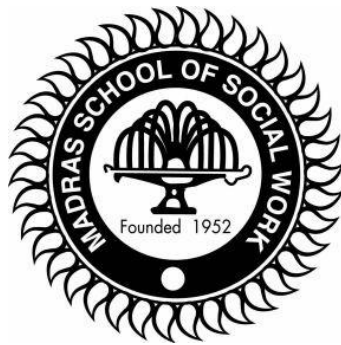


**MADRAS SCHOOL OF SOCIAL WORK**

**(An Autonomous institution affiliated to University of Madras)**



**M. Phil. – PSYCHOLOGY**

**Choice Based Credit System**

**Effective from the academic year 2020 - 2021**

**Madras School of Social Work**  
**(Autonomous)**

(Affiliated to University of Madras)

**M. Phil. – PSYCHOLOGY**

*Choice Base Credit System*

*(Effective from the Academic Year 2019 - 2020)*

**1. INTRODUCTION**

An intensive one-year M.Phil in Counselling at the Department of Counselling Psychology, Madras School of Social Work is designed to provide the candidates a sound knowledge in the field of Psychology after their post-graduation. The course is designed for two semesters. Upon completion of the course, participants will be competent in areas such as research, test construction, and counselling.

**2. OBJECTIVES**

The main objective is to provide a comprehensive training in the theory and practice of fields such as research, test construction and counselling. After the completion of the Degree, the research student should be able to pursue a Doctoral programme /conduct training programmes in research /assist organisations or institutions in carrying out research / take teaching assignments.

**3. ELIGIBILITY FOR ADMISSION :**

A Master's Degree in Psychology from the University of Madras or any other University accepted by the Syndicate as equivalent thereto, provided that those who have qualified for the Master's degree prior to 1st January 1991 must have secured a minimum of 50 percent of marks and those who have qualified for the master's degree on or after 1st January 1991 must have secured a minimum of 55 percent of marks. For SC / ST and Physically handicapped and visually challenged candidates who have qualified on or after 1st January 1991 a concession of 5 percent of marks shall be given in the minimum eligibility marks.

**4. DURATION OF THE COURSE:**

The duration of the course is one academic year consisting of TWO semesters.

**5. MEDIUM OF INSTRUCTION:** English

**6. EXAMINATIONS:**

Examinations will be conducted at the end of each semester. A candidate who does not pass the examination in any subject/(s) of the first semester will be permitted to appear in such failed subject /(s) in the following semester where that paper / (s) are offered.

**7. PASSING MINIMUM:**

A candidate shall be declared to have passed the examination if s/he obtains not less than 50% both in the Internal and External Evaluation. Candidates who do not obtain the required minimum marks for a pass in a paper(s) / practical or project shall be required to appear for and pass the same at a subsequent appearance.

Internal continuous assessment (25 marks) consists of two tests 25 marks each, best of two will be taken into consideration. One in class assignment for 10 marks and one take-home assignment for 15 marks. The total marks will be converted into 25 Marks. The student must obtain a minimum of 50% marks in each of the components.

**8. CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

Candidates who secure not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in the First Class. All other successful candidates shall be declared to have passed in Second Class.

**9. NATURE OF THE PROGRAMME**

The course is a combination of lectures, seminars, research and internship offered under Choice Based Credit System

## COURSE FOR STUDY AND SCHEME OF EXAMINATIONS

### Course of Study with Credit Distribution

#### SEMESTER – I

| No           | Paper       | Course Title                      | Nature | Hours     | Credits   | Marks      |       |
|--------------|-------------|-----------------------------------|--------|-----------|-----------|------------|-------|
|              |             |                                   |        |           |           | Int .      | Ext . |
| 1            | Paper – I   | Research Methodology & Statistics | Core   | 4         | 5         | 25         | 75    |
| 2            | Paper – II  | Test Construction                 | Core   | 4         | 5         | 25         | 75    |
| 3            | Paper – III | Counselling And Psychotherapy     | Core   | 4         | 5         | 25         | 75    |
| <b>Total</b> |             |                                   |        | <b>12</b> | <b>15</b> | <b>300</b> |       |

#### SEMESTER – II

| No           | Paper      | Course Title | Nature | Hours     | Credits   | Marks      |      |
|--------------|------------|--------------|--------|-----------|-----------|------------|------|
|              |            |              |        |           |           | Int.       | Ext. |
| 1            | Paper – IV | Dissertation | Core   | 6         | 15        | 150        | 50   |
| 2            | Paper – V  | Internship   | Core   | 6         | 6         | 40         | 60   |
| <b>Total</b> |            |              |        | <b>12</b> | <b>21</b> | <b>300</b> |      |

### DISTRIBUTION OF CREDITS ACROSS TWO SEMESTERS

| Semester No          | Nature of Paper | Number of Papers & Credits                     | Credits | Total Credits |
|----------------------|-----------------|--|---------|---------------|
| SEM - 1              | <b>CORE</b>     | 3 Subjects X 5 Credits                         | 15      | 15            |
| SEM – 2              | <b>CORE</b>     | 1 Subject X 15 Credits + 1 Subject X 6 Credits | 15 + 6  | 21            |
| <b>TOTAL CREDITS</b> |                 |  |         | <b>36</b>     |

## RESEARCH METHODOLOGY & STATISTICS

PAPER – I – CORE

CREDITS 5

### OBJECTIVES: -

- To understand the processes in research and to use appropriate research design
- To select the appropriate statistical method in analysis of data

### Learning Outcomes:

At the end of the course the student will be able to

1. Acquire knowledge regarding the process and methods of research.
2. Familiarize with various research designs
3. Learn various statistical analysis applied in research including multivariate analysis
4. Know how to carry out qualitative research including data collection, qualitative data analysis and report writing.

