



Four-Year Undergraduate Programme

Bachelor of Arts

Parul Institute of Liberal Arts

Faculty of Arts

Parul University

Vadodara, Gujarat, India

Bachelor of Arts
Parul Institute of Liberal Arts
Faculty of Arts

1. Vision of the Department

To develop highly skilled professionals to man positions in the industry responding to technological and scientific advancements.

2. Mission of the Department

M1 To develop centres of excellence through establishment of state of the art laboratories / workshops which will help students learn through hands-on experience the latest advances in technology.

M2 To create graduates possessing sound fundamental knowledge with practical skills. To create manpower for contributing effectively towards societal development with various aspects.

M3 To motivate faculty and students to do impactful research on industrial needs with ethics to society.

3. Program Educational Objectives

The statements below indicate the career and professional achievements that the B.Arts curriculum enables graduates to attain.

PEO 1	To develop professional skills (critical, communication, analytical and technical) and human relations skills (group dynamics, team building, organization and delegation) to enable students to transform the acquired knowledge into action.
PEO 2	To inculcate critical analysis and communication skills into students to effectively present their views, both in writing and through oral presentations.
PEO 3	To provide an environment for exploring the Research & Development attitude, to help the students in Research and Development field.

4. Program Learning Outcomes

Program Learning outcomes are statements conveying the intent of a program of study.

PLO 1	Communication Skills	A graduate student in arts/social sciences/humanities shall be confident to speak, write, read, listen and understand the English
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		language and one or more Indian languages. Relate the ideas, knowledge, books, and people. Think and decide rationally, and adopt technology and electronic/print media in disseminating thoughts, facts and realities.
PLO 2	Critical, logical and rational thinking	Acquire the ability for objective, rational, skeptical, logical, and unbiased analysis of factual evidences to form a judgment or conclusion. Enhance the process of rational thinking, problem solving and analytical evaluation from different perspectives.
PLO 3	Social responsibility	Develops an obligation to act for the benefit of society at large. Cultivates the responsibility to maintain a balance between the economy and the ecosystems. Nurtures a moral obligation to minimize the adverse effect on those immediately around them.
PLO 4	Enlightened and effective Citizenship	Cultivates progressive citizenship for a knowledge society for peace and prosperity of nations and the world. Develops clear, rational and progressive thinking. Participating in decision-making concerning the society and upholding national development, integrity, unity and fraternity.
PLO 5	Values and Ethics	Recognizes the importance, worth and usefulness of principles and standards of behaviour, moral dimensions of one's own decisions and judgment of what is important in life. Understand the rules of behaviour based on systematizing, defending and recommending the concepts of right and wrong.
PLO 6	Sustainable development	Understands, organizes and promotes the principle of human development goals by sustaining the ability of natural systems, natural resources and ecosystem services upon which the economy and society depends.
PLO 7	Life-long process of Learning	Cultivates the proficiency to engage in independent, life-long and progressive learning abilities in the broadest context of changing socio- politico-economic-cultural and technological scenario.

5. Program Specific Learning Outcomes

PSO 1	The study of various subjects under this Faculty enables the students to acquire life skills and be a better human being.
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PSO 2	Students will develop language competence and expected to be proficient in oral communication and written skills.
PSO 3	The students will inculcate a sense of national pride and respect for the nation by studying varied cultures, customs, literature, architecture, constitution, life skills, music, society etc.
PSO 4	The study of various subjects under Humanities will facilitate students to become efficient leaders, able administrators, extension workers, entrepreneurs and extension workers.

6. Credit Framework

Semester wise Credit distribution of the programme	
Semester-1	22
Semester-2	22
Semester-3	22
Semester-4	22
Semester-5	22
Semester-6	22
Semester-7	22
Semester-8	22
Total Credits:	176

Category wise Credit distribution of the programme	
Category	Credit
Major Core	88
Minor Stream	32
Multidisciplinary	12
Ability Enhancement Course	10
Skill Enhancement Courses	10
Value added Courses	08
Summer Internship	04
Research Project/Dissertation	12
Total Credits:	176

7. Program Curriculum

Semester 1

Code	Subject	Credit	Lect	Lab	Tut
11011401 V A01	Climate Change & Sustainable Environment	2.00	2	-	-
15010201 S E01	Soft Skills	2.00	-	4	-
15010501 D S01	Psychology - I	4.00	4	-	-
15010501 D S02	Developmental Psychology - I	4.00	4	-	-
15010501 P S01	Introduction to Political Science	4.00	4	-	-

AEC-1 (Compulsory Subjects :1)	2.00	2	-	-
University Elective - I (Compulsory Subjects :1)	4.00	4	0	0
Total	22.00	27	4	1

Semester 2

Code	Subject	Credit	Lect	Lab	Tut
00019101 S E01	Mathematical Aptitude	2.00	2	-	-
00019302 V A01	IPDC Including History and Culture of India and IKS-I	2.00	2	-	-
15010502 D S01	Psychology - II	4.00	4	-	-
15010502 D S02	Developmental Psychology - II	4.00	4	-	-
15010502 P S01	Political Sociology	4.00	4	-	-
	AEC-II (Compulsory Subjects :1)	2.00	2	-	-
	University Elective-II (Compulsory Subjects :1)	4.00	3	2	-
	Total	22.00	25	2	

Semester 3

Code	Subject	Credit	Lect	Lab	Tut
00019303 V A01	IPDC including History and Culture of India and IKS-II	2.00	2	-	-
03010503 S E01	Artificial Intelligence	2.00	2	-	-
15010503 D S01	Social Psychology	4.00	4	-	-
15010503 D S02	Mental Health and Well being	4.00	4	-	-
15010503 D S03	Educational Psychology	4.00	4	-	-
	AEC-III (Compulsory Subjects :1)	2.00	2	-	-
	University Elective - III (Compulsory Subjects :1)	4.00	4	-	-
	Total	22.00	22		

