Handling Emotions

Relevance for counselor

Development and use of these skills in counseling

Text

Dahama, O.P., & Bhatnagar, O.P. (2005). Education and communication for development (2nd ed.). New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Debra, M.G. (2007). Developing thinking, developing learning - A guide to thinking skills in education. New York: Open University Press.

Hockenbury, D.H. (2010). Discovering psychology. New York: Worth Publishers.

References

Halonen, J. S., & Santrock, J.W. (2009). Psychology: Context & application. (3rd ed.). USA: McGraw-Hill Companies Inc.

Mangal, S.K. (2008). An introduction to psychology. New Delhi: Sterling Publishers Pvt. Ltd.

Nair, V. R. (2010). Life skills, personality and leadership. Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.

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Professional Ethics

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
PFE701	4	30	70	100

Course Objectives

The objectives of this course are to help the students:

- Understand the strengths and weaknesses of various ethical assumptions and arguments
- Build awareness of ethical concerns across a wide range of professions.
- Understand various workplace related ethical issues and strategies and learn to apply these standards successfully to ethical dilemmas.
- Interpret personal sense of compassion and fairness in the context of their respective professional roles.

Learning Outcomes

By the end of this course, the learners will be able to:

- Understand the benefits and limitations of various ethical theories ,assumptions and arguments.
- Distinguish between ethical and unethical practices and create a harmonious work environment.
- Evaluate various workplace related ethical issues and apply appropriate strategies to address them,
- Develop into responsible engineers, experimenters, researchers or businessmen etc.

Module I: Philosophy and Ethics

Descriptors/Topics:

- Introduction to ethical philosophy: definition, nature, scope, branches.
- Basic Theories (Deontology, Utilitarianism, Virtue Theory, Rights Theory, Casuist Theory)
- Morals, values and Ethics
- Moral Issues, Moral Dilemmas & Moral Autonomy
- Basic Ethical Principles
- Contemporary philosophy: action, ethics, and responsibility
- Linking philosophy and ethics & its implications

Module II: Ethics at Work place

- Professional Ethical Codes
- Work Place Rights & Responsibilities (Whistle blowing,)
- CSR
- Conflicts of Interest
- Managing Boundaries and Multiple Relationships (Socializing with Current or Former Clients, Making Referrals)
- Organizational Loyalty

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Module III: Ethical Considerations

- Basics of Intellectual Property Rights
- Confidentiality, Unintentional breaches of Confidentiality
- Principles of Natural Justice
- Working with minors
- Redressal Mechanism- Organizational Complaint Procedure
- Legal aspects of professional ethics

Module IV: Global issues in different sectors

- Current Scenario
- Globalization of MNCs, International Trade, World Summits
- Business Ethics and Corporate Governance
- Environmental Ethics
- Sustainable Development Goals
- Corporate Wars
- Ethics pertaining to discipline: Manufacturing, Marketing, technology- Ethical Hacking, Teaching Ethics, Media Ethics, Bio Ethics, Legal ethics, Business ethics, management law, journalism

Module V: Research Ethics and Academic Integrity

- Best practices in research / standards setting initiatives and guidelines: COPE, WAME, etc
- Academic misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data.
- Violation of publications ethics, authorship, and contributor ship
- Use of plagiarism software like Turnitin, Urkund and other open source software tools
- Complaints and appeals examples and fraud from India and abroad

Text & References:

1. Jayasree Suresh and B. S. Raghavan, Human Values and Professional Ethics, 3rd Edition, S. Chand Publications
2. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
3. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.
4. **Ethics and Excuses: The Crisis in Professional Responsibility** By Banks McDowell Quorum Books, 2000
5. **A Global Standard for Professional Ethics: Cross-Border Business Concerns** By Allen, Catherine; Bunting, Robert Journal of Accountancy, Vol. 205, No. 5, May 2008
6. **Conflict of Interest in the Professions** By Michael Davis; Andrew Stark Oxford University Press, 2001
7. **Working Ethics: How to Be Fair in a Culturally Complex World** By Richard Rowson Jessica Kingsley, 2006
8. **Preferred Strategies for Learning Ethics in the Practice of a Discipline** By Pettifor, Jean L.; Paquet, Stephanie Canadian Psychology, Vol. 43, No. 4, November 2002

BS108 Professional communication (Value added course)

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Semester III

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METHODS AND APPROACHES IN COUNSELING

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 305	6	30	70	100

Course Objectives:

The course offers students with the knowledge of psychological measurement and assessment of various psychological attributes using psychological tests, choosing a good psychological test, their characteristics and attributes, process of designing a psychological test. Further it enables you use various methods of research and analysis of data and writing research reports and make students aware with the psychological testing and its development in India.

