

**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**  
**(Department / Centre wise in case of Schools having more than one Department)**

**Vision Statement:**

The Centre for Health Psychology at the University of Hyderabad aspires to be a **connoisseur in Psychology**, where the students, research scholars, and faculty are to engage in excellent teaching, research, extension services, and collaboration to make significant contributions to the theory and practice of Psychology and to produce competent professionals who serve the society for the promotion of health and well-being.

**Mission Statements: (3 to 4)**

**MS-1:** To maintain high quality teaching-learning process

**MS-2:** To maintain a balance between the theoretical and practical aspects of Psychology

**MS-3:** To mentor and provide scientific and professional skill training

**MS-4:** To conduct cutting-edge research in emerging areas of Psychology

## Centre for Health Psychology

**Name of the Academic Program: Postgraduate (M.Sc. Health Psychology)**

### Qualification Descriptors (QDs)

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

QD-1: Demonstrate a fundamental understanding of the field of Health Psychology and its major related areas;

QD-2: Demonstrate comprehensive knowledge about the key theories, their applications, and interventions;

QD-3: Apply knowledge, understanding, and skills of psychological testing;

QD-4: Apply knowledge, understanding, and skills of psychological counselling and psychotherapies for enhancing health and well-being;

QD-5: Apply knowledge, understanding, and skills of research methodology and statistics in contemporary psychological research;

QD-6: Develop the skills of a competent professional psychologist.

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

	MS-1	MS-2	MS-3	MS-4
<b>QD-1</b>	3	3	1	1
<b>QD-2</b>	3	3	1	2
<b>QD-3</b>	3	3	3	2
<b>QD-4</b>	3	3	3	2
<b>QD-5</b>	3	3	3	3
<b>QD-6</b>	3	3	3	3

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**Name of the School / Department / Centre**

**Name of the Academic Program: Postgraduate (M.Sc. Health Psychology)**

**Program Learning Outcomes (PLOs) (10 to 12)**

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

PLO-1: Demonstrate an understanding of the key concepts, theories, and areas of health Psychology;

PLO-2: Demonstrate an understanding of the application of the principles of Psychology in maintaining and promoting health and well-being;

PLO-3: Practice the skill of effective team work;

PLO-4: Demonstrate an understanding of the relevance of ethics in Psychology;

PLO-5: Practice the skill of psychological testing and reporting;

PLO-6: Use of innovative psychological interventions in the context of illness and wellness;

PLO-7: Design basic quantitative and qualitative research in Psychology;

PLO-8: Analyze the empirical data using statistics and qualitative data analysis techniques;

PLO-9: Demonstrate effective communication and presentation skills;

PLO-10: Plan to pursue higher study or professional career in Psychology.

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

	<b>QD-1</b>	<b>QD-2</b>	<b>QD-3</b>	<b>QD-4</b>	<b>QD-5</b>	<b>QD-6</b>
<b>PLO-1</b>	3	3	3	3	1	2
<b>PLO-2</b>	3	3	3	3	1	3
<b>PLO-3</b>	3	3	3	3	3	3
<b>PLO-4</b>	3	3	3	3	3	3
<b>PLO-5</b>	3	3	3	3	3	3
<b>PLO-6</b>	3	3	3	3	3	3
<b>PLO-7</b>	3	3	3	3	3	1
<b>PLO-8</b>	3	3	3	3	3	1
<b>PLO-9</b>	3	3	3	3	2	3
<b>PLO-10</b>	3	3	3	3	3	3

Write '3' in the box 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 & M.Sc. Health Psychology

**Course code:** HP401

**Title of the Course:** Physiological Psychology

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course/ Knowledge (If any):**

The student should have prior knowledge of general psychology and cognitive psychology.

**Course Objectives**

The course is designed to expose the students to the underlying physiological mechanism of human behavior. Students will be acquainted with the structure and functions of the nervous and endocrine system in the human body. The students will gain understanding of the psychophysiological aspects of sleep and its disorders. The course will discuss how psychophysiological knowledge can be used to address a wide range of behavioral and physiological problems.

**Course Learning Outcomes (CLOs)**

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

**CLO-1:** Demonstrate an understanding of the anatomical distinction of the central nervous system and the peripheral nervous system.

