

For all M.Sc. / M.A. / M.P.A. / M.F.A / Programs
(Based on UGC – Learning Outcomes-Based Curriculum Framework)

University of Hyderabad
School of Medical Sciences
Centre for Health Psychology

Vision Statement:

To be a **connoisseur in psychology** engaged in teaching, research, extension and collaboration to achieve excellence and make significant contributions to the advancement of Psychology in theory and practice and produce competent professionals, who serve the society for promotion of health and well- being

Mission Statements:

MS-1: To provide high quality learning experiences of in Psychology and sub fields to the students at undergraduate, postgraduate and doctoral levels through well-designed teaching- learning strategies

MS-2: To implement the learning outcomes-based curriculum with a perfect blend of theoretical and practical aspects of psychology at both Undergraduate and post graduate levels.

MS-3: To provide extension services in scientific and professional skill training in counseling and mentoring of students

MS-4: To conduct cutting-edge research in emerging areas of psychology independently and also in collaboration with other reputed Universities in India and abroad.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: Graduate (B.Sc. Psychology)

Qualification Descriptors (QDs)

The student graduating with the Degree of B.Sc. in Psychology should be able to

QD-1: Demonstrate a fundamental understanding of the key theories of the core branches of psychology;

QD-2: Demonstrate a working knowledge of understanding and interpreting behaviour, experience, and mental processes;

QD-3: Demonstrate the skill of basic experiments in psychology laboratory;

QD-4: Apply knowledge, understanding, and skills in the basic statistics used in psychology for contemporary psychological research;

QD-5: Demonstrate effective communication, presentation, and reporting skills; generate interest and plan for an appropriate career

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
QD-1	3	3	3	1
QD-2	3	3	3	1
QD-3	3	3	3	1
QD-4	3	3	3	1
QD-5	3	3	3	1

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: Graduate (B.Sc. Psychology)

Program Learning Outcomes (PLOs) (10 to 12)

The student graduating with the Degree B.Sc. Psychology should be able to

PLO-1: Demonstrate comprehensive knowledge and understanding of the core branches of Psychology;

PLO-2: Demonstrate a working knowledge of the application of the principles of psychology in everyday life;

PLO-3: Demonstrate the knowledge of the use of important methods in scientifically understanding and interpreting behaviour, experience, and mental processes;

PLO-4: Practice the skills of collaboration, and cooperation for effective team work and also the leadership skills;

PLO-5: Demonstrate an understanding of the need for and skill of conducting basic experiments in Psychology;

PLO-6: Demonstrate the skills of writing scientific report of basic experiments in Psychology;

PLO-7: Demonstrate the skills of calculation of the basic statistics used in psychology;

PLO-8: Demonstrate effective communication and presentation skills;

PLO-9: Demonstrate the capability to use ICT in a variety of learning situations and the ability to access, evaluate, and use a variety of relevant information sources and research articles in the field of Psychology

PLO-10: Demonstrate the ability to participate in learning activities throughout life, through self-paced and self-directed learning aimed at personal development and meeting the changing trades and demands of work place, generate an interest towards career aspiration to pursue postgraduate study or professional training in psychology.

**Mapping of Program Learning Outcomes (PLOs)
with Qualification Descriptors (QDs)**

	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	3	3	3	3	3
PLO-2	3	3	3	3	3
PLO-3	3	3	3	3	3
PLO-4	3	3	3	3	3
PLO-5	3	3	3	3	3
PLO-6	3	3	3	3	3
PLO-7	3	3	3	3	3
PLO-8	3	3	3	3	3
PLO-9	3	3	3	3	3
PLO-10	3	3	3	3	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 101

L-T-P: L and T

Title of the Course: Introduction to Psychology

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have introductory knowledge in basic concepts of Psychology

Course Introduction

The course provides an introduction to the Psychological processes underlying human behavior. The students will understand the meaning and scope of Psychology. They examine its relation to other subjects from pure sciences, social sciences, arts, humanities and technology. They will get an overview of various theoretical and applied branches of Psychology, and the methods of study in Psychology. The course provides knowledge to the student about schools of Psychology as well as outlines the concepts of Indian Psychology. The meaning of Health Psychology, relation between psychology and health, and importance of biopsychosocial perspective are explained. The holistic Indian perspective of health is summarized.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

The course will enable the students to accomplish the following:

CLO-1: Describe what is Psychology and examine how it is an integral part of any other subject related to sciences, arts and humanities.

CLO-2: Explain the scope of Psychology and interpret its diversity in terms of theoretical and applied branches

CLO-3: Describe the scientific methods used in Psychology for studying the behaviour, experiences and mental processes

CLO-4: Explain important Schools of Psychology, classical theoretical interpretations, as well as Indian Psychology

CLO-5: Compare the differences between important theoretical perspectives and interpret the principles

CLO-6: Outline meaning and scope of Health Psychology, relate Psychology and health, and summarize biopsychosocial perspective to health

CLO-7: Summarize the Indian perspective to holistic health

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	3	2	3
CLO2	3	3	3	3	1	1	1	3	2	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	2	1	1	3	3	3
CLO5	3	3	3	3	2	1	1	3	2	3
CLO6	3	3	3	3	1	1	1	3	3	3
CLO7	3	3	3	3	1	1	1	3	3	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus

Unit-1 Introduction

1.1 Meaning

1.2 Definition

1.3 Relation to other subjects

1.4 Scope

1.5 Branches and applications

Unit-2 Methods of study in Psychology

2.1 Experiment

2.2 Objective Observation

2.3 Introspection

2.4 Case Study

- 2.5 Survey
- 2.6 Correlational method
- 2.7 Longitudinal method
- 2.8 Cross sectional Studies

Unit-3 Theoretical Foundations

- 3.1 Psychoanalysis
- 3.2 Behaviourism
- 3.3 Humanism
- 3.4 Gestalt Psychology
- 3.5 Indian Psychology

Unit-4 Introduction to Health Psychology

- 4.1 Definition of Health and Health Psychology
- 4.2 Role of Psychology in the field of Health
- 4.3 Biopsychosocial approach to health
- 4.4 Indian perspective of health and wellbeing

Textbooks

1. Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Education.
2. Ciccarelli, S. K., Meyer, G.E. (2008). *Psychology: South Asian Edition*, New Delhi, Pearson.
3. Feldman.,R.S., (2008). *Essentials of Understanding Psychology (7th Ed)*. New Delhi: Tata McGraw hill Education Pvt Ltd.
4. Morgan C.T. (1980). King, R.A., Weiss, J.R., &Schoples, J. (1986). *Introduction to Psychology (7th Ed)*,. New Delhi: Tata McGraw Hill.

