ANNAMALAI UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
FACULTY OF EDUCATION
2019-2020

REVISED REGULATIONS AND SYLLABUS

1. PROGRAMME: M.PHIL/PH.D

2. DURATION:  FOR FULL TIME SCHOLARS: 3 YEARS FOR THOSE WHO JOIN AFTER COMPLETING MASTER DEGREE AND TWO YEARS FOR THOSE WITH M.PHIL  FOR PART TIME SCHOLARS THE MINIMUM DURATION FOR PH.D IS FOUR YEARS  FOR THOSE WHO JOIN AFTER COMPLETING MASTER’S DEGREE AND THREE YEARS FOR THOSE WITH M.PHIL

M.PHIL: 1 YEAR

3. MEDIUM OF INSTRUCTION
   THE MEDIUM OF INSTRUCTION WILL BE IN ENGLISH

4. ELIGIBILITY
   A PASS IN MASTER DEGREE IN M.A/M.SC PSYCHOLOGY WITH A MINIMUM OF 55% AGGREGATE MARKS OR EQUIVALENT GRADE POINT AVERAGE (GPA) OR IN AN EXAMINATION RECOGNISED AS EQUIVALENT THERETO.

5. PROGRAMME OBJECTIVES
   THE STUDENTS ARE ABLE TO
   PO1. GET IN DEPTH KNOWLEDGE IN THE SPECIALIZED AREAS OF RESEARCH
   PO2. KNOWLEDGE AND ABILITY IN FORMULATING HYPOTHESES
   PO3. UNDERSTAND THE IMPORTANCE OF ETHICAL STANDARDS IN CONDUCTING RESEARCH
   PO4. LEARN VARIOUS RESEARCH DESIGN
   PO5. FAMILIARISE IN THEIR SPECIFIC RESEARCH
   PO5. GAIN KNOWLEDGE IN VARIOUS STATISTICAL APPLICATIONS
   PO6. PREPARE RESEARCH REPORT
   PO7. UNDERSTAND THE BIOLOGICAL BASIS OF BEHAVIOUR AND CONCEPT LIKE THINKING, PROBLEM SOLVING AND MEMORY
   PO8. ANALYSE THE IMPORTANCE OF HAPPINESS AND WELL-BEING
   PO9. EVALUATE THE INFLUENCE OF VARIOUS ASPECTS OF INDIVIDUAL BEHAVIOUR IN ORGANISATION
   PO10. DEVELOP THE ASSESSMENT SKILLS AND VARIOUS SKILLS RELATED TO COUNSELLING
PO11 identify various problems related to cyber use.

PO12 To know about the meaning of organization, human resource Development, retirement and selection, cyber psychology.

Programme Outcomes for M.Phil/Ph.D.

POT1. In-depth knowledge of literature in the specialised area of research.

POT2. Apply theories, methodologies and techniques to address fundamental research problems.

POT3. Creativity and originality in planning and executing research independently.

POT4. Critical thinking, problem solving and evaluation of published work.

POT5. Ability to formulate and test novel hypotheses.

POT6. Effective scientific writing and oral presentation skills.

POT7. Collegiality in a research setting with people from diverse backgrounds as leaders/mentors/team members.

POT8. Ethical principles in conducting and reporting research.

POT9. Life-long commitment to expanding the frontiers of knowledge in a specialized field.

POT10 To know about the meaning of organization, human resource Development, retirement and selection, cyber psychology.

POT11 To evaluate various approaches to counseling Psychology.

POT12 Can identify various problems related to cyber use.

<table>
<thead>
<tr>
<th>POT</th>
<th>PO1</th>
<th>PO2</th>
<th>PO3</th>
<th>PO4</th>
<th>PO5</th>
<th>PO6</th>
<th>PO7</th>
<th>PO8</th>
<th>PO9</th>
<th>PO10</th>
<th>PO11</th>
<th>PO12</th>
</tr>
</thead>
<tbody>
<tr>
<td>POT1</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POT 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE–I : RESEARCH METHODOLOGY

Course Objective:
After the completion of this course, a scholar will be able to:

CO 1-Understand the foundations of research
CO 2 - Familiarize with the principles and practices of experimental and non experimental designs in psychological research
CO 3-Understand the theoretical assumptions of various statistical method for data analysis
CO-4 Examine the principles of collecting data using various qualitative research methods
CO-5 Become familiar with the principles and develop skills in statistical methods

Course content:

Unit–I : Foundations of Research

Unit–II : TEST Construction

Unit–III : Research Methods in Psychology
Normative Survey – Experimental Research – Variables and experimental control. Experimental designs: Introduction to causality, Between-subjects design, within –subjects design, factorial design, Mixed Factorial experiments single-subject research design. Descriptive and correlation research strategies, Survey design, Quasi experimental designs: Non- equivalent group, Time-series and developmental design; cross sectional research design and longitudinal research design, observational designs. Ex-post Facto Designs.

Unit–IV : Statistical Analysis
SPSS: Data Management, Data editing, comparing Averages, ANOVA (one way, Two way, Repeated measures), MANOVA, Correlation, Regression, Discriminant analysis and logistic regression, Factor analysis ( EFA and CFA), Reliability analysis, Structural
equation modeling (SEM), Meta analysis, Mediational Analysis, Canonical Analysis. Advantages of multivariate strategies

Unit–V : Nonparametric Tests

Nonparametric tests: Chi-square, one sample Kolmogorov-Smirnov test, Two – independent samples Tests: Mann-Whitney U, Several independent Samples: Kruskal – Wallis H and Median. Two Related Samples: Wilcoxon, Sign Test, Several Related samples: Friedman, Kendall’s W.

References

MAPPING CO WITH PO

<table>
<thead>
<tr>
<th>CO</th>
<th>POT1</th>
<th>POT2</th>
<th>POT3</th>
<th>POT4</th>
<th>POT5</th>
<th>POT6</th>
<th>POT7</th>
<th>POT8</th>
<th>POT9</th>
<th>POT10</th>
<th>POT11</th>
<th>POT12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO2</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO3</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE–II : CORE COURSE - GENERAL PSYCHOLOGY

Course objectives

The students must know

CO 1 the role of heredity, environment and sensation on human behaviour.
CO2 the role of perception and learning on human behavior
CO3 the role of thinking, problem solving and intelligence on human behaviour
CO4-memory and type of emotions

Co5 types, theories and modern study of personality and development.

Unit–I : Biology and Behaviour


Sensation


Unit–II : Perception


Learning


Unit–III : Thinking and Problem Solving


Intelligence

Intelligence: Contrasting views of its nature – Gardner’s theory of multiple intelligence – Sternberg’s triarchic theory: The value of practical intelligence – Cattell’s theory of fluid

Unit–IV : Memory


Emotion and Motives

Elements of emotion: The body- The mind- The culture- Putting the elements together: Emotion and gender- Motives: The hungry animal: motives to eat- The social animal: motives to love – The erotic animal: motives to sex- The competent animal: motives to achieve- Motives, values and well-being.

Unit–V : Personality Self Concept and Assessment

Psychodynamic theories of personality- The modern study of personality- Genetic influences on personality- Cultural influences on personality- The inner experience.


Text Books


Reference Books


**MAPPING CO WITH PO**

<table>
<thead>
<tr>
<th>CO</th>
<th>PO1</th>
<th>PO2</th>
<th>PO3</th>
<th>PO4</th>
<th>PO5</th>
<th>PO6</th>
<th>PO7</th>
<th>PO8</th>
<th>PO9</th>
<th>PO10</th>
<th>PO11</th>
<th>PO12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO2</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE–III : CORE COURSE : POSITIVE PSYCHOLOGY  
(FOR THOSE WITHOUT M.PHIL)

Course Objectives
To enable the scholars to understand…

CO1  The nature of positive psychology and happiness,
CO2  The factors of well-being,
CO3  The importance of personal goals, self-regulation and control,
CO4  To build a resilient and positive personality,
CO5  The human virtues and application of mindfulness.

Unit–I : Introduction
Positive Psychology: Meaning – Roots - Traditional Vs Positive Psychology-
Assumptions, goals and definitions- Happiness: Meaning – Hedonic and Eudemonic
happiness - Happiness across the life span – Gender and happiness – Marriage and
happiness - Culture and happiness - Global measure of happiness.