**CLO-2:** Demonstrate an understanding of the role of the nervous system in human behavior.

**CLO-3:** Demonstrate understanding of the relations between brain, behavior and sleep.

**CLO-4:** Analyze the ethical dimensions related to physiological psychology.

**CLO-5:** Evaluate the interrelationship between endocrine system and human behavior and health.

**CLO-6:** Evaluate the research methods related to physiological psychology.

**CLO-7:** Relate the behavioral and health problems with damage in physiological systems.

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

	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>	<b>PLO 8</b>	<b>PLO 9</b>	<b>PLO 10</b>
<b>CLO1</b>	3	3	3	3	1	1	2	1	3	3
<b>CLO2</b>	3	3	3	3	1	1	2	1	3	3

<b>CLO3</b>	3	3	3	3	1	1	2	1	3	3
<b>CLO4</b>	3	3	3	3	2	1	2	1	3	3
<b>CLO5</b>	3	3	3	3	1	1	2	1	3	3
<b>CLO6</b>	3	3	3	3	1	2	2	1	3	3
<b>CLO7</b>	3	3	3	3	1	1	2	1	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### **Detailed Syllabus:**

#### **Unit 1: Psychology and Biology**

- 1.1 Methods of Research
- 1.2 Ethical issues related to physiological psychology
- 1.3 Neuron: Structure and Function

#### **Unit 2: Nervous System**

- 2.1 Central Nervous System: Structure and Function
- 2.2 Peripheral Nervous System: Structure and Function

#### **Unit 3: Endocrine System**

- 3.1 Structure and Function of Endocrine System
- 3.2 Endocrine system relation with human behavior

#### **Unit 4: Sleep**

- 4.1 Psychophysiology of sleep
- 4.2 Disorders of Sleep

### **Textbooks**

- 1. Foundation of Physiological Psychology by Neil R. Grism
- 2. Carlson, N. R. (2008). *Foundations of Physiological Psychology*. Pearson / Allyn& Bacon: UK

### **References**

- Fluharty, S. J. (1995). *Progress in psychobiology and physiological psychology*. Vol. XVI. Academic Press: London.
- Sibler, K. (1999). *The physiological basis of behaviour: Neural & Hormonal processes*. Routledge: USA
- Wagner, H., Silver, K. (2004). *Instant Notes – Physiological Psychological*. Garland Science / BIOS Scintific Publishers: UK

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

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

**Course Code:** HP 402

**L-T-P:** L and T

**Title of the Course:** Counseling Psychology

**Credits:** 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 components Social Psychology, Life Span Development, Health Psychology, Personality Theories and Measurement, Developmental Psychopathology, Psychological Disorders & Therapies and Positive Psychology. Such understanding of bio-psycho-social perspectives helps them in understanding of the factors and interventions when an individual faces challenges of life where Counseling Psychology has prominent role.

**Course objectives**

The course gives insight into the meaning of counseling its scope, the characteristics of a good psychological counselor and the ethics necessary for counsellor. It explains theoretical approaches to counseling, and the methods and techniques used by each approach. It also illustrates the application of counselling in various contexts, such as family, educational, organizational and clinical contexts. It also describes the types of counseling such as individual, group, pre and post marriage counseling, and career counseling. Thus the course provides the student with an overview of theoretical perspectives as well as applications of counseling.

**Course Learning Outcomes (CLOs)**

The course will enable the students to accomplish the following:

**CLO-1:** Describe what is counselling, its scope; discrimination between professional counseling and other helping practices

**CLO-2:** Explain the characteristics of a good counsellor and ethics in counselling profession

**CLO-3:** Outline the different theoretical approaches to counseling, their principles, methods and techniques

**CLO-4:** Summarize the application of counseling in different contexts, such as family, work, educational and clinical setups

**CLO-5:** Describe the types of counseling such as individual and group counseling

**CLO-6:** Explain the application and scope of family counseling, pre marital and marital counseling in the contemporary psycho-social contexts and Indian milieu.

