



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Forensic Science
Choice Based Credit System (CBCS)
B. Sc./ B.Sc.+M.Sc. with Major Forensic Psychology Batch (2023-27)
SEMESTER VI

COURSE CODE	CATEGORY	COURSENAME	TEACHING&EVALUATIONScheme									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*					
BFPSY601	Major Core 1	Psychological inquiry and Statistics- II	60	20	20	60	40	4	0	4	6	

Legends- Lecture's-Tutorial/Teacher Guided Student Activity; P– Practical's-Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

The objective of studying the paper is -

CEO.1. To know the significance of research.

CEO.2. To know the fundamental principles and functions of psychological inquiry.

CEO.3. To know the important components of psychological research.

CEO.4. To know the basic concept of statistics and research.

Course Outcomes:

The Outcome of studying the paper is-

CO.1. Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.

CO.2. Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction.

CO.3. Developing familiarity with different kinds of measures and techniques for assessing individual differences.

CO.4. Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.

Unit I - Approaches to Psychological Inquiry

Psychological Research: Meaning and purpose ,Research Paradigms: Positivist, Interpretivist/constructivist, Critical, Feminist ,Main types of research: Qualitative/Quantitative/Mixed (based on philosophical assumption), fundamental/applied (based on purpose), Descriptive, Experimental, Correlational, Theoretical (based on research problem), Sampling; Probability: simple random, stratified & cluster; Non- probability: accidental, quota, purposive, notion of theoretical sampling in qualitative research; sampling size and sampling error

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Unit II - Nature of Qualitative Inquiry

Characteristics of qualitative inquiry, Phases of a Qualitative Inquiry (including designing and sampling) and self-reflexivity, Approaches to qualitative Inquiry: A brief Introduction to Phenomenology, Ethnography, Narrative inquiry and Grounded Theory, Qualitative data analysis: Coding, thematic analysis, Computer programs for qualitative data analysis (brief introduction to computer programs such as NVivo)

Unit III - Normal distribution and Correlation

Normal distribution Curve (NPC): Nature, Properties and application of NPC; deviation from NPC: Skewness and kurtosis; finding areas when the score is known, finding the scores when the area is known, Correlation: Calculation of Pearson's and Spearman coefficient, Correlation and its significance; factors affecting correlation

Unit IV - Inferential Statistics (parametric) in Psychology

Hypothesis testing: Logic of hypothesis testing, Z and Student's t test- Assumptions and computation of single & double means (dependent & independent); Type I & II errors, power of a test. (a) Hypothesis testing for more than two means: Logic of ANOVA, Sources of variance, assumptions and computation of one way ANOVA

Unit V - Non-parametric tests and Methods of data collection

Nature and assumptions, Chi-square: Assumptions and computation of Chi-square, Survey and Experimental method, Interview and observation, Case Study and archival method, Ethical and moral considerations during research, analysis and reporting.

Suggested readings

- Creswell, J.W. (2013). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: Sage
- Kerlinger, F. N. (1983). Foundations of behavioural research. New Delhi: Surjeet Publications.
- Neuman, L.(2009). Social Research Methods: Qualitative and Quantitative Approaches, New Delhi: Pearson.
- Willig, C. (2013). Introducing qualitative research in psychology: Adventures in theory and method (3rd ed.). Maidenhead: McGraw-Hill Education, Open University Press. American Psychological Association (2013). Publication manual. Washington: APA.
- Smith, Jonathan, A. (2008). Qualitative psychology: A practical guide to research methods. London: Sage Publications.

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Practicals

1. Writing a qualitative research proposal, taking proper ethical considerations in proposal writing stage.
2. Conducting semi-structured interviews in class on topic of choice (with student volunteers) The students would learn to demonstrate curiosity and will be able to formulate psychology related problems and identifying and using appropriate concepts and methods to solve various problems.
3. Reading reports of published studies and writing summaries.
4. Conducting a prototype of ethnographic research by using techniques such as observation, interviews and archives.
5. Identifying and describing the research methodology of earlier published research and suggesting alternate methods and/or methods to add further or enhance the quality of the paper

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BFPSY602	DSE 1	Bio-Psychology	60	20	20	30	20	3	0	2	4	

Legends- Lecture's-Tutorial/Teacher Guided Student Activity; P– Practical's-Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

The objective of studying the paper is -

- CEO.1. To know the significance of bio psychology.
- CEO.2. To know the fundamental principles and functions of physiological psychology methods.
- CEO.3. To know the important components of bio psychology.
- CEO.4. To know the basic concept of sleep and arousal.