References

- Dalal. A.K., &Misra, G. (2002). *New Directions in Indian Psychology*. New Delhi: Sage Publications.
- Fernald. L.D, & Fernald, P.S., (2007). *Munn’s Introduction to Psychology (5th Ed)* Delhi: AITBS Publishers & Distributors.
- Parameswaran, E.G., Beena, C (2001). *An Invitation to Psychology*. Hyderabad: Neelkamal Publications.
- Psychology : Textbook for Class XI. (Latest Ed.) NCERT: New Delhi
- Rao, K.R., Paranjpe, C.A., &Dalal, A.K (2008). *Handbook of Indian Psychology*: Cambrifge University press
- Smith, E.E., Nolen – Hoeksema, S., Fredricksm, B.N., & Loftus, G.R., (2003). Atkinson & Hilgard’s *Introduction to Psychology (14th Ed)*. New Delhi: Cengage learning India Pvt. Ltd.
- Spencer, A. R. (2002) *Psychology in the new Millennium, (8th Ed)*.Newyork: Harcourt College Publishers
- Taylor, S.E. (2005) *Health Psychology (6th Ed)* Boston: McGraw Hill
- Wade, C., &Tavris, C., (2006). *Psychology (8th Ed)*. Delhi: Pearson Education Inc.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 102

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course Introduction

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related to Introduction to Psychology. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Introduction to Psychology;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4:Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Semester I

1. Whole vs Part Learning
2. Word Association Test
3. Biofeedback
4. Observational Study

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: 151

L-T-P: L and T

Title of the Course: Cognitive, Conative, and Affective Processes

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have done Introductory course in Psychology and have an understanding of fundamental concepts, theories, and methods in psychology.

Course Introduction

The course provides an overview of the processes underlying the cognitive, conative, and affective components in human behavior. It describes the importance of sensations and attention in human behavior. The students will understand the structural and functional aspects of sensations and their contribution to the attentional processes. They will examine core theories of learning which explain the behavior thus explaining a few cognitive processes. Conative aspect of behaviour involving motivation is examined by the students, through important theories, and the types of motivation. A comprehensive understanding of the role of affective processes in human behavior through an insight into the physiology and psychology of emotions and the theories will be provided. Thus, a bird's eye view of different components underlying human behavior is portrayed through the explanation of cognitive, conative, and affective processes.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

The course will enable the students to accomplish the following:

CLO-1: Discuss the role and importance of cognitive, conative, and affective aspects in the functioning of an individual.

CLO-2: Examine the role of sensory organs and sensations in human behaviour and functioning.

CLO-3: Explain the functions of sensations in association with the processes of attention and interpret the dynamics underlying attention.

CLO-4: Describe the theoretical perspectives, principles, and factors in the process of learning.

CLO-5: Summarize the importance of the motivational theories and the types of motivation

CLO-6: Explain the affective component of human behavior, physiological and psychological aspects of emotions and theories of emotions.

CLO-7: Synthesize the understanding about the cognitive, conative, and affective processes involved in human behavior, mental processes, and their application.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	1	2	1	1	3	3	3
CLO2	3	3	2	1	1	1	1	3	3	3
CLO3	1	3	2	1	3	2	1	3	3	3
CLO4	3	2	2	2	3	3	1	3	3	3
CLO5	1	3	3	2	3	2	1	3	3	3
CLO6	1	3	3	2	3	2	1	3	3	3
CLO7	3	3	3	2	2	2	1	3	3	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus

Unit-1 Cognition and Components: Sensation and Attention

1.1 Sensations

1.1.1 Structure of Eye

1.1.2 Theories of Vision

1.1.3 Structure of Ear

1.1.4 Theories of Hearing

1.1.5 Olfactory Sensations

1.1.6 Gustatory Sensations

1.1.7 Tactile Sensations

1.1.8 Kinaesthetic Sensations

1.2. Attention

1.2.1 Determinants of Attention

- 1.2.2 Division of Attention
- 1.2.3 Distraction of Attention
- 1.2.4 Span of Attention

Unit-2 Learning

2.1 Theories of Learning

- 2.1.1 Classical Conditioning
- 2.1.2 Operant Conditioning
- 2.1.3 Insightful Learning
- 2.1.4 Social Learning

2.2 Principles & Factors affecting Learning

Unit-3 Motivation

- 3.1 Definition
- 3.2 Types
- 3.3 Theories
 - 3.3.1 Drive reduction
 - 3.3.2 Homeostasis
 - 3.3.3 Optimum arousal
 - 3.3.4 Need hierarchy (Maslow)

Unit-4 Emotions

- 4.1 Definition
- 4.2 Psychology and Physiology of Emotions
- 4.3 Theories
 - 4.3.1 James Lange
 - 4.3.2 Canon-Bard
 - 4.3.3 Schachter-Singer
 - 4.3.4 Lazarus
 - 4.3.5 Plutchik

Textbooks

1. Morgan C.T., (1980). King, R.A., Weiss, J.R., & Schoples, J. (1986). *Introduction to Psychology (7th Ed)*,. New Delhi: Tata McGraw Hill.
2. Nolen-Hoeksema, S. Barbara L. Fredrickson, Geoff R. Loftus and Willem A. Wagenaar (2009). *Atkinson & Hilgard's introduction to psychology (15th Ed)* Cengage Learning
3. Kalat, J.W. (2008) *Introduction to Psychology (8th Ed)* Thomson Wadsworth

References

- Baron, R.A. , (2001). *Psychology*. New Delhi: Pearson Education.
- Ciccarelli, S.K., Meyer, G.E. (2008). *Psychology: South Asian Edition*, New Delhi, Pearson

Feldman, .R.S., (2008). *Essentials of Understanding Psychology (7th Ed)*. New Delhi: Tata McGraw hill Education Pvt Ltd.

Fernald. L.D, & Fernald, P.S., (2007). *Munn's Introduction to Psychology (5th Ed)* Delhi: AITBS Publishers & Distributors.

Galotti, K.N., (2004). *Cognitive Psychology: In and Out of the laboratory (3rd Ed)*. Delhi: Wads worth

Martin, G.N., Neil R. Carlson, N.R., Buskist,W. (2010).*Psychology(4th Ed)* Pearson

Solso, R.L. (2001). *Cognitive Psychology (6th Ed.)*. New Delhi: Pearson Education Inc.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 152

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course Introduction

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related to Cognitive, Conative Affective Processes. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Cognitive, Conative Affective Processes;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4:Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Please note that ‘3’ in the box is for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

Detailed Syllabus:

Semester II

1. Span of Attention
2. Weight Discrimination
3. Trial and Error Learning
4. Stroop Test

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code:HP201

L-T-P: L and T

Title of the Course: Cognitive Psychology

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have prior knowledge of fundamental concepts, theories, and methods in psychology.