Course Contents:

Module - I: Approaches to Counseling

Psychodynamic approaches.

Behavioristic approaches.

Humanistic approaches.

Existential counseling.

Indian spiritual/yogic approaches.

Module – II: Dynamic Methods

Psychoanalytic counseling.

Jungian theory based counseling.

Adlerian counseling.

Other Neo-Freudian methods.

Module – III: Other Techniques

Behavioristic counseling.

Cognitive counseling.

Non-directive counseling.

Directive counseling.

Psycho-drama, use of fine arts in counseling.

Module – IV: Miscellaneous Approaches, Methods and Techniques

Group counseling.

Peer counseling, co-counseling.

Other counseling approaches and methods.

Modern developments in counseling.

References:

Chandra, R. (2011). *Psychology, counseling and therapeutic practices*. N.D.:Gyan Books.

Clarkson, P. (Ed.) (1998). *Counseling Psychology*. U.K.:Psychology Press.

Corey, G. (2004). *Theory and practice of counseling and psychotherapy*. NJ, USA: Princeton.

Texts:

Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi, India: Oxford University Press.

Nelson-Jones.,R. (2012). *Introduction to counselling skills*. Los Angeles:Sage

Sejwal, P., & Arora, M. (2012). *Counseling psychology*. N.D.:Crescent Publishing

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PSYCHOPATHOLOGY

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 302	6	30	70	100

Course Objectives:

To develop understanding of the various manifestations of psychopathology.

To familiarize with DSM V and ICD 10 classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

Course Contents:

Module – I: Classification and models of psychopathology

Psychopathology and systems of classification.

Basic features of DSM-V & ICD-11: Similarities, differences and critical evaluation.

Major theoretical models of psychopathology.

Critical evaluation.

Module – II: Disorders of mood, anxiety, somatoform & behavioural syndromes

Clinical characteristics and etiology of depression, bipolar affective disorders.

Clinical characteristics and etiology of phobia, panic, OCD, PTSD, adjustment disorder.

Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders.

Clinical characteristics and etiology of eating disorder, sleep disorder.

Module – III: Psychotic spectrum disorders

Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.

Schizophrenia and its spectrum.

Delusional, brief and shared psychotic disorders.

Schizo-affective disorders and related manifestations.

Other psychotic disorders, cultural specific manifestations, organic overlay.

Module – IV: Disorders of infancy, childhood and adolescence

Clinical characteristics and etiology of specific developmental disorder of scholastic skills.

Pervasive developmental disorders.

Behavioural and emotional disorders.

Disorders of social functioning.

References:

Adams, P. B., & Sutker, H. E. (2001). *Comprehensive handbook of psychopathology* (3rd ed.). New York: Springer.

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). *Psychopathology: History, diagnosis and empirical foundations*. New York: John Wiley and Sons.

Hersen, M., & Beidel, D. (2012). *Adult psychopathology and diagnosis* (6th ed.). New York: Wiley.

Texts:

Blaney, P. H., Krueger, R. F., & Millon, T. (2015). *Oxford textbook of psychopathology* (3rd ed.). New York: Oxford University Press.

Millon, T., Krueger, R. F., & Simonsen, E. (2011). *Contemporary directions in psychopathology*. New York: Guilford Press.

Sadock, B. J., & Sadock, V. A. (2015). *Kaplan and Sadock's synopsis of psychiatry* (11th ed.). PA, USA: Lipincott, Williams and Wilkins.

AMITY UNIVERSITY RAJASTHAN

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Master of Arts (Psychology)

PSYCHOTHERAPY

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 303	6	30	70	100

Course Objectives:

The objective of this course is to bring an understanding about training required to be a therapist. It enables the students to have a good amount of knowledge regarding the different theories and types of psychotherapies used in diverse conditions.