Course Outcomes:

The Outcome of studying the paper is-

- CO.1.Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.
- CO.2.Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
- CO.3.Understanding biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep and arousal. .
- CO.4. Realizing the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.

Unit I - Concept of biopsychology

- (a) Roots of Physiological Psychology: Philosophical and Biological Roots, and Contributions of Modern Psychology.
- (b) Methods of Physiological Psychology: Neuroanatomical and Neurochemical techniques, Experimental Ablation, Recording the Electrical Activity in the Brain, Stimulating and Inhibiting Neural Activity

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Unit II - Nervous System

- (a) Neuron: Structure and Function, Communication within a Neuron, Neural Communication, Synaptic Transmission, Neurotransmitters, Pharmacology of synapses
- (b) The Brain: Basic Features of Nervous System, Central Nervous System, Peripheral Nervous System, Role of Nervous Systems in Controlling Behaviour
- (c) Spinal Cord: Reflex behavior, Reflex Model, Anatomy and Physiology of Reflex, Reflex Complexity, Reflex Plan of Higher Centres

Unit III - Sensory Processing

- (a) Vision: Anatomy of Visual System, Coding of Visual Information in Retina, Analysis of Visual Information, Functions of Visual System
- (b) Audition: Anatomy of Ear, Transduction of Auditory Information, Feature Detection in the Auditory System, Behavioural Functions of Auditory System.
- (c) Gustation: Anatomy of Taste Buds and Gustatory Cells, Detection of Gustatory Information, Neural Coding of Taste
- (d) Olfaction: - Anatomy of Olfactory Apparatus, Transduction of Olfactory Information, Detection of Specific Odors.
- (e) Somatosenses: Anatomy of Skin and its Receptive Organs, Detection of Cutaneous Stimulation, Perception of Pain
- (f) Vestibular System and Kinesthetic System

Unit IV - Learning Memory and Sleep

Anterograde and retrograde Amnesia. Korsakoff's Psychosis. Alzheimer disease. Biochemistry of memory. Sleep, Arousal and Biological Rhythms Concept of arousal; Physiological measures of arousal, Reticular Formation and Central arousal. Biological rhythms. Functions of sleep

Unit V - Emotion and Motivation

Anxiety; stress and arousal.
Emotion – Central and Peripheral mechanisms.
Physiology of Hunger and Thirst.
Homeostasis; Obesity and Anorexia.

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Suggested readings

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology:
- An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Carlson, N. R. (2012). Foundations of physiological psychology. (Sixth Edition). Delhi: Pearson Education. Green, S. (1995).
- Principles of biopsychology. UK: Lawrence Erlbaum Associates Ltd. Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi

Practicals

- 1) Use of bio-feedback to understand brainwaves and other physiological functioning.
- 2) To demonstrate the assessment, scoring and assessment of some neuro-cognitive batteries
- 3) Visit to brain research centres for familiarity with techniques of brain mapping
- 4) Developing intervention techniques for behaviors such as eating and sleeping based on knowledge of the underlying social and biological mechanisms.

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BFPSY603	DSE	Clinical Psychology	60	20	20	30	20	3	0	2	4	

Legends- Lecture's-Tutorial/Teacher Guided Student Activity; P– Practical's-Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

The objective of studying the paper is -

- CEO.1. To know the significance of clinical assessment
- CEO.2. To know the fundamental principles of clinical psychology
- CEO.3. To know the important components of clinical psychology.
- CEO.4. To know the basic concept of disorders and research

Course Outcomes:

The Outcome of studying the paper is-

- CO.1.Having working knowledge and understanding of the major psychological disorders and critically review their signs and symptoms (Bipolar, Depressive Disorders, Schizophrenia and Neurodevelopmental Disorders).
- CO.2.Developing a basic knowledge of the various treatments for abnormal behaviour
- CO.3.Developing a foundational knowledge of Clinical Psychology, its historical development (especially w.r.t India) and professional ethics
- CO.4.Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.