Course Introduction
School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code:HP201

Title of the Course: Cognitive Psychology

L-T-P: L and T **Credit:** 4

Prerequisite course/Knowledge (if any):

The student should have prior knowledge of fundamental concepts, theories, and methods in psychology.

Course Introduction

The course introduces the basic of human cognition, a field of study that includes perception, memory, thinking, and intelligence. Students will be acquainted with nature, methods and factors related to cognitive psychology (perception, thinking, memory, & intelligence). The students will gain an understanding of the principles and theories related to cognitive psychology. Students will also explore the experimental findings related to cognitive psychology.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use

methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to;

CLO-1: Demonstrate an understanding of the definition and scope of cognitive psychology.

CLO-2 Demonstrate an understanding of the important theories related to cognitive psychology.

CLO-3 Demonstrate comprehensive understanding of perception, memory and their processes.

CLO-4: Demonstrate an understanding of skills to improve memory.

CLO-5: Demonstrate an understanding on how intelligence can be measured.

CLO-6: Explain thinking and its relation with human behaviour .

CLO-7: Analyse some of the broader implications of cognitive psychology research in individual and society.

CLO-8: Illustrate the various theories and factors related to intelligence.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	3	2	3
CLO2	3	3	3	3	1	1	1	3	2	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	2	1	1	3	3	3
CLO5	3	3	3	3	2	1	1	3	2	3
CLO6	3	3	3	3	1	1	1	3	3	3

CLO7	3	3	3	3	1	2	1	3	3	3
CLO8	3	3	3	3	1	1	1	3	2	3

Please note that '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Perception

1.1 Definition of perception

1.2 Principles of perception

1.3 Depth Perception

1.4 Monocular and Binocular Cues

1.5 Perceptual Constancies: Size, Shape, and Color

1.6. Extra Sensory Perception

1.7 Perceptual Distortions

Unit 2: Memory and Forgetting

2.1 Memory: Stages (Atkinson-Shiffrin Model)

2.2 Levels of Processing

2.3 Types of Memory: Implicit & Explicit

2.4 Forgetting: Theories of Forgetting

2.5 Improving Memory.

Unit 3: Thinking and Concept Formation

3.1 Thinking: Types

3.2 Nature of Concepts

3.3 Problem Solving: Methods and Factors

3.4 Reasoning: Deductive and Inductive Methods

3.5 Creativity

Unit 4: Intelligence:

4.1 Definition of Intelligence

4.2 Theories of Intelligence

4.3 Determinants of Intelligence

4.4 Measurement of Intelligence

4.5 Product and Process oriented

Textbooks

1. Ciccarelli, S. & White, N.J. (2017). *Psychology* (5th Ed.) Pearson Education.

2. Solso, R. L. (2004). *Cognitive Psychology* (6th Edition). Pearson Education: New Delhi.

3. Plotnik, R. , Kouyoumdjian, H. (2011).). *Introduction to Psychology* (9th Ed) Cengage Learning

4. Nolen-Hoeksema, S., Fredrickson, L.B., Loftus, G.R., & Lutz, C. (2015). *Atkinson & Hilgard's Introduction to Psychology* (16th Ed.) Cengage Learning

References

Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Education.

Feldman, .R.S., (2008). *Essentials of Understanding Psychology* (7th Ed). New Delhi: Tata McGraw hill Education Pvt Ltd.

Fernald. L.D, & Fernald, P.S. (2007). *Munn's Introduction to Psychology* (5th Ed) Delhi: AITBS Publishers & Distributors.

Galotti, K.N. (2004). *Cognitive Psychology: In and Out of the laboratory* (3rd Ed). Delhi: Wads worth.

Jeffrey S. N. (2009). *Psychology Concepts and Applications* (3rd Ed.) Houghton Mifflin Company.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 202

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course Introduction

The primary goal of this course is to impart professional training and skill of designing and conducting basic psychological experiments/assessment related to Cognitive Psychology. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Cognitive Psychology

CLO-2: Formulate problem, objective, hypothesis, and design the experiments

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory

CLO-4: Analyze the quantitative data obtained during psychological experiment/assessment

CLO-5: Interpret the results of the psychological experiment/assessment

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA

CLO-7: Apply ethical standards in psychological experiment/assessment

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Semester III

1. Muller-Lyer Illusion
2. Proactive and Retroactive Inhibition
3. Creativity
4. Raven's Standard Progressive Matrices



**School of Medical Sciences
Centre for Health Psychology
(Department / Centre wise in case of Schools having more than one Department)**

Name of the School / Department / Centre

Name of the Academic Program: B.Sc. Psychology/I.M.Sc. Health Psychology

Course Code: HP 251

Title of the Course: Social Psychology

L-T-P: L-T

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology and Cognitive Psychology. The student must have prior knowledge of General Psychology and Cognitive Psychology.

Course Introduction

This course offers broad insights to the field of Social Psychology. It aims to acquaint students with the ever-changing sub-areas of Social Psychology. The course also focusses on developing an understanding of everyday issues and basic psychological processes (social cognition, social influence, attitudes) underlying our responses to social events. The student will be able to identify important current social issues and trends.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the nature and scope of Social Psychology

CLO-2: Distinguish the important methods of studying social behaviour

CLO-3: Demonstrate an understanding of the basic concepts and theories of social cognition

CLO-4:Demonstrate an understanding of the concepts of stereotype, prejudice, attitude,and discrimination

CLO-5:Explain the theories of formation and change of attitude

CLO-6:Apply the key principles of scaling techniques of attitude measurement

CLO-7:Distinguish between the dynamics of group processes

CLO-8: Relate the application of the principles of Social Psychology in understanding human social behaviour in the real world

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	1	3	1	1	1	3	3	3
CLO2	3	3	3	3	1	1	1	3	3	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	1	1	1	3	3	3
CLO5	3	3	3	3	1	1	1	3	3	3
CLO6	3	3	3	3	1	1	3	3	3	3
CLO7	3	3	3	3	1	1	1	3	3	3
CLO8	3	3	3	3	1	1	1	3	3	3

Please note that ‘3’ in the box is for ‘High-level’ mapping, 2 for ‘Medium-level’mapping, 1 for ‘Low-level’mapping

Detailed Syllabus:

Unit1: Social Psychology

- 1.1 Background and definition
- 1.2 Nature and scope
- 1.3 Application
- 1.4Methods of studying social behaviour

Unit2: Social Cognition

- 2.1 Concept
- 2.2 Social perception and schemas
- 2.3 Attribution theories
- 2.4 Impression formation and management
- 2.5 The self and society

Unit3: Attitude

- 3.1 Definition and components
- 3.2 Major theories
- 3.3 Attitude formation
- 3.4Attitude change
- 3.5Attitude measurement
- 3.6Concepts of stereotype, prejudice, and discrimination

Unit4: Group processes

- 4.1 Group formation
- 4.2 Conformity
- 4.3 Group decision making
- 4.4 Leadership
- 4.5 Social aggression

Textbooks:

1. Baron, A.R., Branscombe, R.N., Byrne, D. & Bharadwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson Education Inc.
2. Crisp, R.J, & Turner, R.N. (2010). Essentials of Social Psychology (2nd Ed). New Delhi: Sage.
3. Myers, D. G., (2010). Social Psychology. (10th Ed). McGraw-Hill Higher Education
4. Arson et al. (2016). Social Psychology. (9TH Ed). Pearson Education.

Reference Books:

1. Baumeister, F. R., & Bushman, J. B. (2008). Fundamentals of Social Psychology. New Delhi: Cengage Learning India Private Limited.
2. Hogg, M. A., & Vaughan, G. M., (1998) Social Psychology. London: Practice Hall Europe
3. Pandey, J. (1988). Psychology in India State of the Art Volume 2 Basic and applied Social Psychology, Sage.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP252

Title of the Course: Introduction to Statistics in Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of General Psychology, Cognitive Psychology, Social Psychology

Course Introduction

This course provides students different approaches to learning statistics. Statistics is a body of mathematical techniques that focuses on the organization, analysis, and interpretation of numerical data. Statistics is a basic tool of measurement, evaluation, and research. The syllabus is designed to be used in an undergraduate course which provides knowledge will create a foundation for post graduate students. Most of the statistical concepts are covered. This course of study enables students to develop the capacity to undertake independent statistical investigations, including the assumptions, computations, and limitations.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate the understanding of the relevance of basic statistics in psychology;

CLO-2: Differentiate between the levels of measurement;

CLO-3: Calculate the basic statistics used in psychology;

CLO-4: Explain population parameters (proportions, means) using appropriate statistics and confidence intervals;

CLO-5: Design hypothesis for testing;

CLO-6: Explain the relationships between variables (correlations, crosstabs, and relative risk and odds ratios) to test the significance;

CLO-7: Analyze the outcomes of data to write a concise report on findings

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	2	3	3	3	3	1	3	2	3
CLO2	2	2	3	3	3	3	3	3	2	3
CLO3	2	2	3	3	3	3	3	3	2	3
CLO4	2	2	3	3	3	3	3	3	2	3
CLO5	2	2	3	3	3	3	3	3	2	3
CLO6	2	2	3	3	3	3	3	3	2	3
CLO7	2	2	3	3	3	3	3	3	2	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Application of Statistics in Psychology

1.1 Concept of Statistics;

1.2 Types: Descriptive and Inferential Statistics;

1.3 Parametric and nonparametric Statistics;

1.4 Level of measurement: nominal, ordinal, interval and ratio

Unit 2: Descriptive Statistics

2.1 Normal Probability Curve

2.3 Frequency distribution

2.4 Measures of Central tendency

2.5 Measures of Variability

2.6 Percentile and Ogive

Unit 3: Parametric Statistics

3.1 Product moment correlation

3.2 Independent t-test

3.3 Paired t-test

3.4 One-way ANOVA

Unit 4: Non-parametric Statistics

4.1 Rank order correlation

4.2 Mann-Whitney U Test

4.3 Wilcoxon test

4.4 Kruskal-Wallis Test

4.5 Chi-Square

Textbooks

Mohanty, B. & Misra, S. (2019). *Statistics for Behavioural and Social Sciences*, Sage Publications

Minium, E. (1970). *Statistical Reasoning in Psychology and Education*. New York: John Willey & Sons.

Coolican, H. (2009). *Research Methods and Statistics in Psychology* (5th Ed.). London: Hodder Education.

Mayers, A. (2013). *Introduction to Statistics and SPSS in Psychology*. Pearson Education Limited

References

Aron, A., Aron, E.N., & Coups, E. (2006). *Statistics for Psychology*. New Delhi: Pearson.

Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education*. New Delhi: McGraw Hill.

Jackson, S. L. (2009). *Research Methods and Statistics A Critical Thinking Approach* (3rd Ed) Wadsworth, Cengage Learning

McQueen, R. A. & Knussen, C. (2006). *Introduction to Research Methods and Statistics in Psychology*. Pearson Prentice Hall

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 253

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course Introduction

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related Social Psychology. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Social Psychology;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4: Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:
Semester IV**

1. Impression Formation
2. Social Facilitation
3. Social Conformity
4. Attitude Measurement

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology/I.M.Sc. Health Psychology

Course Code: HP 301

Title of the Course: Child Development

L-T-P: L-T

Credits: 4

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology, Cognitive Psychology, and Social Psychology.

Course Introduction

This course offers broad understanding of Developmental Psychology in general and child development per se. It focusses on the understanding of growth and development from conception to late childhood. It aims to explain the theories related to prenatal, perinatal, and postnatal development and maternal health. The course comprises the significant processes of development (physical, cognitive, emotional, and social) across the childhood and hazards underlying child development.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of child development from conception to late childhood

CLO-2: Distinguish the important methods of studying child development

CLO-3: Demonstrate an understanding of the principles and stages of development

CLO-4: Identify the major changes in physical, cognitive, emotional, and social development across the childhood

CLO-5: Explain the key theories of cognitive and moral development

CLO-6: Apply the major principles of Developmental Psychology in fostering child development

CLO-7:Develop sensitivity to socio-cultural context of child development

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	2	3	2	1	3	3	3
CLO2	3	3	3	2	3	2	1	3	3	3
CLO3	3	3	3	2	3	2	1	3	3	3
CLO4	3	3	3	2	3	2	1	3	3	3
CLO5	3	3	3	2	3	2	1	3	3	3
CLO6	3	3	3	2	3	2	1	3	3	3
CLO7	3	3	3	2	3	2	1	3	3	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit1: Child development