It develops an appreciation for the importance of psychotherapy research.

Course Contents:

Module - I: Foundations

Becoming a psychotherapist: Training and supervision.

Stages of therapy.

Modes of therapy: Individual, group, couples & family.

Psychotherapy research.

Critical/controversial issues in psychotherapy.

Module – II: Psychodynamic therapies

Psychoanalytic therapies.

Brief analytic therapies.

Object-relations therapies.

Interpersonal approaches.

Module – III: Humanistic & transpersonal therapies – 7 hours

Client-centred therapies.

Existential therapies.

Gestalt therapies.

Transpersonal therapies.

Module – IV: Behavioural & cognitive-behavioural therapies

Behavioural therapy.

Cognitive therapy (Beck).

Rational emotive behaviour therapy (Ellis).

References:

Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.

Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Corey, G. (2015). Theory and practice of counseling and psychotherapy (10th ed.). Boston: Cengage Learning.

Dryden, W. (2007). Dryden's handbook of individual therapy (5th ed.). New Delhi, India: Sage.

Prochaska, J. O., & Norcross, J. C. (2003). Systems of psychotherapy: A transtheoretical analyses (5th ed.). Pacific Grove, CA:

Texts:

Sundel, M., & Sundel, S. S. (2004). Behavior change in the human services: Behavioral and cognitive principles and applications (5th ed.). Thousand Oaks, CA: Sage Publications.

Todd, J., & Bohart, A. C. (2005). Foundations of clinical and counseling psychology. Grove, IL: Waveland Press.

Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

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ASSESSMENT & RESEARCH IN COUNSELING

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 306	6	30	70	100

Course Objectives:

To give the student a broad acquaintance with psychological measurement and assessment, psychological tests, testing in India and methods of test development.

To train the students in methods of research and analysis of data in counseling psychology.

Course Contents:

Module - I : Psychological Measurement

Methods of personality assessment.

Psychological testing.

Well known psychological tests.

Tests and testing in India used for counseling.

Module – II: Test Development

Steps in test development.

Item analysis.

Preparation of norms.

Methods for determining reliability and validity.

Module - III Research Methods

Quantitative data and analysis.

Types of qualitative data and techniques for analysis.

Research design.

Computerisation, writing research reports, papers, books.

Module – IV: Counseling in India

Problems of test development in India.

History of counseling movement in India, Indianisation of counseling.

Contemporary issues relating to counseling practice in India.

Future of counseling practice, research and development in India.

Texts & References:

Blocher, D. H. (2000). *Evolution of counseling psychology*. N.Y.:Springer.

Breakwell, G. M., Smith, J. A. & Wright, D. B. (Eds.) (2012). Los Angeles: *Research methods in psychology*. Sage.

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment*. N.J: Wiley.

Lane, S., Raymond, M. R., & Haladyna, T. M. (Eds.) (2015). *Handbook of test development*. U.K.: Routledge.

Misra, G. (Ed.) (2009). *The structure of Indian mind*. New Delhi, India: L.B. Shastri Sanskrit Vidyapeeth.

Yerroju, B. (2013). *Guidance and counseling*. Delhi:Jain Book Depot.

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COUNSELING FOR DIVERSE AND VULNERABLE POPULATION

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 308	6	30	70	100

Course Objective: the aim of this course is to prepare the students to understand the counseling needs of diverse and vulnerable population and application of counseling skills and theories to such cases.

Course Content:

Module I: Introduction & Children Population

Need & Importance of diverse & vulnerable population

Destitute, orphanage & broken family Children

Early intervention

Recovery & treatment

Module II: Adolescent Population

Academic issues, Body Image, eating disorder & Bullying

Early intervention

Recovery and treatment

Module III: Elderly Population

Identification of risk factors

Psychological effects on life

Counseling intervention

Module IV: Women Population

Divorced, Widow, Separated, Single, other issues

Identification of risk factors

Psychological effects on life

Counseling intervention

Module V: Minority Population

Racial & ethnic identity

Linguistic and Cultural Diversity

Acculturation & mattering

Counseling intervention

Text:

Suprianta, N. (2009). *Counseling for special populations: Theory, research and practices*. Indonesia: University of Education.