**UNIT – I: RESEARCH IN PSYCHOLOGY: OBJECTIVES AND IDEALS:** Psychological research Principles of good research, Objectives and ideals: A checklist for research evaluation and improvement. Overview – Research methods. Psychological measurement - The experimental method, the quasi-experimental method, the survey method, the case study method.

**UNIT – II: EXPERIMENTAL DESIGN:** Independent variable, Dependent variable, experimental sample, Threats to internal and external validity. Hypothesis: Concept, Characteristics and Types: Null and Alternative Hypothesis - Directional and Non-directional. Type I and Type II Errors, One Tailed and Two Tailed Test.

**UNIT III: RESEARCH DESIGN:** Meaning, Need, Features of a Good Design, Different Research Designs – Experimental design based upon the Campbell and Stanley classification –

pre-experimental design, true experimental design, quasi-experimental design, ex-post facto design. Steps in experimentation. Sampling design.

#### **UNIT – IV**

STATISTICS IN RESEARCH: ‘t’ test – significance of difference between two means – independent and correlated sample, ANOVA - comparing means using ANOVA and MULTIVARIATE ANALYSIS METHODS - Introduction, Principal Components Analysis, path analysis, . Cluster Analysis. Discriminate Analysis, Multiple regression, Statistical Package for Social Sciences (SPSS). Parametric & Non parametric tests.

**UNIT – V: QUALITATIVE RESEARCH:** Nature of qualitative research method, qualitative versus quantitative debate, qualitative approaches and designing a qualitative research, sampling in qualitative research, methods of data collection – participant observation, in-depth interview, focus group discussion; Qualitative data analysis; writing report for qualitative data analysis.

#### **References:-**

1. Alexander Haslam, S. A., & McGarty, C. (2003) *Research methods and statistics in psychology*. Sage Publication.
2. Coolican, H. [2006]. *Introduction to research methods in psychology*, (3<sup>rd</sup> ed.). Hodder-Arnold.
3. Kerlinger, F. N. (2000). *Foundations of behaviour research*, (5<sup>th</sup> ed.). New York: Reinhart Publishers.
4. Kothari, C. R. (2004). *Research methodology*, (2nd ed.). Chennai: New Age International Publishers.

#### **Additional Reading**

1. McBurney, D. H. (2001). *Research Methods*.(5<sup>th</sup>ed). US: Wadsworth.
2. Khan, J.A. (2011). *Research Methodology*. New Delhi: APH Publishing
3. Gravetter (2015), *Research Methods for the Behavioral Sciences, 5th Edition, Wadsworth, 2015*
4. Singh, A.K. (1997). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: Bharati Bhawan.
5. Trochim, William M. *The Research Methods Knowledge Base*, (2<sup>nd</sup> ed.). accessed from URL: <<http://www.socialresearchmethods.net/kb/> Retrieved October, 30, 2011.

## TEST CONSTRUCTION

### **Objectives:**

- To construct a psychological test

### **Learning Outcomes:**

At the end of the course the student will be able to

1. Understand Characteristics of psychological test and its uses and limitations.
2. Gain insight into the guidelines for item writing and scoring procedure.
3. Acquaint the item difficulty and discrimination and problems of item analysis
4. Know the procedure for establishing reliability and validity

**Unit I :** Test Construction – meaning of test in psychology and education, classification of tests, characteristics of a good test, general steps of test construction, uses and limitations of psychological test and testing, ethical issues in psychological testing

**Unit II:** Item writing – meaning and types of items, difference between essay type tests and objective type tests, general guidelines for item writing, general methods for scoring objective test items

**Unit III:** Item analysis – meaning and purpose of item analysis, power test, item difficulty, optimal difficulty level for a reliable test, index of discrimination, a simplified item analysis form, effectiveness of distracters or foils, speed tests, factors influencing the index of difficulty and discrimination, problems of item analysis, important interactions among item characteristics

**Unit IV:** Reliability and Validity – history and theory of reliability, meaning of reliability, types of reliability, satisfactory size for the reliability coefficient, standard error of measurement, reliability of speed test, factors influencing the reliability of test scores, improving reliability of test scores, estimation of true scores, index of reliability – meaning and aspects of validity, convergent validation and discriminant validation, factors influencing validity, concept of cross validation, extra validity concerns, relation of validity to reliability

**Unit V:** Norms and response set in test scores and scales - meaning of norm referencing and criterion referencing, steps in developing norms, types of norms and test scales, meaning and types of response sets, implications of response sets, methods to eliminate response sets

**References:**

1. Singh, A. K.(2006)Tests, Measurements and Research Methods in Behavioural Sciences, Bharathi Bhawan
2. Anastasi. A. &Urbina.S. (2002), Psychological testing, 7<sup>th</sup> Edition, Pearson Education, USA
3. Gregory.R.J. (2005). Psychological testing, history, principles and applications. 4<sup>th</sup> Edition, Pearson Education, USA.