1.1 Concept

1.2Principles of child development

1.3Stages of child development

1.4Critical period of development

1.5Methodof studying child development

Unit2: Physical development from infancy to childhood

2.1 The growing body

2.2 Motor development

2.3 Factors influencing development

2.4 Hazards in development

Unit3: Cognitive and moral development from infancy to childhood

3.1 Classical theories (Piaget, Kohlberg, and Vygotsky)

3.2 Language development: Concept

3.3 Approaches to language development (Nativist, behaviourist, interactionist)

3.4 Stages of language development

3.5 Factors influencing language development

Unit4: Social, emotional, and personality development

4.1 Patterns of emotional development

4.2 Characteristics of children's emotions

4.3 Emotional dominance, balance, and control

4.4 The developing self, roots of sociability

4.5 Forming relationships

4.6 Factors influencing social development.

Textbooks:

1. Berk, L. E. (2006). *Child Development*. New Delhi: Pearson Education.
2. Feldman, R. S.(2010). *Discovering the Life Span*. New Delhi: Pearson Education.
3. Hurlock, E. B. (1997). *Child Development*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Reference Books:

- Hetherington, E.M., Parke, R. D., Gauvain, M., Locke, V. O. (2005). *Child Psychology: A Contemporary View point (6th Ed.)*
- Hurlock, E. B. (1981). *Developmental Psychology: a Life Span Approach (5th Ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Keenan, T. (2002). *An Introduction to Child Development*. Sage.
- Pandey, J. (2010). *Psychology in India Revisited: Developments in the Discipline (Vol. 2)*, New Delhi: Sage Publications Pvt. Ltd.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 302

Title of the Course: Foundation of Health Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of General Psychology, Cognitive Psychology, Social Psychology.

Course Introduction

The objectives of this course are to orient the student to the division of Health Psychology. The student will be able to have an introduction to the field of Health Psychology. The course will expose the students to the basic concepts related to Health Psychology. The course provides theoretical knowledge related to the differences between disease and illness and wellbeing. The course provides an understanding of the differences between Health Psychology and Clinical Psychology, Positive Psychology and other related areas. The course gives a theoretical understanding on the various branches within Health Psychology and the scope of practice and research under each of it.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the definition, history and scope of Health Psychology

CLO-2: Demonstrate an understanding of the cross-cultural perspectives of Health Psychology

CLO-3: Illustrate the relationship of Health Psychology with other branches of Psychology

CLO-4: Illustrate different branches of Health Psychology

CLO-5: Demonstrate an understanding of Indian perspective of health and illness

CLO-6: Explain the role of Health Psychologists

CLO-7: Explain the status and importance of Health Psychology in India

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	1	1	3	2	3	2	2	3	3
CLO2	1	3	3	3	2	3	2	2	3	3
CLO3	1	3	3	3	2	3	2	2	3	3
CLO4	1	3	3	3	2	3	2	2	3	3
CLO5	1	3	3	3	2	3	2	2	3	3
CLO6	1	3	3	3	2	3	2	2	3	3
CLO7	1	3	3	3	2	3	2	2	3	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit I: Health Psychology

1.1 Definition, Major concepts (Disease, Illness, Health, Wellbeing)

1.2 Origin of Health Psychology

1.3 Role of health psychologists

Unit II: Nature of Health Psychology

2.1 Nature and Scope of Health Psychology

2.2 Relation of Health Psychology with other branches of Psychology

Unit III: Branches of Health Psychology

3.1 Occupational health psychology

3.2 Community health psychology

3.3 Critical health psychology

3.4 Clinical health psychology

3.5 Public health psychology

Unit IV: Cross cultural perspectives of Health Psychology

4.1 Cultural health practices

4.2 Lifestyles and health

4.3 Status and importance in India

Textbooks

1. Ogden, J. (2012). *Health Psychology: A Textbook (5th ed.)*. Berkshire, England: Open University Press.

2. Taylor, S. E. (2012). *Health Psychology (9th ed.)*. Boston: McGraw-Hill Higher Education.

3. Sarafino, E. P., & Smith, T. W. (2014). *Health Psychology: Biopsychosocial Interactions (8th ed.)*. New York, USA: John Wiley & Sons Inc.

References

Brannon, L., Feist, J., & Updegraff, J. A. (2014). *Health Psychology: An Introduction to Behavior and Health (8th ed.)*. Belmont, USA: Wadsworth.

Dalal, A. K., & Misra, G. (2012). *New Directions in Health Psychology (Eds.)*. New Delhi: SAGE Publications India Pvt Ltd.

Matarazzo, J. D. (1980). Behavioral health and behavioral medicine: Frontiers for a new health psychology. *American Psychologist*, 35, 807-818.

Morrison, V., & Bennett, P. (2012). *Introduction to Health Psychology*. New York: Pearson Education Limited.

School of Medical Sciences
Centre for Health Psychology

Name of the Academic Program M.Sc. (5-year Integrated) Health Psychology

Course Code: HP303

Title of the Course: Personality Theories & Measurement

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge:

The students must have prior knowledge of General Psychology, Cognitive Psychology and Social Psychology

Course Introduction

This course aims to familiarize students with the various personality theories, and deepen their understanding of personality and its development. Students will gain an understanding of the significant theoretical perspectives of personality, personality measurement, and understand the relationship between personality and health.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Describe personality and identify each element of the definition of personality;

CLO-2: Demonstrate an understanding of the key influences on personality development including nature (values, beliefs and attitudes) and nurture;

CLO-3: Demonstrate an understanding of the major theoretical approaches to personality (i.e., psychoanalytic/psychodynamic, behaviouristic, cognitive, humanistic, and trait theories of personality).

CLO-4:Analyse different theories of personality and apply this understanding to develop their interpretation of personality;

CLO-5: Understand the various methods of personality measurement and assessment

CLO-6:Examine the relationship between personality, health and illness

CLO-7: Relate current research studies in order to understand theories of personality in modern psychology.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	3	3	3
CLO2	3	3	3	3	1	1	1	3	3	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	1	2	1	3	3	3
CLO5	3	3	3	3	3	1	2	3	3	3
CLO6	3	3	3	3	3	1	3	3	3	3
CLO7	3	3	3	3	1	1	1	3	3	3

Note: '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Personality

1.1 Concept

1.2 Factors influencing personality: Heredity, environment

Unit 2: Theories of Personality

2.1 Psychoanalytic theories

2.2 Behaviouristic theories

2.3 Humanistic theories

2.4 Trait approaches to personality

Unit 3: Measurement of Personality

3.1 Approaches to Personality Measurement – Projective & Non projective tests

3.2 Projective – Draw a person, Sentence completion, Rorschach, TAT

3.3 Non projective tests – 16PF, MMPI, MPQ, EPQ, Big Five, MBTI, CPI

Unit 4: Personality, Health & Illness

4.1 Type A, B, C Personality

4.2 Health & Illness

4.3 Links between Personality & Illness

Textbooks

1. Hall, C. S, Lindzey, G., & Campbell, J. B. (1998). *Theories of Personality*. New York: John Wiley & Sons, Inc.
2. Hjelle, L. A., & Ziegler, D. J. (1992). *Personality theories: Basic assumptions, research, and applications* (3rd ed.). Mcgraw-Hill Book Company.
3. Morgan C.T., (1980). King, R.A., Weiss, J.R., & Schoples, J. (1986). *Introduction to Psychology (7th Ed)*,. New Delhi: Tata McGraw Hill.