8. Detailed Syllabus

Semester 1

- a. **Course Name:** Psychology-I
- b. **Course Code:** 15010401PG01
- c. **Prerequisite:** Knowledge of English Language and Basic General Knowledge.
- d. **Rationale:** This course will provide students with basic knowledge of psychology, including different schools of psychology, sensation, perception, memory, motivation etc.
- e. **Course Learning Objective:**

CLOBJ 1	Basic concepts of psychology
CLOBJ 2	The contribution of different psychologists to the system
CLOBJ 3	Theoretical constructs by different schools of psychology.
CLOBJ 4	How the present-day psychology has development or emerged
CLOBJ 5	The concepts of learning, memory, motivation etc.

f. Course Learning Outcomes:

CLO 1	Differentiate between scientific and non-scientific information about human behavior and mental processes.
CLO 2	Describe recent trends in research and research methods used in psychology.
CLO 3	Explain psychological processes involved in sensation, perception and learning
CLO 4	Describe models of memory, motivation and its theories
CLO 5	Analyze the variety of factors affecting the above concepts and relating it to real life examples.
CLO 6	Apply psychological concepts and principles to situations in everyday life.

g. Mapping of Course Learning Outcomes and Bloom's Taxonomy:

Course Learning Outcomes		Bloom's Level
CLO 1	Differentiate between scientific and non-scientific information about human behavior and mental processes.	2

CLO 2	Describe recent trends in research and research methods used in psychology.	3
CLO 3	Explain psychological processes involved in sensation, perception and learning	2
CLO 4	Describe models of memory, motivation and its theories	4
CLO 5	Analyse the variety of factors affecting the above concepts and relating it to real life examples.	2
CLO 6	Apply psychological concepts and principles to situations in everyday life.	1

h. Mapping of Course Learning Outcomes and Program Learning Outcomes and Program Specific Learning Outcomes:

CLOs	PLOs						PSO	
	1	2	3	4	5	6	1	2
CLO 1	3	3	2	2	2	2	2	2
CLO 2	3	3	2	2	2	1	2	2
CLO 3	3	3	2	2	2	2	2	2
CLO 4	3	2	2	2	2	2	2	2
CLO 5	3	2	2	2	2	2	2	2
CLO 6	3	3	2	2	2	2	2	2
Weighted Average	3	3	2	2	2	2	2	2

i. Teaching & Examination Scheme:

Teaching and Examination Scheme										
Teaching Scheme					Examination Scheme					Total
Lecture Hrs/Week	Tutorial Hrs/Week	Lab Hrs/ Week	Hrs/ Week	Credit	Internal Marks			External Marks		
					T	CE	P	T	P	
4	-	-	-	4	20	20	-	60	0	100

SEE - Semester End Examination, **CIA** - Continuous Internal Assessment (It consists of Assignments/Seminars/Presentations/MCQ Tests, etc.)

j. Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Introduction to Psychology • Definition of Psychology, • Psychology as a Natural and Social Science • Schools of Psychology: Structuralism, Functionalism, Gestalt Psychology, Behaviourism, Psychoanalysis Humanism and Biological • Branches of psychology	17	10
2	Methods in Psychology • Observation Method • Experimental method • Survey method • Psychological tests • Case study method • Correlation method	20	12
3	Sensation, Attention & Perception • Definition of sensation, sensory thresholds • Visual sensation: The science of seeing, structure of eye, how eye works, color vision. • Auditory sensation: Structure of ear, Theories of pitch • Somesthetic senses: Touch, taste, temperature, pain • Perception: Figure-Ground perception, perceptual constancies: shape, size, brightness; • Depth perception: monocular and binocular cues; illusions • Factors affecting perception	17	10

Department of Psychology

Semester 1

Social Psychology

Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

Rationale:

This course will help students to understand the basics of social psychology, how people function in groups, social cognition, social perception and social influence.

Course Objectives:

Through this course the student will be able to learn:

- The basic concepts of social psychology
- The methods used to do research in social psychology
- Concepts of social cognition and perception
- The concept of self, group processes, group formation etc in social psychology
- Concepts of social interaction and social influence

Course outcomes:

After the completion of the course students will be able to:

- Understand the historical developments of social psychology
- Apply their understanding of self in the social world and interpret behaviors of self and others in one's real world.
- Explain the concept of schema and heuristics with appropriate examples.
- Distinguish between stereotype, prejudice and discrimination.
- Apply attributes and different ways of communication in social context.
- Assess the principles of social psychology to various groups.

Teaching Scheme			Cr ed it	Examination Scheme					Tot al
Lect Hrs / We ek	Tut Hr s/ We ek	La b H rs/ W ee k		External		Internal			
				T	P	T	C E	P	
4	0	0	4	6 0	-	2 0	2 0		10 0

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
1	Introduction ● Definition, Nature & Scope ● History of social psychology ● Methods of social psychology-observation, case study, experiments, field studies, experimental-quasi experimental. ● Famous experiments	12.5%	06
2	Self ● Understanding self and its processes	12.5%	06

