



**SILVER OAK  
UNIVERSITY**  
EDUCATION TO INNOVATION

(Established under Gujarat Private Universities Act, 2009)

# SILVER OAK UNIVERSITY EDUCATION TO INNOVATION



*Proposed Syllabus for ACADEMIC YEAR*

**2020 – 21**

**Master of Arts**

**In**

**Applied Psychology**

**College of Humanities and Social Science**

**SILVER OAK UNIVERSITY**



### Semester 2:

Semester 2 shall consist of 4 core papers which will be compulsory for all students. Each core paper will be for 4 credits. 4 credits will be provided for the Practicum that will be compulsory for all students. Total credit points for this Semester shall be 30.

Subject Code	Subject Name	Lecture	Internal Evolution	University Evolution	Maximum Mark	Credit
201	Psychometrics	6	40	60	100	4
202	Quantitative Research Methodology	6	40	60	100	4
203	Psychopathology	6	40	60	100	4
204	Psychotherapeutic Process	6	40	60	100	4
206	Child Development	6	40	60	100	4
205	Practicum	6	40	60	100	4



## **SEMESTER – II**

**Subject Code: 201**

**Applied Psychometrics**

**Maximum Marks 100**

**Credits: 6**

### **Course Objectives:**

1. To help students learn the scientific approach to assessment of Individual differences through psychological testing.
2. Develop Competence in Test Construction in a scientific manner and taking appropriate decisions based on test scores.

**Unit I:** Introduction to Psychological Assessment: Historical antecedents and current trends. Typology of Tests, Scales of measurement and their applications in psychological testing. Theoretical and Practical challenges in psychological measurement, Classical Test Theory and its assumptions.

**Unit II:** Test and Scale construction: Steps followed in test development and standardization. Difference between test and scale construction, Reliability and Validity: Different types, factors affecting reliability and validity. Norms: Qualitative and Quantitative norms.

**Unit III:** Applications of Psychological testing: Clinical, Organizational and Business, Educational, Military and career guidance settings.



**Unit IV:** Professional, Moral and Social issues shaping the field of testing. Ethical Issues in Psychological Testing: International guidelines. Challenges of cultural adaptation and translation of tests. Psychological testing and Society, Computerized testing.

**Unit V:** Two practicum based on the 4 units

### References:

Murphy, K. R., & Davidshofer, C. O. (2005). Psychological testing: Principles and applications. 6th Edition Englewood Cliffs, N.J: Prentice-Hall. (Chapter 5 – 10 for reliability, validity, norms (Unit 2), 18 – 21 for applications (Unit 3) ).

Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cenengage. (Chapter 1-introduction, types of tests, history of psychological testing (Unit 1), Ch 6 and 7 for steps in test construction (Unit 2) , Chapters 15, 11, 12, 13, 16, 17 for applications (Unit 3) , Chapter 19, 20 and 21: for Unit 4: ethical issues)

Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage Publication Pvt. Ltd. (Chapter 1 and 2 for Unit 1: Psychological measurement, errors in measurement, chapter 6-8 for test construction steps (Unit 2) )

Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication (Chapter 2 for designing and writing items under Unit 2, chapter 3 and 4 for steps of test construction (Unit 2), chapter 5 for CTT and its assumptions (Unit 1))

Miller, L.A., Lovler, R.L., McIntire, S.A. (2013). Psychological Testing: A practical Approach. 4th Edition, New Delhi: Sage publications. (Chapter 11 and 12: for steps followed in test/scale construction (Unit 2), Chapter 13, 14 and 15 for applications (Unit 4))

Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6 th Ed.). Boston: Allyn & Bacon.