**CLO-7:** Apprise the need and application of career counseling at various levels across life span

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

### **Detailed Syllabus**

#### **Unit - 1 Introduction to Counseling**

- 1.1 Definition & Concept
- 1.2 Scope
- 1.3 Characteristics of a Good Counselor
- 1.4 Ethics in Counseling

#### **Unit - 2 Approaches to Counseling**

- 2.1 Psychoanalysis
- 2.2 Behaviouristic approach
- 2.3 Humanistic approach
- 2.4 Cognitive approach

#### **Unit - 3 Application of Counseling**

- 3.1 Family set up
- 3.2 Educational set up
- 3.3 Organizational set up
- 3.4 Clinical set up

#### **Unit - 4 Types of Counseling**

- 4.1 Individual Counseling
- 4.2 Group Counseling
- 4.3 Family Counseling
- 4.4 Premarital and Marital Counseling
- 4.5 Career Counseling



### **Textbooks**

1. Hough, M.(2006). *Counseling Skills and Theory*. Hodder Arnold
2. Gladding, S.T. (2009). *Counseling: A Comprehensive Profession*. New Delhi: Pearson Education, Inc.

### **References**

- Capuzzi, D., & Gross, D.R. (2007). *Counseling and Psychotherapy: Theories and Interventions (4<sup>th</sup> Ed.)*. New Delhi: Pearson Education Inc.
- Gelso, C. J., &Fretz, B. R. (1995). *Counseling Psychology*. Bangalore: Prism Books Pvt. Ltd.
- Nelson-Jones, R. (2008). *Basic Counseling Skills:A Helper's Manual*. New Delhi: Sage Publications.
- Sharf, R. S. (2008). *Theories of Psychotherapy and Counseling: Concepts and Cases*. New Delhi: Brooks/Cole Cengage Learning

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

**Name of the Academic Program:** M.Sc. (5-year Integrated) Health Psychology  
M.Sc. (2-year ) Health Psychology

**Course Code: HP 403**

**Title of the Course:** Health Psychology Theory and Practice

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The students must have prior knowledge of at least five branches of Psychology, i.e., General Psychology, Cognitive Psychology, Social Psychology, Positive Psychology and Life span development Psychology.

**Course objectives**

This course provides a broad introduction to the field of HealthPsychology. Health Psychology deals with the the role of psychological processes in the experience of, the causes of, the progression of, and the consequences of health and illness.Students will gain an understanding of the prominent psychologists, theoretical perspectives, and research findings related to illness and wellness. Students will be able to predict unhealthy behaviours. Students will be able to evaluate the role of behaviour in the aetiology of illness and interaction between psychology and physiology. Students will also be able to understand the role of psychology in the experience of illness and treatment of illness.

**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 and its cross-cultural perspectives;

**CLO-2:** Demonstrate the biomedical and bio psychosocial model;

**CLO-3:** Identify and analyze the key theories and interventions in promoting health and wellness

**CLO-4:** Demonstrate an understanding of the major concepts, like locus of control, social support and illness perception, and how to measure them in self and in others;

**CLO-5:** Demonstrate Indian perspective of health and illness

**CLO-6:** Analyze the use of different models of health in health sector, workplace, palliative and hospice care;

**CLO-7:** Apply the major principles of Health Psychology to foster health and well-being

**CLO-7:** Evaluate critically evaluate the current research in the field of Health 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)**

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

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

**Unit 1: Health Psychology**

- 1.1 Concept of Health Psychology
- 1.2 Assumptions of Positive Psychology
- 1.3 Biomedical model
- 1.4 Biopsychosocial model

**Unit 2: Theories**

- 2.1 Social Cognitive Theory
- 2.2 Theory of Planned Behavior
- 2.3 Health Belief model
- 2.4 Protection – motivation theory

2.5 Trans – theoretical model of behavior change

2.6 Self-regulatory model and latest trends

### **Unit 3: Health Promotion and Illness Prevention**

3.1 Health and Behavior

3.2 Changing health habits

3.3 Cognitive behavioural approaches to health behavior change

### **Unit 4: Health Care System**

4.1 Indian Scenario

4.2 Attitude of Health Professionals

4.3 Burnout in health professionals

4.4 Designing health care work environment

4.5 Future challenges for health care

4.6 Growth of Health Psychology

### **Textbooks**

Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation

Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2<sup>nd</sup> Ed) Pearson Education Limited, New York.

Sarafino, E. P. (1994). *Health Psychology, Biopsychosocial interactions*. John Wiley & Sons, New York.