	• Personal v/s social identity • Self-esteem, self-knowledge, self-presentation • Self-comparison • Self-control and self-regulation		
3	Social cognition • Schemas • Heuristics • Prototypes • Errors in cognition • Stereotypes, Prejudice, Discrimination	12.5%	06
4	Social perception • Non-verbal communication • Attribution and attribution theories • Impression formation and impression management • Persuasion	12.5%	06
5	Social interaction and influence • Interpersonal attraction • Prosocial behavior • Aggression • Social influence- Conformity, compliance, obedience	12.5%	06
6	Individual and group behavior in social context • Attitude, values, beliefs, public opinions • Group processes; formation of group, types of group • Group formation • Group functions; roles, status norms and cohesiveness • Coordination in groups; cooperation v/s conflict, decision making in groups	12.5%	06

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading

- Branscombe N.R., Baron R. Social Psychology, Global Edition. Pearson

Reference Books:

- Taylor S. E., Peplau L.A. & Sears D.O. Social Psychology 12th Edition. Pearson

Semester 1

Developmental Psychology-1

Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

Rationale:

This course is designed to equip students with the basic knowledge of developmental Psychology. The students will be learning about various research methods, prenatal development, infancy and childhood.

Course Objectives:

Through this course the students will be able to learn:

- about growth and development, maturation and other terms related to developmental psychology.
- prenatal development and development in infancy.
- overall development in childhood.

Course outcome:

After the completion of the course, students will be able to:

- Understand the basic concepts and principles of development.
- Analyze the prenatal development.
- identify issues and treatment of development in infancy and early childhood.
- Assess childhood development in cognitive, physical and social areas.

Teaching Scheme			Cre dit	Examination Scheme					Tot al
Lect Hrs/ Wee k	Tut Hrs / We ek	Lab Hr s/ W ee k		External		Internal			
				T	P	T	C E	P	
4	0	0	4	6 0	-	2 0	20		10 0

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
1	Introduction • Definition, scope and determinants • Growth, Maturation, Evolution, Development • Themes in study of human development • Theories of development- Freud, Erickson, Piaget, Kohlberg, Chomsky (in brief)	12.5%	06
2	Research Methods • Observation Method • Experimental method • Survey method • Correlation method • Cross sectional	12.5%	06

	Longitudinal		
3	Prenatal Development - Hereditary influences on development; - Prenatal Growth and Development; - Cultural and historical variations in birthing practices. - Development and Birth Complications	12.5%	06
4	Development in Infancy and early childhood - Physical, Sensory-motor, language development (Chomsky) - Emotional development- Temperament and attachment; - Development of self-concept - Detecting and treatment for Psychological problems	12.5%	06
5	Childhood (Cognitive & physical change) - Physical development - Cognitive advances in thinking - Jean Piaget's theory of cognitive development (in detail) - Vygotsky's theory (in detail)	12.5%	06
6	Childhood (Social Development) - Social cognition - Moral Development (in detail) - Emotional Development- social anxiety - Expanding social interaction	12.5%	06

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

- Papalia, D. E. (1998). Human Development. 7th Edition. Tata McGraw Hill Publishing
- Shaffer, D. R. & Kipp, K. (2007). Developmental Psychology – Childhood and Adolescence. 7th Edition, Thomson Wadsworth.

Reference Books:

- Kail, R.V & Cavanaugh, J. C. (2000). Human Development: A Lifespan View. Second Edition
- Schell, R. E. & Hall, E. (1979). Developmental psychology:Today. Random House Inc.

Semester 1

Educational Psychology

Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

Rationale:

This course is designed to equip students with basics of educational psychology in terms of individual differences, classroom management, assessment, digital learning in educational psychology, etc.

Course objectives:

Through this course the students will be able to learn:

- To make the students learn the basics of educational Psychology.
- To make the students understand classroom management, assessment, digital learning, etc
- To explain the basic understanding of exceptionality, emotionally disturbed children, and slow learners, life skills and awareness education.

Course outcomes:

After completion of the course, the students will be able to:

- Understand the basics of Educational Psychology
- Explore the life skills and awareness education to different age group of children
- Identify individual differences in various students
- Understand exceptional students, emotionally disturbed children as well as slow learners
- Assess and implement the classroom management and assessment of students
- Analyze the relation of digital learning with educational psychology

Teaching Scheme			Cr edi t	Examination Scheme					Tot al
Lect Hrs/ Wee k	Tut Hrs / We ek	Lab Hr s/ W ee k		External		Internal			
				T	P	T	C E	P	
4	0	0	4	6 0	-	2 0	20		10 0

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

U ni t	Topic	Weight age	Teaching Hrs.
1	Introduction • Definition, nature and scope • Significance of educational psychology in education • History • Research methods- Interview, survey, experimental-intervention, observation	12.5%	06
2	Individual differences • Definition & causes • Range of individual differences	12.5%	06

	• Educational significance of studying individual differences • Individual differences in Intelligence		
3	Exceptionality • Meaning and causes • Classification of exceptional children • Needs and problems of exceptional children Emotionally disturbed children, Slow learners • Meaning, Nature and characteristics • Causes of emotionally disturbed behavior and slow learners • Identification, Educational and treatment measures	12.5%	06
4	Classroom Management and Assessment • Need, concept and Factors/ strategies helping in classroom management effectively • Dealing with problem behavior and Enhancing classroom management • Reinforcement, punishment and modeling as techniques of classroom management • Enhancing classroom management Classroom assessment • Types of assessment- Formative, summative, traditional, Objective and essay type • Innovations in assessment	12.5%	06
5	Life skills and Awareness Education • Meaning and concept • Significance and applications • Core life skills given by UNESCO • Selection of age appropriate topics and methods of delivery Awareness Education • Sex Education: Relevance, importance and policies • Value education: Relevance and importance • Physical education: Relevance and importance	12.5%	06
6	Digital Learning and Educational Psychology • Understanding digital learning • Technologies in digital learning • Scenario before and after COVID 19 • Change in pedagogy • Implementation on National Education Policy, 2020 • Challenges faced in digital learning • Relationship and future of Educational psychology and Digital Learning	12.5%	06