References

- Feldman, R.S., (2008). *Essentials of Understanding Psychology (7th Ed)*. New Delhi: Tata McGraw hill Education Pvt Ltd.
- Fernald. L.D, & Fernald, P.S., (2007). *Munn's Introduction to Psychology (5th Ed)* Delhi: AITBS Publishers & Distributors.
- Parameswaran, E.G., Beena, C (2001). *An Invitation to Psychology*. Hyderabad: Neelkamal Publications.
- Psychology : Textbook for Class XI. (Latest Ed.) NCERT: New Delhi
- Smith, E.E., Nolen – Hoeksema, S., Fredricksm, B.N., & Loftus, G.R., (2003). Atkinson & Hilgard's *Introduction to Psychology (14th Ed)*. New Delhi: Cengage learning India Pvt. Ltd.
- Spencer, A. R. (2002) *Psychology in the new Millennium, (8th Ed)*. Newyork: Harcourt College Publishers
- Wade, C., & Tavis, C., (2006). *Psychology (8th Ed)*. Delhi: Pearson Education Inc.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 304

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course objectives

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related to Child Development (to be replaced with the course title). The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Child Development;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4: Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Please note that ‘3’ in the box is for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

Detailed Syllabus:

Semester V

1. Reaction Time
2. Wechsler’s Intelligence Scale for children (WISC)
3. Conservation of number, length, mass and volume
4. Moral Development

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 351

L-T-P: L and T

Title of the Course: Psychological Disorders and Therapies

Credit: 4

Prerequisite course/Knowledge (if any):

The student should have done courses providing progression of knowledge in Psychology successively such as Introduction to Psychology, Cognitive, Conative and Affective processes in behaviour, Social Psychology, Child Development, Health Psychology, as well as Personality Theories and Measurement. Such courses would have provided the student an understanding of what is normality as well as factors and circumstances which contribute to normal behaviour.

Course Introduction

The course provides an understanding to the student about what is abnormality, differentiation between normality and abnormality, factors leading to abnormality, contemporary classification systems and issues with them. It describes various psychological disorders their clinical features, causal factors and discusses relevant therapies. Thus, Anxiety based disorders. Personality disorders, Psycho-sexual disorders are severe mental disorders such as Mood disorders and Schizophrenia are described. Thus an overview of clinically classified abnormal behaviour patterns is provided in this course.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

The course will enable the students to accomplish the following:

CLO-1: Compare normality and abnormality, contemporary systems of classification of abnormal behaviour and the issues with them.

CLO-2: Examine the biological, psychological and social factors contributing to abnormality in behaviour

CLO-3: Outline the different disorders based on anxiety, their clinical picture, causal factors and explain therapeutic methods to deal with them

CLO-4: Explain the clusters of personality disorders, their clinical features, factors and therapies

CLO-5: Describe major forms of psycho-sexual disorders with their clinical features, causes and recommended therapies.

CLO-6: Explain the clinical features of mood disorders, causes, treatment and recommended supportive psychological interventions

CLO-7: Summarize the major clinical features of Schizophrenia, causal patterns, and treatment modalities, and recommended supportive psychological interventions

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	2	1	1	1	3	3	3
CLO2	1	3	3	3	2	2	2	3	3	3
CLO3	3	3	3	3	3	2	2	3	3	3
CLO4	3	3	3	3	2	2	1	3	3	3
CLO5	3	3	3	3	1	1	1	3	3	3
CLO6	3	3	3	3	1	1	1	3	3	3
CLO7	3	3	3	3	2	1	1	3	3	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus

Unit-1 Psychological Disorders

- 1.1 What is normality and abnormality? Differentiation
- 1.2 Brief History of Abnormal Psychology
- 1.3 Contemporary Systems of classification and Issues in Classification (DSM, ICD)
- 1.4 Factors of abnormality

Unit-2 Anxiety Disorders

- 2.1 Generalised Anxiety Disorder
- 2.2 Phobia
- 2.3 Obsessive Compulsive Disorders
- 2.4 Panic Disorder
- 2.5 Post Traumatic Stress Disorder

Unit-3 Personality & Psychosexual Disorders

- 3.1 Personality disorders
 - 3.1.1 Categories of Personality Disorders
 - 3.1.2 Details of Cluster A, B, C Personality Disorders
- 3.2 Psychosexual disorders - Types

3.2.1 Gender Identity disorders

3.2.2 Paraphilia

Unit-4 Severe Mental Disorders

4.1 Mood Disorders

4.2 Schizophrenia

Textbooks

1. Carson, C. R., Butcher, N. J., Mineka, S.M, & Hooley, J.M. (2013). *Abnormal Psychology*, Pearson
2. Sarason, G. I. & Sarason. R. B. (2002) *The problem of Maladaptive Behaviour*.

References

- Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual*, Guilford Press.
- Barlow, D. H., Durand, V. M.(2010). *Text book of Abnormal Psychology*, Delhi: Cengage Learning
- Corsini Raymond J., Danny Wedding., (2008)., *Current Psychotherapies*, 8th Ed., Thomson Brooks/Cole Pub
- Diagnostic and Statistical Manual of Mental Disorders 5ed Dsm-5 (Pb 2013) by American Psychiatric Publication
- Icd-10 Classification Of Mental & Behavioural Disorders: Clinical Descriptions And Diagnostic Guidelines Paperback – 2002 by W.H.O
- Leenaars, A. A., (2004), *Psychotherapy with Suicidal People*, John Wiley & Sons, Ltd. Pub
- Magyar-Moe Jeana L. (2009)., *Therapist's Guide to Positive Psychological Interventions*., ELSEVIER Pub
- Medha Vasisht, (2008)., *Counseling & Psychotherapy*., Authors press
- Patricia B. Sutker, Henry E. Adams (2001) *Comprehensive handbook of psychopathology*, Gulf Professional Publishing

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program M.Sc. (5-year Integrated) Health Psychology

Course Code: HP352 **Title of the Course:** Life Span Development

L-T-P:L and T **Credits:** 4

Prerequisite Course / Knowledge:

The students must have prior knowledge of General Psychology, Cognitive Psychology, Personality Theories and Developmental Child Psychology.