**Subject Code: 202**

**Qualitative Research Methods**

**Maximum Marks 100**

**Credits: 6**

**Course Objectives:**

1. Acquaint students with qualitative paradigm of psychology and different qualitative research methods
2. Understanding the use and application of qualitative methods in research 20

**Unit I:** Introduction to Qualitative Research: Conceptual foundations and issues of paradigms, nature of qualitative research, approaches to qualitative research, designing qualitative research, issues of reflexivity, subjectivity, and reflectivity

**Unit II:** Methods of qualitative research: Interviews, Focus group, ethnography

**Unit III:** Methods of qualitative research: Grounded theory, Life story research, cooperative inquiry

**Unit IV:** Feminist Research, Discourse analysis and Narrative analysis

**Unit V:** Two Practicum based on the four units.

**References:**

Hesse-Biber, S. N., & Leavy, P. (2011). The practice of qualitative research. Los Angeles: SAGE. (Chapter 1, 2, and 3 and 4 for Unit 1, chapter 7 for focus group (Unit 2), chapter 8 for ethnography (Unit 2), chapter 5 for Interview (Unit 2) )



Silverman, D. (1998) *Qualitative Research: Theory, Method and Practice*. 2nd edition, New Delhi: Sage Publications (Chapter 10- focus group research (Unit 2) )

Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. London: SAGE Publications. (Chapter 1 and 2 for Unit 1-conceptual foundations, chapter 4: Grounded theory (Unit 3), Chapter 8: cooperative inquiry (Unit 3), chapter 9: focus group (Unit 2), Chapter 5 for Narrative Analysis (Unit 4), Chapter 7 for Discourse Analysis (Unit 4))

Smith, J. A., Harré, R., & Langenhove, L. (1995). *Rethinking methods in psychology*. London: Sage Publications.(Chapter 2 for interview (Unit 2), chapter 3 for grounded theory (Unit 3), chapter 9: co-operative inquiry (Unit 3), Chapter 4: Life story research (Unit 3), Chapter 6 for Discourse Analysis (Unit 4))

Wickramasinghe, M. (2009). *Feminist Research Methodology: Making Meaning of Meaning Making*. Routledge (Chapter 2 for Feminist Research in Unit 4)



**Subject Code: 203**

**Psychopathology**

**Maximum marks: 100**

**Credits: 6**

**Course Objectives:**

1. To develop a general orientation towards psychopathology and related disorders.
2. To understand Psychopathological relation to different neurotic and psychotic disorders.
3. To introduce different diagnostic criteria for psychological disorders.

**Unit I:** Introduction to Psychopathology- Explanation in psychopathology; Models of psychopathology-Ethological model; Community disaster model; Psychodynamic model, Biopsychosocial model, Information processing model, Biographical and literate model, Psychopathology and Behaviour- Psychopathology of everyday behaviour and general appearance, Classification of disorders.

**Unit II:** Causes and symptoms of Schizophrenic Spectrum disorders, Causes and symptoms of Bipolar and Related Disorders, Causes and symptoms of Depressive Disorder, Causes and symptoms of Obsessive-Compulsive and other anxiety related disorders, Causes and symptoms of Trauma- and Stressor-Related Disorders, Causes and symptoms Personality Disorder

**Unit III:** Causes and Symptoms of Dissociative Disorder, Causes and symptoms of Somatic Symptom and Related Disorder, Causes and symptoms of Feeding and eating disorders, Causes and symptoms of Sleep-Wake Disorders, Causes and symptoms of Sexual dysfunctions. Substance abuse and addictive related disorders, Causes and symptoms Neurocognitive Disorders.

**Unit IV:** Diagnostic Criteria- History of DSMs; DSM-IV-TR; DSM5; ICD-10 other criteria.



**Unit V:** Two Practicum based on the above four units.

**References:**

Davis, D. R. (1984). An Introduction to Psychopathology. Fourth Edition, Chapter 1 to 7, Pages 1-168.

Taylor, M. A., & Vaidya, N. A. (2008). Descriptive psychopathology: the signs and symptoms of behavioral disorders. Cambridge University Press. Pp-133-351. World Health Organization. (1992).