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

1. Mangal, S. K. (2007). Educating Exceptional Children, PHI Learning Pvt. Ltd., New Delhi.
2. Skinner, C. C. (2009). Educational Psychology, 4th Edition, Hoony Halt, New York
3. Rao, S. N. (1998). Educational Psychology

Reference Books:

1. Bhatia, H. R. (1998). A TextBook of Educational Psychology.
2. Stephens, J. M. (1962) : Educational Psychology, Holt Rinchart & Winston Inc. , New York
3. Chauhan, S. S. (2007). Advanced Educational Psychology. 7th Edition, Vikas Publishing House
4. Cronback, L. J. (1992). Educational Psychology. Harceurt
5. Bernard (1998). Educational Psychology, New York.

PARUL UNIVERSITY
FACULTY OF LIBERAL ARTS
Department of Psychology

Semester 2

Psychology-II

Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

Rationale:

This course is designed to make students have a clear understanding of emotions, cognitive processes, sexuality and gender, consciousness, and relation of stress with health.

Course Objectives:

Through this course the students will be able to learn:

- About advanced aspects of psychology
- Understand the underlying basis of emotions and intelligence
- Facilitate learning and understanding of cognitive processes
- About human consciousness and its altered states.

Course outcomes:

After completion of this course the students will be able to:

- Explain emotions and its theories
- Discuss Intelligence and its various concepts
- Identify different altered states of consciousness
- Recognize the difference between sexuality and gender
- Assess the barriers and ways of problem solving
- Relate how stress can affect health

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs / Week	Tut Hrs/ Week	Lab Hrs/ Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20		100

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
1	Emotions • Nature of emotion • Theories of emotion • Physiological basis of emotions • External expression in emotions • Types of emotions	12.5%	06
2	Cognitive processes • Thinking • Reasoning • Problem-solving • Decision making • Creativity	12.5%	06
3	Intelligence • Definition • The nature/ nurture issues regarding intelligence • Theories of intelligence • Measuring intelligence • Individual differences in intelligence	12.5%	06
4	Sexuality and Gender • Physical and psychological side of psychology • Gender theories • Human sexual behavior • Sexual dysfunction and problems	12.5%	06
5	Consciousness • Definition and altered states • Sleep; biology of sleep, sleep disorder • Dream: Freudian introspection, dream content • Hypnosis steps in hypnosis induction • Theories of hypnosis • Influence of psychoactive drugs	12.5%	06
6	Stress and Health • Stress and stressor: General Adaptation Syndrome • Personality and Stress; Social factors in Stress • Coping Mechanism; problem focused coping; emotion focused coping • Defense mechanisms, meditation as coping • Cultural and religious factors in coping	12.5%	06

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

- Baron R., Introduction to psychology; McGraw Hill Publishing House, New Delhi

Reference Books:

- Baron. R.A., Byrne, D & Bhardwaj; Social Psychology Pearson, New Delhi.
- Morgan, C.T. Introduction to Psychology; Tata McGraw Hill.
- Morgan, C.T., King & Wechsler, Introduction to psychology; Prentice Hall Publication

Parul University
Faculty of Liberal Arts
Department of Psychology
Semester 2
Mental Health and Well-being

Prerequisite:

- Knowledge of English Language
- Basic General Knowledge

Rationale:

This course is designed to equip students to know about the concept of mental health, causes of mental illness disabilities normality and abnormality and policies of government towards people with mental illness

Course Objectives:

Through this course the students will be able to learn:

- The concept of mental health, illness and hygiene
- The concept of disability, normality and abnormality
- The understanding of psychological well being
- The policies of government towards people of mental illness

Course Outcomes:

After completion of this course the students will be able to:

- Understand the concepts of mental health, illness and hygiene
- Identify the causes of mental illness
- Explore the psychological wellbeing
- Assess the concept of disability and handicap
- Compare between normality and abnormality
- Understand the government policies for people with mental illness

Teaching and Examination Scheme:

Teaching Schemes				Examination Schemes					
Lecture Hrs/ Week	Tutor Hrs/ Week	Lab Hrs/ Week	Credit	External		Internal			Total
4	0	0	4	T	P	T	CE	P	100
				60	-	20	20	-	

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hour
1	Basics of Mental Health ● Understanding mental health and mental illness ● Mental Hygiene ● The mind body connection ● Factors Influencing Mental Health		

2	Causes of stress and mental illness ● Frustration, Stress and Conflict ● Aggression ● Coping - causal attribution; sense of control, learned helplessness, hardiness; social resources and social support, emotional disclosure		
3	Psychology of Well-being ● Subjective well-being, Happiness, positive emotions and well-being- the Broaden and build theory of positive emotions ● Positive traits-positive beliefs, optimism, virtues and strengths of character		
4	Normality and abnormality ● Concept of normality and abnormality ● Classification of mental disorders –psychodynamic, behavioral, cognitive humanistic and biological models ● Introduction to DSM-V and ICD -10		
5	Understanding disability ● Concept of impairment, disability and handicap ● Classification of disability in India ● Psychosocial models of disability ● Measures and issues related to assessment and the certification of disability in Indian context ● Assistance concessions social benefits and support from government and NGOs for various disabilities with focus on mental illness disability		
6	Mental health policies ● Mental health act of 1987 ● National mental health program 1982 ● Persons with disabilities act 1995 ● Rehabilitation council of india (RCI) act of 1993 ● National trust for mental retardation, CP and Autistic children 1999		