Course Introduction

This course aims to familiarize the students to the physical, cognitive, social and emotional development of the human being. Students will gain an understanding of the prominent theoretical perspectives, and apply the concepts to the various aspects of life span development, death and bereavement. The students will be able to think and write critically about theoretical or empirical research in lifespan development and link their ideas to their own research and/or clinical practice.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Recognize unique components of each stage along with the continuity of development from adolescence to old age;

CLO-2: Demonstrate an understanding of the dynamic interaction of biological, cognitive, psychological, social and cultural perspectives on development through lifespan;

CLO-3: Analyze the key theories in lifespan development

CLO-4: Gain an understanding of the major concepts of development from adolescence to death;

CLO-5: Apply psychological concepts of lifespan development to the current issues and problem related to health, parenting, interpersonal relationship, divorce, midlife crisis, dual-income families, aging and death;

CLO-6: Apply the current research to contemporary problems of individuals and communities.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	3	3	1	1	1	1	3	3
CLO2	3	3	3	3	1	1	1	1	3	3
CLO3	3	3	3	3	1	1	1	1	3	3
CLO4	3	3	3	3	1	1	1	1	3	3
CLO5	3	3	3	3	3	3	3	3	3	3
CLO6	3	3	3	3	1	1	3	3	3	3

Note: '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Adolescence as a Transitional Phase

- 1.1 Concept: Physical development
- 1.2 Cognitive development
- 1.3 Social development
- 1.4 Emotional development

Unit 2: Young and Middle Adulthood

- 2.1 Physical Development (Health and Physical Condition)
- 2.2 Cognitive Development
- 2.3 Psychosocial Development (Career, Marriage, Family life, Spirituality)
- 2.4 Major Problems in Young and Middle Adulthood

Unit 3: Late Adulthood and Aging

- 3.1 Physical Development (Health and Illness)
- 3.2 Cognitive Development
- 3.3 Psychosocial Development (Changed Relationship)

3.4 Successful Aging (Coping with Old Age)

Unit 4: Death and Bereavement

4.1 Theories of death and bereavement

4.2 Cross-cultural perspectives

4.3 Confecting death

4.4 Process of Grief and Bereavement

Textbooks

1. Berk, L. E. (2007). *Development through the Lifespan* (Third Edition). New Delhi: Pearson Education.
2. Berk, L. E. (2018). *Exploring lifespan development*. New Delhi: Pearson Education
3. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2017). *Human Development*. New Delhi: Tata McGraw Hill.

References

- Feldman, R. S. (2010). *Discovering the Life Span*. Pearson Education: New Delhi.
- Hurlock, E. B. (2017). *Child growth and development (6th ed)*. Tata McGraw-Hill Education.
- Hurlock, B. E. (2008). *Lifespan Development*. Pearson Publication: New Delhi.
- Hurlock, E. B. (1981). *Developmental Psychology: A Life Span Approach (5th Ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Newman, P. R. & Newman, B. M. (2010). *Development through Life: A Psychological Approach* (Tenth Edition). International Students Edition.

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code:HP 353

Title of the Course: Positive Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of at least four branches of Psychology, i.e., General Psychology, Cognitive Psychology, Social Psychology, and Child Psychology.

Course Introduction

This course provides a broad introduction to the field of Positive Psychology. Positive Psychology promotes well-being and happiness, and decreases the vulnerability to mental illness. Students will gain an understanding of the prominent psychologists, theoretical perspectives, and research findings related to happiness, well-being, and human positive functioning. Students will be acquainted with various measures related to the core concepts of Positive Psychology. Students will explore the evidence-based research findings to analyze the relevance of Positive Psychology in school, workplace, and human life.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the history and scope of Positive Psychology and its cross-cultural perspectives;

CLO-2: Describe the classification system of value-in-action;

CLO-3: Identify and analyze the key theories and interventions in positive affect, cognition, and resilience;

CLO-4: Demonstrate an understanding of the major concepts of happiness and wellness, and how to measure them in self and in others;

CLO-5: Demonstrate an understanding of mindfulness, flow, and flourishing in the direction of attaining well-being;

CLO-6:Analyze the interventions used in school, workplace, and human life for positive development;

CLO-7: Apply the major principles of Positive Psychology to foster their and others' happiness and well-being;

CLO-8:Evaluate critically the current research in the field of Positive Psychology to sharpen their professional skill of assessment and intervention.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	1	1	3	1	1	1	3	3	3
CLO2	1	3	3	3	1	1	1	3	3	3
CLO3	1	3	3	3	1	1	1	3	3	3
CLO4	1	3	3	3	1	1	1	3	3	3
CLO5	1	3	3	3	1	1	1	3	3	3
CLO6	1	3	3	3	1	1	1	3	3	3
CLO7	1	3	3	3	1	1	1	3	3	3
CLO8	1	3	3	3	1	1	1	3	3	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Positive Psychology

- 1.1 Positive Psychology: History and definition
- 1.2 Scope of Positive Psychology
- 1.3 Cross-cultural perspectives
- 1.4 Classification system in Positive Psychology

Unit 2: Positive affect and cognition

- 2.1 Self-efficacy: Concept and measurement
- 2.2 Optimism: Concept and measurement
- 2.3 Positive emotions (Hope): Concept and measurement:
- 2.4 Resilience: Concept and measurement
- 2.5 Emotional intelligence: Concept and measurement

Unit 3: Well-being and happiness

- 3.1 Happiness: Concept and measurement
- 3.2 Well-being: Concept and measurement
- 3.3 Flow: Concept and measurement
- 3.4 Mindfulness: Concept and measurement
- 3.5 Flourishing: Concept and measurements

Unit 4: Application of Positive Psychology

- 4.1 Pro-social behaviour
- 4.2 Positive Psychology across the life span perspectives
- 4.3 Positive Psychology in educational setting
- 4.4 Positive Psychology in work place

Textbooks

1. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2015). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (3rd ed.). New Delhi, India: SAGE Publications India Pvt. Ltd.
2. Compton, W.C. & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Belmont: Wadsworth
3. Baumgardner, S. R. & Crothers, M. K. (2009). *Positive Psychology*. Pearson Education.