References:

Panda, K.C. (1999). *Education of exceptional children*. New Delhi: Vikas Publication House.

Pillai, M.G. (2003). *Exceptional children- causes & assessment*. Jaipur: Pointer Publication.

Prasad, S.B. (2004). *Special education*. Jaipur: Pointer Publication.

Brown, R. T., & Reynolds, C.R. (1999). *Psychological perspectives on childhood exceptionality: A handbook*. (99th ed.). Guilford Press.

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Master of Arts (Psychology)

DISSERTATION – I

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 309	7	30	70	100

Course Objective:

With the completion of this course, students will be able to:

1. Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
2. Effectively understand the different concepts of research methodology.
3. Understanding of research issues and their implications in the field of psychology.

Methodology:

The students will have to select a topic for research in recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. The process of completion of the research will be divided into two parts and the student will be completing it in two semesters. The Dissertation-I will consist of the following chapters:

- 1) Cover Page
- 2) Abstract
- 3) Synopsis
- 4) Introduction
- 5) Conceptual Framework/Review of literature
- 6) Data Collection

The report is to be submitted on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size 16. No word limit. The synopsis will be submitted in the hard copy a day before the presentation.

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Semester IV

AMITY UNIVERSITY RAJASTHAN

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INTERNSHIP IN CLINICAL SETTING

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 482	8	30	70	100

Course Objective:

With the completion of this course, students will be able to:

1. Acquire practicing competencies developed throughout the internship.
2. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in clinical set up and prepare patient logbook.
3. Stimulate and take initiation in successfully identifying the professional roles involved in clinical set up and present it.

Methodology:

The students will have block placements in any one (or more) of the various hospitals or therapeutic centers. The students have to maintain a logbook. Students have to follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organization visited as well as their respective internal supervisor assigned by the department. The students have to complete 120 hours of this course. The student will submit logbook in hard book a day before presentation.

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INTERNSHIP IN COMMUNITY SETTING

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 485	8	30	70	100

Course Objective:

With the completion of this course, students will be able to:

1. Acquire practicing competencies developed throughout the internship.
2. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in community counseling set up and prepare client logbook.
3. Stimulate and take initiation in successfully identifying the professional roles involved in community counseling set up and present it.

Methodology:

The students will have block placements in any one (or more) of the various community service centers. The students have to maintain a logbook. Students have to follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organization visited as well as their respective internal supervisor assigned by the department. The students have to complete 120 hours of this course. The logbook will be submitted in hard copy a day before the presentation.

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INTERNSHIP IN NGO/ REHABILITATION CENTER

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 486	8	30	70	100

Course Objective:

With the completion of this course, students will be able to:

1. Acquire practicing competencies developed throughout the internship.
2. Get well acquainted with the organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in NGO/Rehabilitation center set up and prepare client logbook.
3. Stimulate and take initiation in successfully identifying the professional roles involved in NGO/Rehabilitation center set up and present it.

Methodology:

The students will have block placements in any one (or more) of the various NGOs/rehabilitation centers. They will maintain a logbook. Students have to follow the ethical guidelines of the organization/school to which they are attached and report to the supervisor in the organization visited as well as their respective internal supervisor assigned by the department. The students have to complete 120 hours of this course. The student will submit the logbook in hard copy a day before the presentation.

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DISSERTATION – II

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MCP 455	7	30	70	100

Course Objective:

With the completion of this course, students will be able to:

1. Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein.
2. Effectively understand the different concepts of research methodology.
3. Understanding of research issues and their implications in the field of psychology.

Methodology:

The students will have to select a topic for research in recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. The process of completion of the research will be divided into two parts and the student will be completing it in two semesters. The Dissertation-II will consist of the following chapters:

- 1) Result and Discussion
- 2) Conclusion and Recommendations
- 3) Limitations and Implications
- 4) Bibliography or References
- 5) Annexures

The report is to be submitted on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing, headings in Font Size16. No word limit. The thesis will be submitted in hard bound a day before presentation.