	• Important forensic issues related to mental disorders • Mental Health Care Act – 2017		
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Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

1. Mangal, S. K. (2012). Essentials of Educational Psychology, PHI Learning Pvt. Ltd., New Delhi.

Reference Books:

1. Peterson, C. A. Primer in Positive Psychology Oxford University Press, New York
2. Bhatia, H. R. (1998). A TextBook of Educational Psychology.
3. Rao, S. N. (1998). Educational Psychology
4. Baron, R. Introduction to psychology; McGraw Hill Publishing House, New Delhi
5. Ciccarelli, S. and White, J., 2017. *Psychology*. Harlow, Essex: Pearson

Parul University
Faculty of Liberal Arts
Department of Psychology
Semester - 2
Industrial Psychology

Prerequisite:

- Knowledge of English Language
- Basic General Knowledge

Rationale:

This course is designed to equip students with the understanding of Industrial Psychology, work attitudes, work stress, communication, leadership, employee recruitment, selection and placement.

Course Objectives:

Through this course the students will be able to learn:

- The basics of Industrial psychology
- The concept of work stress, work attitudes, communication and leadership skills
- The process of employee recruitment, selection and placement

Course Outcomes:

After the completion of this course the students will be able to:

- Understanding basic concepts of Industrial psychology
- Describe work attitudes
- Identify work stress and apply the methods of coping
- Analyze the various leadership styles
- Explore the types of communication at workplace
- Apply the process of employee recruitment and selection

Teaching and Examination Scheme:

Teaching Schemes				Examination Schemes					
Lecture Hrs/ Week	Tutor Hrs/ Week	Lab Hrs/ Week	Credit	External		Internal			Total
4	0	0	4	T	P	T	CE	P	100
				60	-	20	20	-	

Content: -

Unit	Topic	Weightage	Teaching Hour
1	Introduction of Industrial Organizational Psychology • Definition, concepts and Major Fields • The Science and Practice • History and Ethics • Present scenario and future trends		
2	Work Attitudes • Emotions at Work • Work-Related Attitudes and Emotions from the Cross-Cultural Perspective		

	• Work–Family Balance • Job Loss • Satisfaction versus Mood versus Emotion • “Resigned” Work Satisfaction		
3	Work Stress • Definition & sources of work stress • Organizational Sources of Work Stress: Situational Stressors, Work Task Stressors, Work Role Stressors; Individual Sources of Work Stress: Dispositional Stressors • Effect and Measurement of Work Stress • Stressful Occupations • Job Burnout • Coping with Worker Stress • Alcohol and Drug Use in the Workplace		
4	Communication in the Workplace • Communication Process • Non verbal Communication in Work Settings • Flow of Communication: Downward, upward and linear • Barriers to the Effective Flow of Communication • Communication Networks- Formal and Informal Lines of Communication: The Hierarchy versus the Grapevine • Organizational Communication and Work Outcomes		
5	Leadership • Definition, Qualities of a good boss • Trait-spotting of Leader • Leadership versus management • Theories of Leadership: Universalist, Behavioural, Contingency, Charismatic and Transformational • Applications of Leadership Theories		
6	Employee Recruitment, Selection, and Placement • · Human Resource Planning • · Steps in the Employee Selection Process • · Employee Recruitment • · Employee Screening • · Employee Selection and Placement • · Employee Placement		

Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

- Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Sharma, R.A.(1982): Organizational theory and behavior

Reference Books:

- Dannette, M.D (1976): Handbook of Industrial and Organizational Psychology.
- Dr.B.A.Parikh (1973, 89,& 2012, 2015) Industrial psychology

- Edgar H. Schein (1983): Organizational psychology.
- Jagdish Patel (1984) Theories of Organization
- Katz D. Kahn, R.L(1976): The social psychology of organizations.
- KellyJ.(1969):Organizational behavior. 3rd ed. Richard D Irvin

PARUL UNIVERSITY
FACULTY OF LIBERAL ARTS

Department of Psychology

Semester 2

Developmental Psychology-II

Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

Rationale:

This course is designed to equip students with the knowledge of advanced Developmental concepts and processes. This course helps the students to learn in depth about social, cognitive and physical aspects of development in adolescence, adulthood and old age.

Course objectives:

Through this course the students will be able to learn:

- About physical, moral and psychological development in adolescent
- About social and other psychological development in late adolescence
- About the physical, moral, social, cognitive and overall development in adulthood, middle age and old age.
- To understand the process and behavior of people near to death.

Course outcomes:

After completion of the course, the students will be able to:

- Understand the physical and moral development of adolescence
- Explore the psychological and cognitive development of late adolescence
- Assess the life changes and social development in early adulthood
- Identify the challenges of midlife of an adult
- Discuss the deterioration and changes in old age
- Understand the process of grief and death

Teaching Scheme			Cr edi t	Examination Scheme					Tot al
Lect Hrs/ Wee k	Tut Hrs / We ek	Lab Hr s/ W ee k		External		Internal			
				T	P	T	C E	P	
4	0	0	4	6 0	-	2 0	20		10 0

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

U ni t	Topic	Weight age	Teaching Hrs.
1	Development in Adolescence-I ● Physical and Sexual Maturation (Pubertal changes) ● Moral development ● Body image concerns and Eating disorders ● Erik Erikson's theory of development ● Aggression and Altruism	12.5%	06
2	Development in Adolescence-II	12.5%	06

	• identity and experiences • origin and development of self-esteem • introduction to sexualities; definition of terms • sex differences and gender role development • Social Interactions: Peer Influences		
3	Early Adulthood • Marriage • Alternative to marriage • Social life and change • Work and leisure	12.5%	06
4	Middle age • New developmental tasks • Marriage and family life • Identity and interpersonal behavior • Physical changes	12.5%	06
5	Late adulthood and aging • Physical changes • Cognitive changes • Mental health • Social relationships • Retirement	12.5%	06
6	Coping with Death and Bereavement • Meaning of death • Confronting death • Grieving • Process of dying	12.5%	06

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

1. Papalia, D. E. (1998). Human Development. 7th Edition. Tata McGraw Hill Publishing
2. Shaffer, D. R. & Kipp, K. (2007). Developmental Psychology – Childhood and Adolescence. 7th Edition, Thomson Wadsworth.