Unit–II : Positive emotions, Close Relationships and Well-being
Positive Emotions (PE): Meaning – Broaden and build theory of PE - PE and health
resources – PE and Well-being – Cultivating PE. Close Relationships and Well-Being:
Meaning - Characteristics – Lighter side of CR – The power of “Bad”. The contours of
happy marriage – Intimate relationship – Handling marital discord.

Unit–III : Personal Goals & Well Bing and Self- Regulation & Self-Control
Personals Goals (PG): Definition - Measuring PG - Universal human motives – Goals
expressing fundamental values – Goals contributes to well-being – Materialism and its
for S-R success - Goals and SR problems – Goal difficulty; Self- Control: Meaning – Value
of self- control; - Self control failure - Goal disengagement.

Unit–IV : Resilience and Positvie Traits
Resilience: Meaning - Developmental and clinical perspectives – Sources of resilience;
Children - Adulthood – Later life - Successful aging – Growth through trauma; Positive
Traits: Meaning - Personality, emotions and biology - Positive beliefs - Positive illusions.

Unit–V : Virtue & its Strengths and Life above Zero
Human Virtues: Wisdom and virtue – Theories of wisdom - SOC model –
Transcendence: Religion and virtue; Life above Zero: Interconnection of a “Good” & the
“Bad” – Contours of a positive life – Mindfulness: Meaning - Mindfulness & Meditation-
Mindfulness & Psychotherapy – East - West and positive psychology.

Text
Kindersley India Pvt. Ltd, Pearson Education.

Reference
practical explorations of human strengths, (1st Edition), New Delhi: Sage Publications
India, Pvt. Ltd.
Course Objectives

The students should now

- CO1 the concepts and importance of human resource management
- CO2 the theories and techniques of recruitment
- CO3 know the need, importance, and technique of training
- CO4 the characteristics of manager and the techniques of executive development
- CO5 the process of effective communication

Unit–I : Basic aspect of Human Resource Management


Unit–II : Management and Executive Development


Behaviorally Anchored rating scales (BARS) components of appraisal evaluation - Factors deterring appraisal - The Halo effect leniency - The Central Tendency - Similar error.

Unit–III : Communication

Definition and Characteristics - Key elements of C - Importance of C in Management - Objectives of Communication. Functions of C - Communication process model - Organizational C - Advantage - Transmission of informal messages systems of direction of communication - Vertical communication - Downward C - Upward C - Horizontal C - Media of Communication - Communication with the Public Channels of C - Barriers to C - Conditions for Effective C - Management of Communication.


Unit–IV : Human Resource Planning


Unit–V : Psychological Testing, Interviews, Placement and Induction


<table>
<thead>
<tr>
<th>CO</th>
<th>PO1</th>
<th>PO2</th>
<th>PO3</th>
<th>PO4</th>
<th>PO5</th>
<th>PO6</th>
<th>PO7</th>
<th>PO8</th>
<th>PO9</th>
<th>PO10</th>
<th>PO11</th>
<th>PO12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CO3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CO4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

MAPPING CO WITH PO
2. WORK PSYCHOLOGY

Objectives

The students should know

- the meaning of organizational behaviour
- the influence of individual behaviour in organizations
- the importance of perception, decision making, values, attitudes and job satisfaction in organizations
- the influence of power and politics in organizations
- the types of stress and the strategies to manage the stress in workplace

Unit–I : Meaning of Organizational Behaviour

Managers work - Management functions Management roles - Management skills - Effective vs successful managerial activities - A review of the manager's Jefcr-HSnter Organizational Behaviour (OB) - Replacing intuition with systematic study Generalizations about behaviour - Consistency Vs. Individual differences - Challenges and opportunities for OB - Contributing disciplines to the OB field - Psychology - Sociology - Social Psychology - Anthropology - Political Science - Developing an OB model - An overview - The dependent variable.

Foundations of Individual Behaviour : Biographical characteristics - Ability - Personality - Major personality attributes influencing OB - Personality and national culture - Matching personalities and job -

Learning - Definition - Theories - Shaping: A managerial tool - Some specific organizational applications.