Reference books/Materials

- Ivtzan, I., Lomas, T., Hefferon, K., Worth, P. (2016). *Second Wave Positive Psychology: Embracing the Dark Side of Life*. Routledge.
- Keyes, C. L. M., & Haidt, J. (Eds.). (2003). *Flourishing: Positive Psychology and the Life Well-lived*. Washington, DC: American Psychological Association.
- Linley, P. A., & Joseph, S. (2004). *Positive Psychology in Practice*. Hoboken, NJ: John Wiley & Sons.
- Rana, S. & Hariharan, M. (2014). Positive social support and flourishing relationships. In U. Kumar, Archana, & V. Prakash (Eds.), *Positive Psychology: Applications in Work, Health and Well-being* (pp. 108-119). New Delhi: Pearson Publications.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.
- Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293-311.

School of Medical Sciences

Centre for Health Psychology

Name of the Academic Program: M.Sc. (5-year Integrated) Health Psychology

Course Code: HP354

Title of the Course: Developmental Psychopathology

L-T-P: L and TCredit: 4

Prerequisite course/Knowledge (if any):

The student should have prior knowledge in general psychology, cognitive psychology, developmental psychology and social psychology.

Course Introduction

The course provide an introduction to the integration of developmental science and psychopathology. Students will gain an understanding of abnormality and system use in classification of disorder. Students will be acquaint with psychological disorder at different stages of development. Students will gain knowledge on the biological, cultural, developmental and social influence on behaviour and mental health. Students will be acquainted with diagnostic criteria for diagnosis and approach to assessment of psychopathology. Student will also explore evidence-based practices in intervention for several forms of psychopathology.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to;

CLO-1: Recognize both the advantages and disadvantages of classification system for psychological disorder.

CLO-2: Describe the psychopathology as they are currently understood.

CLO-3: Demonstrate an understanding of multiple factors and processes associated with the onset and course of a range of problems and disorder experience by children, adolescent and late adult.

CLO-4: Demonstrate an understanding of fundamental psychological approach to the assessments of psychopathology.

CLO-5: Demonstrate knowledge of evidence-based prevention techniques for childhood psychopathological disorders.

CLO-6: Examine the evidence-based intervention models used in treatment of psychopathological disorders.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	3	3	1	1	1	3	3	3
CLO2	3	3	3	3	1	1	1	3	3	3
CLO3	3	3	3	3	1	1	1	3	3	3
CLO4	3	3	3	3	2	1	1	3	3	3
CLO5	3	3	3	3	1	1	1	3	3	3
CLO6	3	3	3	3	1	2	1	3	3	3

Please note that '3' in the box is for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Detailed Syllabus:

Unit 1: Abnormality:

1.1 Developmental Perspective

1.2 Definition

1.3 Classification of Disorders: Diagnostic and Statistical Classification Manual of Mental Disorders and International Classification of Diseases

Unit 2: Childhood Psychopathology:

2.1 Externalizing disorders: Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder and Conduct Disorder

2.2 Internalizing Disorder: Separation Anxiety Disorder and Depression

Unit 3: Developmental Disorders

3.1 Intellectual Disabilities

3.2 Autism Spectrum Disorder

3.3 Specific Learning Disabilities

3.4 Feeding and Elimination Disorder

3.5 Sleep Disorders.

Unit 4: Adulthood and Old Age Disorders

4.1 Dementia

4.2 Alzheimer's Disease

4.3 Parkinson's Disease

4.4 Huntington's Disease

4.5 Pick's Disease

Textbooks

1. Carson , R. C., Butcher, J. N.; Mineka, S., &Hooley, J. M. (2007). *AbnormalPsychology*.New Delhi: Pearson Education.
2. Sarason, I. G., &Sarason, B. R. (2002). *Abnormal Psychology*. New Delhi: Pearson Education.
3. IACAPAP Text book of child and adolescent mental health.

References

Corsini Raymond J., Danny Wedding., (2008). *Current Psychotherapies*, 8th Ed., Thomson Brooks/Cole Pub

David H. Barlow (2008). *Clinical handbook of psychological disorders: a step-by-step treatment manual*, Guilford Press.

David H. Barlow, V. Mark Durand (2008) *Abnormal Psychology: An Integrative Approach*, Cengage Learning.

Patricia B. Sutker, Henry E. Adams (2001) *Comprehensive handbook of psychopathology*, Gulf Professional Publishing

**School of Medical Sciences
Centre for Health Psychology**

Name of the Academic Program: B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: HP 355

Title of the Course: Psychology Lab

L-T-P: L-T-P

Credits: 3

Prerequisite Course / Knowledge (If any):

The student must have prior knowledge of General Psychology. In addition to this, the student should have basic knowledge in the theories to which the lab course is linked.

Course objectives

The primary goal of this course is to impart professional skill training of designing and conducting basic psychological experiments/assessment related to Personality Theories and Measurement. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

Teaching-learning Strategy

We follow interactive learning processes emphasizing a learner-centric approach. We use methods such as lecture, group interaction, tutorial, practical, seminar, and various other innovative teaching methods for collaborative learning. We foster critical thinking, originality, and leadership in students through a holistic support system. Faculty are encouraged to advance their knowledge, research skill, and professional expertise and disseminate the same among students to make them not only effective professionals and researchers, but also good human beings.

Assessment methods and weightage

The final result in each course will be determined based on continuous assessment and performance in the end semester examination which will be in the ratio of 40:60 in case of theory courses and 60:40 in laboratory courses (practical).

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the applied aspects related to specific concepts of Personality Theories and Measurement;

CLO-2: Formulate problem, objective, hypothesis, and design;

CLO-3: Apply the skills of conducting psychological experiments/assessment in laboratory;

CLO-4:Analyze the quantitative data obtained during psychological experiment/assessment;

CLO-5: Interpret the results of the psychological experiment/assessment;

CLO-6: Write records/reports related to psychological experiment/assessment following the latest guidelines prescribed by the APA;

CLO-7: Apply ethical standards in psychological experiment/assessment;

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	3	2	3	3	3	3	3	2	3
CLO2	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	2	3
CLO4	3	3	3	3	3	3	3	3	2	3
CLO5	3	3	3	3	3	3	3	3	2	3
CLO6	3	3	3	3	3	3	3	3	2	3
CLO7	3	3	3	3	3	3	3	3	2	3
CLO8	3	3	3	3	3	3	3	3	2	3

Please note that ‘3’ in the box is for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

Detailed Syllabus:

Semester VI

1. Emotional Intelligence
2. Eyesenck Personality Inventory/Cattell’s 16 PF
3. TAT (Uma Chowdary)
4. Locus of Control