The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines (Vol. 1). World Health Organization.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5).

American Psychiatric Pub. Srivastava, S. K. (2012). Psychopathological Disorders: Biopsychosocial Analysis, First Edition. Pp.309-332.





**Subject Code: 204**

**Psychotherapeutic Process**

**Maximum Marks: 100**

**Credits: 6**

**Course Objectives:**

1. To develop a general orientation towards psychotherapy for psychological disorders.
2. To understand the application and implementation of different psychotherapy.

**Unit I:** Concept and Definition of Psychotherapy; History of Psychotherapy; Types of Psychotherapy Need, Goals and Scope of Psychotherapy.

**Unit II:** Assessment in Psychotherapy- Setting the stage; The intake Interview; Gathering additional intake information, Behavioural coding, Case history taking.

**Unit III:** Psychotherapeutic Process- Case conceptualization and Treatment planning; Catalyst for Change; Framework for process in psychotherapy; Pragmatic issues related to psychotherapy.

**Unit IV:** Termination of Psychotherapy; Psychotherapy and related techniques; Psychotherapy in India.



**Unit V:** Two practicum based on the above four units.

**References:**

Bohart, A. C., & Tallman, K. (1999). How clients make therapy work: The process of active self-healing. American Psychological Association.

Heru, A. M. (2001). Psychotherapy: Processes and Techniques: By Christiane Brems. Boston: Allyn and Bacon, 1999, 352 pp., 1-328.

Greenberg, L. S., & Pinsof, W. M. (1986). The psychotherapeutic process: A research handbook. Guilford Press.



**Subject Code: 205**

## **Child Development**

**Maximum Marks: 100**

**Credits: 6**

### **Course Objectives:**

1. To develop the knowledge about the psychological foundations of child development into research and practice.
2. To understand the application and implementation of the various developmental processes in children while in practice.

**Unit – 1** History, Theory and Applied Directions 1. Child Development as a Scientific, Applied and Interdisciplinary field. 2. Basic Issues 3. Theoretical Perspective a) Psychoanalytical (Freud and Erikson) b) Behaviourism (Watson and Skinner) c) Social Learning (Bandura)

**Unit -2** 1. Piaget's Cognitive Developmental Theory. a) The Sensorimotor Stage b) The Pre - Operational Stage c) The Concrete Operational Stage d) The Formal Operational Stage 2. Attention 3. Memory 4. Meta-cognition 5. Giftedness: Creativity and Talent

**Unit -3** **A.** Language Development 1. Prelinguistic Development 2. Phonological Development 3. Semantics Development 4. Grammatical Development. **B.** Emotional Development 1. Development of Emotional Expression 2. Understanding and Responding to the Emotions of others 3. Temperament and Development 4. Development of Attachment

**Unit – 4** **A.** The Family 1. Family as a social system 2. Development and Influences on Peer Sociability 3. Peer acceptance, Peer groups, Peer Relations and Socialization. **B.** Moral Development 1. Morality as Social Understanding 2. Development of Morally Relevant Self – Control.



**Reference book:**

Berk, Laura. E. (2017). Child Development (9th Edition). Pearson India Education Services Pvt Ltd: New Delhi.

Santrock, J.W. (2011), Life Span Development (13th ed) Indian Edition, Tata - McGraw Hill: New Delhi.

Hurlock, Elizabeth. B. (2016). Developmental Psychology: A Life-Span Approach. Tata McGraw Hill: New Delhi.

Tyagi, M. (2007). Developmental Psychology. Avishkar Publishing: Jaipur.



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**Subject Code: 205**

**Practicum based on papers**

**Maximum Marks: 100**

**Credits: 6**

**Practical's:**

1. Quality of Life
2. Emotional Quotient
3. Internet addiction Scale
4. Anxiety Scale
5. Happiness Scale
6. Adjustment Scale
7. Frustration Scale
8. Intelligence Test / Personality Test