Unit–II : Understanding work teams

Teams versus groups- Types of Teams – OB in the News – Teams Help Doing Save the 717 Programme– Creating effective teams – turning individuals into team players- Contemporary Issues Managing Teams – Summary and Implications and Managers- Point/Counterpoint.

Unit–III : Perception and Individual Decision Making

Perception and its importance - Factors influencing perception - The target - The situation - Person perception: Making judgment about others - Specific applications in organizations - The link between perception and individual decision making - Decision making process - Improving creativity in decision making - Actual method of decision making in organizations - Individual differences in decision making styles - Organizational constraints - Ethics in decision making.

Values, Attitude and Job Satisfaction: Values - Importance, Sources and types - Values, loyalty and ethical behaviour - Values across cultures - Attitudes - Sources and types - Attitudes and consistency Cognitive dissonance theory - Measuring the A-B relationship - Attitude surveys - Attitudes and workforce diversity - Job satisfaction - The effect of job satisfaction on employee performance - Employee's expression of dissatisfaction.

Unit–IV : Power and Politics

A definition of power - Contrasting leadership and Power - Bases of power - Dependency: The key to power - Identifying where the power is - Power tactics - Power in
groups: Coalitions - Sexual harassment: Unequal power in the workplace - Politics: Power in action - Impression management - Defensive behaviours - The ethics of behaving politically.


Unit-V : Work Stress and its Management


Organizational Change and Development: Forces for change - Managing planned change - Changes done by change agents - Structure, technology, physical setting and people - Resistance to change - Individual resistance - Organizational resistance - Overcoming resistance to change - The politics of change - Approaches to managing organizational change - Lewin's three step model - Action research - Organizational development - Contemporary change issues for today's managers.

MAPPING CO WITH PO

<table>
<thead>
<tr>
<th>CO</th>
<th>PO1</th>
<th>PO2</th>
<th>PO3</th>
<th>PO4</th>
<th>PO5</th>
<th>PO6</th>
<th>PO7</th>
<th>PO8</th>
<th>PO9</th>
<th>PO10</th>
<th>PO11</th>
<th>PO12</th>
</tr>
</thead>
<tbody>
<tr>
<td>c01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Text Book


Reference Books

3. COUNSELLING PSYCHOLOGY

Course Objectives

The students must know,

CO1 the concepts, working, foundations and the therapeutic relationship of counselling,

CO2—the various approaches to counselling,

CO3—the theories, skills, assessment and diagnostic process of counselling,

CO4 different counselling procedures.

CO5 counselling to diverse population and the ethical issues involved in counselling.

Unit–I : Counselling and its working:

Need to be a counsellor - Characteristics of a counsellor - Definitions of counselling - The working of therapeutic counselling.


Settings for counselling: Commonality among counsellors - A day in the life - The value of flexible specialty.

The therapeutic relationship: Qualities of counselling relationship - Perspectives on helping relationships - Counsellor as relationship specialists - Conflict resolution in relationship - Practical dimensions of the therapeutic relationship - Creating a relationship in the initial interview - Reciprocal influence:

Unit–II : Insight - Oriented approaches

Introduction to theory construction - Psychoanalytic counseling - Client-centered counselling - Gestalt counseling - Existential counseling - Honorable mentions.

Action - Oriented approaches : Behavioural counselling - Rational emotive behaviour counselling - Strategic counselling - Honorable mentions.

Unit–III : Integrating theory and counselling skills

A Personal journey - Movement toward integration - A personal theory - Stages of developing personal theory - Procedure followed so far - Pivotal counselling skills.

Behavioural techniques - Rapid exposure for phobic disorders - Slow exposure for phobic disorders - Exposure and other techniques for treatment of obsessive-compulsive neurosis - Reduction of undesired behaviour - Social skills training and the development of new behaviour, role rehearsal, modelling and practice illustrated - Behavioural marital therapy

Assessment, testing and the diagnostic process: The meaning of assessment - The role of testing - Assessment process - Standardized measures - Non-standardized measures - Using assessment methods in counselling - Formal and functional diagnosis.

Unit–IV : Group counselling
Survey of groups - Some considerations in the use of group modalities - Counteracting potential limitations - Advantages of group work - Basic assumptions about groups - Group process stages - Cues for intervention - Specialized skills of group work.