## COUNSELLING AND PSYCHOTHERAPY

### **OBJECTIVES:**

- To learn the art and science of using the therapeutic skills in counselling practice.
- To learn the art and science of evidence based practice in counselling psychology

### **Learning Outcomes:**

At the end of the course the student will be able to

- Enhance and apply their therapeutic skills in counselling practice.
- Value the art and science of evidence based practice in counselling psychology.
- Acquire knowledge regarding transpersonal theories and integrative approaches to counselling and psychotherapy.

Unit I: Helping relationships – Definitions and descriptions, stages, core conditions, empathic understanding, respect and positive regard, genuineness and congruence, concreteness, warmth, immediacy, strategies that build rapport and encourage client dialogue, that aid in data gathering, that add depth and enhance the relationship

Unit II: Achieving a personal and professional identity – importance of health and wellness, personal characteristics models, Psychological health models, multidimensional health and wellness models, daily world of the practitioner, achieving perspective and balance – know the warning signs for burnout, consider networking options, refer clients when appropriate, disengage from the professional role, cultivate strengths and develop stamina, consider possible options for renewal

**Unit III:** Body-centered counseling and psychotherapy – roots of somatic counseling and psychotherapy, evolution of somatic counseling and psychotherapy, gentler forms of body-centered counseling and psychotherapy, human nature – a developmental perspective, major constructs, organization of experience, principles, healing relationships, goals of counseling and psychotherapy – process of change, traditional intervention strategies, brief intervention strategies, clients with serious mental issues

**Unit IV:** Transpersonal Theories – human nature – developmental perspective - major construct, process of change, traditional intervention strategies, brief intervention strategies, client with serious mental issues

**Unit V:** Integrative approaches – expressive arts, narrative and symbolism –approaches, theory integration, human nature – developmental perspective, major constructs – process of change, traditional intervention strategies, brief intervention strategies, client with serious mental issues

**References:**

1. Capuzzi, D. & Gross, D. R. (2007) Counseling and Psychotherapy, Pearson
2. Nelson-Jones (2014). *The theory and practice of counseling and Psychotherapy, Ane Book*

**Additional Reading:**

1. Augustine Meier, and Micheline Boivin (2010) , Counseling & Therapy Technique , Theory and Practice ( Sage)
2. Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3<sup>rd</sup> ed.* Routledge.
3. Nelson-Jones(2008).*Basic Counselling Skills.* Sage Publications.
4. Jacobs, M. (2004 ). *Psychodynamic counselling in action.* Sage Publications.
5. Walker, E. C., Hedberg, A., Clemment, P. W. & Wright, L. (1991).*Clinical procedures for behaviour therapy.*New Jersey: Prentice-Hall, Inc.

## DISSERTATION

PAPER – IV – CORE

CREDITS 15

### OBJECTIVES: -

- To sensitize students to various procedures involved in research process.
- To equip students as researchers in the field of psychology.

### Learning Outcomes

At the end of the course the students will be able to

- Equip with essential skill to Carry out a psychological research
- Demonstrate the ability to construct a psychological test and standardize it

Students are required to carry out an independent research work under the guidance of a Supervisor. The students are encouraged to construct and standardize a psychological test. The dissertation must be submitted in hard bound form. Students are required to submit a thesis at the end of the Year. The thesis shall embody the record of original investigation under the guidance of a supervisor.

**INTERNAL CONTINUOUS ASSESSMENT:** Submission, Content and Regularity

**EXTERNAL ASSESSMENT:** Viva Voce examination conducted by panel consists of internal examiner and external examiner who is an academician

## **INTERNSHIP**

PAPER – V - CORE

CREDITS 6

### **OBJECTIVES: -**

1. To help students gain exposure in chosen field of specialization.
2. To get a sense of real cases in the chosen field of specialization and to learn under a trained psychologist.

### **Learning Outcomes**

At the end of the course the students will be able to

1. Gain hands on experience in their interested field .of psychology
2. Apply the knowledge acquired on psychology in live situations.

Students will be placed in one or two organizations, at least, for a period of 150 hours during the course. The students are encouraged to work under the supervision of a Psychologist. They are expected to give a report of their work done (bound copy) at the end of the course together with the evaluation report from the organization, where they have undergone placement.

**INTERNAL CONTINUOUS ASSESSMENT: Submission of weekly reports and the content**

**EXTERNAL ASSESSMENT: Viva Voce examination conducted by panel consists of Internal examiner and external examiner who is an academician**

\*\*\*\*\*END OF SYLLABUS\*\*\*\*\*