Reference Books:

1. Kail, R.V & Cavanaugh, J. C. (2000). Human Development : A Lifespan View. Second Edition
2. Schell, R. E. & Hall, E. (1979). Developmental psychology Today. Random House Inc.

Parul University
Faculty of Liberal Arts
Department of Psychology
Semester 3
Guidance and Counseling

Prerequisite -

- Knowledge of English Language
- Basic General Knowledge.

Rationale:

This course will help in understanding goals and areas of Guidance and counseling. It also helps to learn counseling skills and explore the different approaches to counseling. The major aim of guidance and counseling services is to encourage students' academic, social, emotional and personal development.

Course Objectives:

Through this course the students will be able to learn:

- The goals and areas of guidance and counseling
- To apply various skills and approaches of counseling
- To understand the guidance process in Indian perspectives
- To differentiate between the various types of counseling
- To Apply the ethical considerations in various counseling situations

Course Outcomes

After the completion of the course the students will be able to:

- Apply various counseling skills and approaches.
- Distinguish between guidance and counseling.
- Understand the guidance process in Indian Context
- Differentiate between the various types of counseling
- Demonstrate skills of helping clients.
- Analyze clients issues and provide treatment having mild concerns in life

Teaching and Examination Scheme:

Teaching Schemes				Examination Schemes					
Lecture Hrs/ Week	Tutor Hrs/ Week	Lab Hrs/ Week	Credit	External		Internal			Total
3	0	0	3	T	P	T	CE	P	100
				60	-	20	20	-	

Content: -

Unit	Topic	Weightage	Teaching Hour
1	Introduction of Guidance and Counseling ● Guidance: Meaning, characteristics, goals, scope and areas ● Counseling: Meaning, nature, goals & scope.		

2	Guidance: An Indian Perspective • Need and types • Guidance services: Concept, types, importance and agencies		
3	Counseling Skills • Paraphrasing • Asking Questions, • Self-Disclosing, • Facilitating Problem Solving • Self-Monitoring Skills as a Counselor • Training Clients in Relaxation • Improving client's self-talk and self-perceptions, • Terminating and Helping		
4	Approaches • Client centered • Psychodynamic • Behavior • Cognitive		
5	Types of Counseling • Group Counseling • Marital, Family and Sex counseling • Career Counseling • Addiction Counseling • Counseling for Diverse clients		
6	Ethical Issues in Counseling Practice • Putting Clients' Needs Before Your Own • Ethical Decision Making • Informed Consent and Confidentiality • Ethical Issues: Multicultural perspective and assessment process		

Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading

- Edward S. Neukrug, (2012) The World of the Counselor An Introduction to the Counseling Profession, 4th Edition Brooks/Cole, Cengage Learning Publication
- James O. Prochaska, John C. Norcross, (2009) Systems of Psychotherapy A Transtheoretical Analysis, Brooks Cole Publication

Reference Books:

- Belkin, G.S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W.C. Brown.

- Capuzzi, D. & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Jones, R. N. (2008). *Basic counseling Skills: A helper's manual* (2nd Ed.). New Delhi: Sage Publications.
- *Counseling: A comprehensive Profession* by Samuel T. Gladding & Batra

Parul University
Faculty of Liberal Arts
Department of Psychology
Semester 3
Psychology of Personality

Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

Rationale:

Psychology of personality helps the students to understand the concepts relating to personality. It also helps to explore the self concept, theories of personality, effects of culture and relationships on personality.

Course Objectives:

Through this course the students will be able to learn:

- The definition of personality and factors that affect personality
- Different aspects of self in personality
- About psychodynamic and trait theories of personality
- The effect of culture in personality

Course Outcomes:

After the completion of this course the student will be able to:

- Understand personality and its assessment
- Classify between material, social, spiritual self and self esteem
- Discuss psychodynamic theories of personality
- Describe Trait and type theories of personality
- Differentiate the impact of individualistic and collectivist culture on personality
- Formulate different types of relationships based on their attachment styles.

Teaching and Examination Scheme:

Teaching Schemes				Examination Schemes					
Lecture Hrs/ Week	Tutor Hrs/ Week	Lab Hrs/ Week	Credit	External		Internal			Total
4	0	0	4	T	P	T	CE	P	100
				60	-	20	20	-	

Content: -

Unit	Topic	Weightage	Teaching Hour
1	Introduction To Personality ● Nature and scope ● Factors affecting personality ● Personality Assessment- Ratings, Observations, Inventories and Projective tests ● Normal and Abnormal Behavior	12.5%	06

2	Self concept • Concepts of I and Me • Self: Material, Social, Spiritual • Evaluation of Self: Self-Esteem, Self-Regulation and Self control	12.5%	06
3	Psychodynamic theories of personality • Sigmund Freud- Psychoanalysis • Anna Freud- Child psychoanalysis • Carl Jung- Analytical psychology • Alfred Adler- Individual Psychology	12.5%	06
4	Trait and Type theories • Cattell's 16 Personality factors • Allport- Trait theory • BIG Five • Type theories- Hippocrates, Kretechmer, Sheldon, Spranger	12.5%	06
5	Culture and Personality • Effects of Culture on Personality • Cultural Differences: Individual, Collectivism, Attribution • Migration- Enculturation, Acculturation and Assimilation, socialization	12.5%	06
6	Personality and Relationships • Relationship Essentials: Attachment in childhood and adulthood • The Dimensional Approach to Attachment • Relationship: Positive forces and online relationships	12.5%	06

Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading

- Theories of personality- Hall, Lindzey,
- Josh Miller, (2017) Psychology of Personality, Pearson Education Publication

Reference Books:

- Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. HongKong: Wiley-Blackwell.
- Theories of personality- Feist and Feist

PARUL UNIVERSITY - FACULTY OF ARTS

Department of Psychology

Syllabus for 4th SEM BA

Biological Basis of Behavior

Type of Course:

- B.Arts Psychology

Prerequisite:

- Knowledge of English Language studied till 12th Standard
- Basic General Knowledge.

Rationale:

- This course is designed to equip students with Basics of biological basis of behavior.
- This course aims to provide the understanding of the role of Genetics and other body system's influence on behaviour.

Course outcome:

- Students will gain understanding of the basics of Biological Basis of Behaviour.
- Students will know the important systems of human body.
- Students will understand the relationship of behaviour and immune system.
- Students will understand the relationship of behaviour and endocrine system.
- Students will gain knowledge of the relationship between genetics and behaviour.

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs/ Week	Tut Hrs/ Week	Lab Hrs/ Week		External		Internal			
				T	P	T	CE	P	
	0	0		60	-	20	20		100

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
1	Basics of Biology • What is life? • Basic ingredients of life • Cell and cellular processes • Vegetative and animative Processes • Methods of biology	12.5%	06
2	Systems of Human Body-I • Skeletal system, • Muscular system, • Circulatory system, • Reproductive system, • Endocrine system, • Immune system,	12.5%	06
	Systems of Human Body-II • Nervous system,	12.5%	06

3	• Skin system, • Respiratory system, • Digestive system, • Excretory system		
4	Immune and Endocrine System-I • Major functions of hormones • Interrelation between nervous system and immune system • Psychosomatics, • Psychoneuroimmunology and Psychoneuroendocrinology, • Mental and physical health • Internal regulation-rythms of wakefulness and sleep-sage sof sleep and brian mechanism- sleep disorders-dreaming- • lternal regulation : temperature-thirst-hunger	12.5%	06
5	Evolution and Evokutionary Psychology What is evolution? Relevance of evolution to psychology Evolutionary psychology, human evolution eveolution of nervous system comparative psychology in heritance of learnt ability and sociability in animals Methods of studying nervous system Methods of visualizing and stimulating the living human brain, Contrast X-rays, X-ray Computer Tomography, Magnetic Resonance Imaging, Positron Emission Tomography, Functional , Magnetic Resonance Imaging, Diffusion Tensor Imaging and Transcranial Magnetic Stimulation. Recording human psychophysiological activity- Scalp Electron Encephalography, Magneto Encephalography, Muscle Tension, Eye Movement, Skin Conductance, and Cardiovascular Activity. Invasive physiological research methods-Stereotaxic surgery, Lesion Methods, Electrical Stimulation, and Invasive Electro Physiological Recording Methods	12.5%	06
6	Genetics • Methods of genetics, • Behavioural genetics, • Inheritance of learnt ability and sociability in animals, • Inheritance of intelligence, • Mental retardation, Psychopathology in humans •	12.5%	06

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

- Miller, Kenneth & Levine Joseph (2000). Biology. Prentice Hall , Massachusetts
- Baron, Robert (1999). Psychology. Prentice -Hall of India Private Limited , New Delhi

Reference Books:

- Greenfield Susan (1996) - The Human mind explained .Cassell Publishers Limited
- PlominRolert (1994) - Genetics and experience. SAGE Publishers

PARUL UNIVERSITY - FACULTY OF Liberal ARTS

Department of Psychology

Syllabus for 4thSEM BA

Psychological Disorders

Prerequisite:

- Knowledge of English Language studied till 12th Standard
- Basic General Knowledge.

Rationale:

This course will help students to get an understanding of psychological disorders

Course Objective:

- To make students understand abnormal behavior
- To classify mental disorders
- To have clear understanding of symptoms, etiology of anxiety and eating disorder
- To have a better understanding of depression and schizophrenia

Course outcome:

Students will learn

- Students will gain understanding of the basics of Abnormality.
- They will be able to explain the classification of mental disorder
- Able to describe learning disorder, Autism spectrum disorder and ADHD.
- Students will be able to describe anxiety and eating disorder
- Students will be able to explain sleep wake disorder, depression and schizophrenia

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs / Week	Tut Hrs / Week	Lab Hrs / Week		External		Internal			
				T	P	T	CE	P	
	0	0		60	-	20	20		100

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
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1	Introduction to Abnormality • Understanding abnormality • Bio psychosocial Causes • Models of mental Disorders • Historical Views of Abnormal Behavior • History of abnormality	12.5%	06
2	Classification of Disorders • Definition of mental Disorder • Classification system of DSM-V • Classification system of ICD-10 • Ethics in practice in Indian scenario • Ethics in practice in APA guidelines • Contemporary and legal issues in abnormal psychology	12.5%	06
3	Disorders of Infancy, Childhood and Adolescence • Intellectual disability • Specific Learning Disabilities • Autism Spectrum Disorders • ADHD	12.5%	06
4	Anxiety Disorders • Generalized anxiety disorder • Phobias • Panic Attack	12.5%	06
5	Eating & Personality Disorders • Anorexia & bulimia nervosa • Personality Disorders • Emerging model of Personality Disorders in DSM-V	12.5%	06
6	Other Disorder • Sleep-wake disorder- Insomnia, Hypersomnolence, Narcolepsy • Depression • Schizophrenia		

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

- Butcher, Hooley & Mineka (2014). Abnormal Psychology 16th Edition. Pearson Publishers.