Unit I: Fundamentals of Clinical psychology

Definition, scope and nature of Clinical Psychology, Historical development of Clinical Psychology in (with special reference to India), Ethics of the profession. Concept of Abnormal behaviour

Unit II: Clinical Assessment and Diagnosis

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Clinical Assessment and Classification , Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination – MSE and Case History Interview), Observation, Psychological testing, neuropsychological testing. Physical Examination, Behaviour Assessment, Neuro-imaging, Psychophysiological Assessment. Classification models: DSM V (latest) and ICD (latest).

Unit: III Disorders in Depth I

Generalized Anxiety Disorder , Specific Phobia and Social Anxiety Disorder (Social Phobia) , Panic Disorder , Obsessive-Compulsive disorder Adjustment Disorder , Post-Traumatic Stress Disorder , Dissociative Identity Disorder , Personality Disorders (Clusters A, B and C): Only Clinical picture.

Unit IV Disorders in Depth II

Bipolar-I and Bipolar-II Disorders. Major Depressive Disorder. Schizophrenia: Intellectual Disability. Autism Spectrum Disorder. Attention Deficit/Hyperactivity Disorder

Unit V Treatment and Prevention

Biological Approaches 4.2. Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic, 4.3 Indian Approaches: Guru-Chela relationship and Logo therapy: Vedantic Approach. Types of Prevention; Individual, family and community level prevention

Suggested readings

- .Barlow, D. H. & Durand, V. M. (2002). Abnormal Psychology: An Integrative Approach. 3rd ed. Canada: Wadsworth Thomson Learning.
- Sarason, I. G. & Sarason, B. R. (2002). Abnormal Psychology: The problem of Maladaptive Behaviour. 10th ed. Asia: Pearson Education.
- Korchin, S. T. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. 1 st ed. New Delhi: CBS Publishers & Distributors.
- Lamm, A. (1997). Introduction to Psychopathology. New York: Sage. 5. Buss, A. H. (1999). Psychopathology. New York: Johnwiley
- Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson. Comer, R. J. (2015). Abnormal psychology. New York: Worth publishers.
- Diagnostic and Statistical Manual of Mental Disorders. (2013). Washington, D.C. Nevid, J., Rathus, S., & Greene, B. (2014). Abnormal psychology in a changing world. Upper Saddle River, NJ: Pearson Prentice Hall.
- The ICD-10 Classification of Mental and Behavioural Disorders. (1992). Geneva.

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Practicals

- Making use of you-tube videos to help understand various disorders and their symptoms.
- Clinical case analysis with use of secondary data including movies (signs, symptoms, etiology)
- Interview of cases from the above list of disorders (mental status examination and case history)
- Clinical assessment using 16PF, MMPI, Beck Cognitive Inventory etc.
- Watching the video recording of the counselling sessions of Carl Rogers, Fritz Perls and Albert Ellis with the client Gloria and doing a comparative analysis.
- Formulating a case using diagnostic techniques on a subject: behavioural assessment, psychological assessment, cognitive and personality assessment

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BFPSY604		Internship	0	0	0	75	25	0	0	12	6	

The internship is a mandatory component of the program designed to provide students with practical exposure and professional experience in their respective fields of study. It enables students to apply theoretical knowledge gained in the classroom to real-world situations under the guidance of industry experts or academic supervisors.

During the internship period, students will work in recognized laboratories, forensic institutions, research organizations, industries, or relevant agencies approved by the department. The training will focus on developing technical skills, analytical abilities, professional ethics, teamwork, documentation practices, and problem-solving capabilities. At the end of the internship, students are required to submit a detailed internship report, duly certified by the training supervisor, and may be required to present their work through a viva voce or seminar as part of the evaluation process.

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