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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **21CP3015** | **Duration** | **3hrs** |
| **Course Name** | **PSYCHOTHERAPEUTIC TECHNIQUES-II** | **Max. Marks** | **100** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q. No** | **Questions** | | | **CO** | **BL** | **M** | |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | | | |
| 1. | | a. | Which therapy would be most suitable for those with migraines, high blood pressure, and sleep issues? Explain the process involved | CO5 | E | | 12 |
|  | | b. | What makes psychoanalytic therapy different from other forms of treatment? | CO4 | A | | 8 |
|  | |  | **(OR)** |  |  | |  |
| 2. | | a. | What are the major differences between Directive and Non-Directive Counselling approaches? | CO4 | U | | 12 |
|  | | b. | How does Aversion Therapy work? | CO1 | R | | 8 |
|  | |  |  |  |  | |  |
| 3. | | a. | Give a case vignette/ example of a client who can be helped by Gestalt and explain the process involved. | CO5 | C | | 12 |
|  | | b. | Can a homosexual be treated against his wish if brought by his parents? Give reasons. | CO1 | E | | 8 |
|  | |  | **(OR)** |  |  | |  |
| 4. | | a. | If a person has been referred to you for being over-critical which of the therapies would you adopt? Explain the overview of the therapy. | CO5 | E | | 12 |
|  | | b. | Who developed Logotherapy, and under what conditions did it evolve? | CO1 | R | | 8 |
|  | |  |  |  |  | |  |
| 5. | | a. | Mention briefly the process involved in Crisis Intervention in disasters. | CO5 | A | | 12 |
|  | | b. | What are the advantages of brief psychotherapy? | CO2 | An | | 8 |
|  | |  | **(OR)** |  |  | |  |
| 6. | | a. | Name the objective of the Couple’s Therapy. | CO3 | R | | 12 |
|  | | b. | Why do patients resist Hospitalization? | CO2 | E | | 8 |
|  | |  |  |  |  | |  |
| 7. | | a. | What are the advantages of Systemic Therapy? | CO1 | An | | 12 |
|  | | b. | Give a case example of a client needing more than one therapy, mentioning the reasons for it. | CO6 | C | | 8 |
|  | |  | **(OR)** |  |  | |  |
| 8. | | a. | How does Play Therapy Work? | CO5 | U | | 12 |
|  | | b. | Enumerate briefly the indications for use of Hypnosis and its disadvantages. | CO2 | E | | 8 |
| **COMPULSORY QUESTION** | | | | | | | |
| 9. | | a. | Enumerate the clinical populations for whom Group Therapy can be used, and explain any one of them. | CO3 | R | | 12 |
|  | | b. | Mention briefly the indications and contraindications for Family Therapy. | CO5 | U | | 8 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Work on different forms of treatment techniques. |
| CO2 | Compare the dynamics for individual therapy sessions. |
| CO3 | Comment on the dynamics of group therapy sessions. |
| CO4 | Distinguish between counseling and therapy. |
| CO5 | Apply various psychological therapies. |
| CO6 | Design a specific eclectic therapeutic approach for mental disorders. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 16 |  |  | 12 | 8 |  | **36** |
| CO2 |  |  |  | 8 | 16 |  | **24** |
| CO3 |  | 24 |  |  |  |  | **24** |
| CO4 |  | 12 |  | 8 |  |  | **20** |
| CO5 |  | 20 | 12 |  | 24 | 12 | **68** |
| CO6 |  |  |  |  |  | 8 | **8** |
| **Total** | **16** | **56** | **12** | **28** | **48** | **20** | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **22CP3002** | **Duration** | **3hrs** |
| **Course Name** | **PSYCHOMETRICS AND STATISTICS** | **Max. Marks** | **100** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** | |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | |
| 1. | a. | What are the components of psychometric test? Briefly explain uses, limitation and ethical issues in testing. | CO1 | U | 10 | |
|  | b. | Explain comparative and non-comparative scales of measurement. | CO1 | U | 10 | |
|  |  | **(OR)** |  |  |  | |
| 2. | a. | What are the four primary scales of measurement? Briefly explain each with an example. | CO2 | U | 10 | |
|  | b. | Explain distractor analysis, difficulty index and item discrimination in psychological assessment test. In a psychological test conducted among 200 people, 190 people answered the question number 5 correctly. What is the p value of the question? Is it a difficult or easy item? | CO2 | U | 10 | |
|  |  |  |  |  |  | |
| 3. | a. | Calculate the Karl Pearson correlation coefficient for the following data.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | X | 1 | 3 | 4 | 5 | 7 | 8 | 10 | | Y | 2 | 6 | 8 | 10 | 14 | 16 | 20 | | CO3 | E | 10 | |