Reference Books:

- American Psychiatric Association (2003). Diagnostic and Statistical of mental disorders (5th edition)

PARUL UNIVERSITY - FACULTY OF Liberal ARTS**Department of Psychology****Syllabus for 4thSEM BA****Psychopathology-I****Prerequisite:**

- Knowledge of English Language studied till Graduation
- Basic General Knowledge.

Rationale:

The course seeks to equip students with the knowledge of pathological aspects of psychological disorders.

Course outcome:

Students will learn:

- Knowledge of various manifestations of psychopathology
- Gain understanding of DSM V and ICD 10 classificatory systems
- Gain knowledge skills required to diagnose various disorders.
- Equipped with the understanding of substance related disorders
- Gain knowledge of sexual dysfunction.
- Understanding of Neurocognitive and sleep-wake disorders.

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs / Week	Tut Hrs / Week	Lab Hrs / Week		External		Internal			
				T	P	T	CE	P	
	0	0		60	-	20	20		100

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
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1	Classification and Theoretical Models • Systems of classification • Basic features DSM-V, ICD-10 • Similarities, differences and critical evaluation • Major theoretical models of psychopathology • Critical evaluation.	12.5%	06
2	Mood Disorders & Adjustment Disorders • Major depressive Disorders • Bipolar Disorders • Mania • Adjustment Disorders	12.5%	06
3	Neurocognitive disorders • Major/ mild neurocognitive disorders due to Alzheimer's disease • Major/ mild frontotemporal neurocognitive disorder • Major/ mild neurocognitive disorder with Lewy bodies • Major/ mild vascular neurocognitive disorder • Major/ mild neurocognitive disorder due to traumatic brain injury • Major/ mild neurocognitive disorder due to Parkinson and Huntington's disease	12.5%	06
4	Substance related Disorders –I • Alcohol disorder • Caffeine related disorders • Cannabis related disorders • Hallucinogen related disorder	12.5%	06
5	Substance related Disorders -II • Inhalant related disorders • Opioid related disorders • Sedative, hypnotic or anxiolytic related disorders • Stimulant related disorders • Tobacco related disorders	12.5%	06
6	Sexual Dysfunctions • Delayed ejaculation disorder • Erectile disorder • Female orgasmic disorder • Other specified sexual disorders		

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

- American Psychiatric Association, (2022) Diagnostic and statistical manual of mental disorders

(5th edition Text Revised)

- Butcher, Hooley & Mineka (2010). Abnormal Psychology 16th Edition. Pearson publishers.

Reference Books:

- Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
- B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th Ed.). Philadelphia: Lippincott Williams & Wilkins.

PARUL UNIVERSITY - FACULTY OF ARTS

Department of Psychology

Syllabus for 3rd SEM MA-Clinical Psychology

Psychopathology-II

Type of Course:

- BA(Clinical Psychology)

Prerequisite:

- Knowledge of English Language studied till Graduation
- Basic General Knowledge.

Rationale:

- The course seeks to equip students with the knowledge of Psychotic Disorders
- Course gives the basic understanding of different Personality and related Disorders.

Course outcome:

- Students will be able to understand various manifestations of psychopathology.
- Students will be able to use DSM V and ICD 10 classificatory systems.
- Students will be imparted with the basic skills required to diagnose various disorders.
- Students will gain understanding of schizophrenia spectrum and Other Psychotic disorders.
- Students will be equipped with the knowledge of somatic and related disorders.

Students will be equipped with the knowledge of somatic and related disorders.									
Teaching Scheme			Cred it	Examination Scheme					Total
Lect Hrs/ Week	Tut Hrs/ Wee k	Lab Hrs/ Wee k		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20		100

Lect - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
1	Schizophrenia Spectrum and other Psychotic Disorders • Schizotypal Disorder • Delusional Disorder • Brief Psychotic Disorder • Schizophreniform Disorder • Schizophrenia • Schizoaffective Disorder	20%	10
2	Dissociative Disorders • Dissociative identity Disorder • Dissociative amnesia • Dissociative fugue • Depersonalization and Derealization	20%	10
	Somatic symptoms & Related Disorders • Somatic Symptoms Disorders • Illness Anxiety Disorder • Conversion Disorder	15%	10

3	• Factitious Disorders		
4	Personality Disorders Cluster-A • Paranoid Personality Disorders • Schizoid Personality Disorders • Schizotypal Personality Disorder	15%	10
5	Personality Disorders Cluster-B • Antisocial Personality Disorder • Borderline Personality Disorder • Histrionic Personality Disorder • Narcissistic Personality Disorder	15%	10
6	Personality Disorders Cluster-C • Avoidant Personality Disorder • Dependent Personality Disorder • Obsessive-Compulsive Personality Disorder	15%	10

Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading:

- Diagnostic & Statistical Manual of Mental Disorders.-IV(text revised) American Psychiatric Association

Reference Books:

- Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
- Carson, Robert C., Butcher, James N., & Mineka, S. (2006). *Abnormal Psychology and Modern Life*.
- Cameron N. & Margaret (1951) :Behaviour Pathology. Houghton Mifflin Company, Boston
- Millon T. & Diesehaus H. I. (1972) : Research Methods in Psychopathology. John Wiley & Sons Inc