Marital family and sex counselling: Family versus individual counselling - Family counselling theories - Power in relationships - Symptoms as solutions - Case example of family counselling in action - Interpreting symptoms as metaphors - Diagnostic questions - Reframing - Directives - Ethical issues in family counselling - Sex counselling.

Career counselling: The functions of work - Roles of counselling - Theories of career development - Career education - Career decision making - Trends and issues in career counselling.

Addictions counselling; Symptoms of addiction - Drug use and drug abuse - Our drug culture - Counsellors knowing of drugs - Effects of drug abuse - Adolescent drug use - Prevention – Abuse in special populations - Principles for counselling the Chemically dependent.

Unit–V : Counselling diverse populations

Multiculturalism - Influence of biases - Identity issues - Preferred clients - Counselling and gender - Counselling ethnic minorities - Counselling the aged - counselling lesbian women and gay men - Counselling - Clients who are physically challenged.

Ethical and legal Issues : Professional codes - Our divided loyalties - Areas of ethical difficulty - Making ethical decisions - Legal issues in counselling.

Course Outcome

On completion of this course, the student will be able to understand:

- Counseling and its importance.
- Various counseling approaches.
- Counseling skills.
- Types of counseling
- counselling to diverse population and the ethical issues involved in counselling

Ethical and Legal Issues

MAPPING CO WITH PO

<table>
<thead>
<tr>
<th>CO</th>
<th>PO1</th>
<th>PO2</th>
<th>PO3</th>
<th>PO4</th>
<th>PO5</th>
<th>PO6</th>
<th>PO7</th>
<th>PO8</th>
<th>PO9</th>
<th>PO10</th>
<th>PO11</th>
<th>PO12</th>
</tr>
</thead>
<tbody>
<tr>
<td>c01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>c02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>c03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>c04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>c05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Text Books


Reference Books
4. CYBER PSYCHOLOGY

Objectives
The scholars can
- Understand the nature of psychology in space
- Learn the implications of trust and privacy in space
- Realize the consequences of addiction to the internet
- Acquire the skills of online assessment and therapy

Unit–I : Introduction
Cyber space as a Psychological space- Psychology in space-

Unit–II : Internet Abuse: Meaning of Internet Abuse and other problems
Applying addiction model to Internet Abuse – Internet Abuse as an addictive behavior- Cognitive Behavioral model of addiction and Internet Abuse- Specific online activities and Internet Abuse- Role of Online social interaction in the development of Internet Abuse- Loneliness- Social anxiety, depression and Internet Abuse-A cognitive behavioral theory of generalized Internet Abuse- Psychoanalytic approach- Therapy for Clinically significant Internet Abuse.

Unit–III : Flow experience in Cyberspace

Unit–IV : Cyber Therapeutic Theory & Techniques
Introduction - Cyber Theory-Dimensions - Clinical implications of Cyber Therapeutic Theory - Cyber Therapeutic Activity and programs.

Unit–V : Exposure in Cyberspace & Psychological Assessment:
Introduction- Psychological Assessment- problems in traditional Psychological Assessment- Cyberspace as a social environment- Opportunities for online testing: Methods and applications- Online testing methods- testing in a Virtual social environment- Opportunities for online Interviewing- Limitations. Opportunities for online Situation testing through assessment center: Online Assessment center- problems in online assessment:
Authentication and authorization- Technological failures. Differential skills and computer anxiety- The digital divide.

Course Outcome
At the end of this course, the student will be able to understand:
The meaning of Cyber psychology.
The various abuses related to Cyber use.
The Cyber Therapeutic Theory and Techniques.
Exposure in Cyber space and psychological Assessment

MAPPING  CO WITH  PO

<table>
<thead>
<tr>
<th>CO</th>
<th>PO1</th>
<th>PO2</th>
<th>PO3</th>
<th>PO4</th>
<th>PO5</th>
<th>PO6</th>
<th>PO7</th>
<th>PO8</th>
<th>PO9</th>
<th>PO10</th>
<th>PO11</th>
<th>PO12</th>
</tr>
</thead>
<tbody>
<tr>
<td>c01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>c04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Text

Reference