|  | b. | The marks obtained by 10 students in maths and statistics are given below. Obtain Spearman rank correlation.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 75 | 30 | 60 | 80 | 53 | 35 | 15 | 40 | 38 | 48 | | Y | 85 | 45 | 54 | 91 | 58 | 63 | 35 | 43 | 45 | 44 | | CO3 | E | 10 | |
|  |  | **(OR)** |  |  |  | |
| 4. | a. | Find the correlation coefficient between x and y and obtain the regression equation of X on Y for the following data. Also find the value of y when x = 6.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | X | 1 | 3 | 5 | 7 | 8 | 10 | | Y | 8 | 12 | 15 | 17 | 18 | 20 | | CO3 | E | 20 | |
|  |  |  |  |  |  | |
| 5. | a. | In an experiment on the immunization of goats from Anthrax, the following results were obtained. Use chi square test to determine the efficacy of the vaccine.   |  |  |  | | --- | --- | --- | |  | Died of Anthrax | Survived | | Inoculated | 8 | 23 | | Not inoculated | 11 | 14 | | CO4 | An | 10 | |
|  | b. | The researchers classified 17 participants into high, medium and low social interactions groups based on the social interaction exhibited. The table given below shows self-confidence scores of the classified participants on a scale of 25. Determine whether self-confidence has the tendency to classify the participants into one or more levels of social interaction group using Kruskal Wallis H test.   |  |  |  | | --- | --- | --- | | High | Medium | Low | | 21 | 19 | 7 | | 23 | 5 | 8 | | 18 | 10 | 15 | | 12 | 11 | 3 | | 19 | 9 | 6 | | 20 | - | 4 | | CO4 | An | | 10 |
|  |  | **(OR)** |  |  | |  |
| 6. | a. | A psychology teacher wanted to see whether having breakfast would improve students test results in a morning exam. They tested the students when they did not have breakfast and then got them to complete the same test again, on the following day after all having breakfast. The test was scored out of 20. The scores were placed in the table below. Use sign test to determine whether the results indicate improved performance when breakfast has been eaten.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Child | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | No breakfast result | 5 | 7 | 10 | 3 | 9 | 7 | 14 | 4 | 9 | 5 | | With breakfast result | 15 | 12 | 10 | 9 | 7 | 16 | 14 | 15 | 11 | 4 | | CO4 | An | | 10 |
|  | b. | A pilot randomized trial with 15 pregnant women is designed to evaluate whether women who participate in the program deliver healthier babies than women receiving usual care. The data are shown below.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Usual care | 8 | 7 | 6 | 2 | 5 | 8 | 7 | 3 | | New care | 9 | 9 | 7 | 8 | 10 | 9 | 6 | - |   Use Mann Whitney U test to determine is there statistical evidence of a difference in scores in women receiving the new and enhanced versus usual care? | CO4 | An | | 10 |
|  |  |  |  |  | |  |
| 7. | a. | Explain the fundamental principles of design of experiment. | CO5 | U | | 10 |
|  | b. | Define quasi experimental design. Briefly explain the different types of quasi experimental design. | CO5 | U | | 10 |
|  |  | **(OR)** |  |  | |  |
| 8. | a. | A completely randomized design experiment with 10 plots and 3 treatments gave the following results:   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Plot No | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | Treatment | A | B | C | A | C | C | A | B | A | B | | Yield | 5 | 4 | 3 | 7 | 5 | 1 | 3 | 4 | 1 | 7 |   Analysis the results for treatment effects. | CO6 | An | | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | |
| 9. | a. | The following data resulted from an experiment to compare three therapies A, B and C. The Latin square design was designed and the therapies were given to three children’s, spread over 3 days.   |  |  |  |  | | --- | --- | --- | --- | | Days | Children’s | | | | 1 | 2 | 3 | | 1 | A-16 | B-17 | C-20 | | 2 | B-16 | C-21 | A-15 | | 3 | C-15 | A-12 | B-13 |   Test the hypothesis that there is no significant difference between therapies. | CO6 | An | | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Understand the nature of psychological tests and measurement |
| CO2 | Interpret and validate the test scores |
| CO3 | Evaluate the linear relationships between variables |
| CO4 | Apply the inferential statistics to verify the hypothesis |
| CO5 | Understand the method of experimental designs |
| CO6 | Analyze experiments using Analysis of Variance |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  |  |  |  | 40 |  | 40 |
| CO4 |  |  |  |  | 40 |  | 40 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  | 40 |  |  | 40 |
|  | | | | | | | **180** |