Taylor, S.E., (2009). *Health Psychology* (9<sup>th</sup> Ed). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

### **References**

Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2<sup>nd</sup> Ed). Cambridge University Press

Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8<sup>th</sup> Ed). Delhi: Cengage Learning

Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge University Press

Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach* (4<sup>th</sup> Ed). Worth Publishers A Macmillan Higher Education Company

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

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

**Course Code:** HP 404

**Title of the Course:** Research Methodology I

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). In addition to this, the student is assumed to have basic introductory knowledge in Statistics.

**Course objectives**

This course is designed to provide fundamental knowledge on conducting quantitative research in the field of Psychology in general and Health Psychology per se. In addition to this, the students will gain an understanding of a specialized branch of Psychology, i.e. Psychometrics and its uses. The course will familiarize participants with the basic process of report writing and impart skill of scientific writing of research reports related to the field of Psychology.

**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 concept of quantitative research and its process;

**CLO-2:** Demonstrate an understanding of the major concepts of quantitative research, like problem, operationalization, variable, objective, and hypothesis testing;

**CLO-3:** Explain important quantitative research designs used in the field of Psychology;

**CLO-4:** Demonstrate the application of quantitative research methods, like observation, experiment, and survey in the fields of Psychology and Health Psychology;

**CLO-5:** Describe the concept of sampling and apply the knowledge to conduct quantitative research;

**CLO-6:** Demonstrate an understanding of the core principles of psychometrics, measurement, and scaling;

**CLO-7:** Construct standardized measures in the fields of Psychology and Health Psychology by applying the core principles of psychometrics;

**CLO-8:** Write various reports, like project report, dissertation, and assessment report related to the field of Psychology in APA style.

**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
<b>CLO1</b>	3	3	3	3	1	1	3	1	3	3
<b>CLO2</b>	3	3	3	3	3	2	3	3	3	3
<b>CLO3</b>	3	3	3	3	3	3	3	2	3	3
<b>CLO4</b>	3	3	3	3	3	2	3	2	3	3
<b>CLO5</b>	3	3	3	3	2	2	3	3	3	3
<b>CLO6</b>	3	3	3	3	2	3	3	3	3	3
<b>CLO7</b>	3	3	3	3	2	3	3	3	3	3
<b>CLO8</b>	3	3	3	3	3	3	3	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

**Unit 1: Research**

- 1.1 Concept of research
- 1.2 Process of conducting quantitative research
- 1.3 Research ethics: Basic principles as per APA
- 1.4 Quantitative research design: Concept and characteristics
- 1.5 Types of quantitative research design (Experimental, quasi-experimental, correlational)

**Unit 2: Methods of quantitative data collection**

- 2.1 Observation: Meaning, types, steps, advantages, disadvantages
- 2.2 Experiment: Meaning, types, steps, advantages, disadvantages
- 2.3 Survey: Meaning, types, steps, advantages, disadvantages

**Unit 3: Sampling**

- 3.1 Concept
- 3.2 Sampling designing process
- 3.3 Sampling techniques and their advantages and disadvantages

3.4 Determining sample size

#### **Unit 4: Construction of standardized measures**

4.1 Psychometrics: Concept

4.2 Concept of measurement and scaling

4.3 Types of measures (Scale, Questionnaire, Test, Inventory, Schedule, Checklist)

4.4 Steps of construction of standardized measures (Item writing, Item analysis, Reliability, Validity, Norms)

4.5 Report-writing as per APA Style

#### **Textbooks**

1. Coolican, H. (2009). *Research Methods and Statistics in Psychology* (5th Ed.). London: Hodder Education.
2. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, California: SAGE Publications, Inc.
3. Goodwin, J. C., & Goodwin, K. A. (2012). *Research in Psychology: Methods and Design* (7th ed.). New York, USA: John Wiley & Sons Inc.
4. Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. New Delhi: Pearson Education, Inc.
5. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (3rd ed.). USA: McGraw-Hill, Inc.
6. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

#### **Reference Books/Materials**

- Aiken, L. R., & Groth-Marnat, G. (2009). *Psychological Testing and Assessment* (12th ed.). Noida, India: Pearson India Education Services Pvt Ltd.
- Best, J. W., & Kahn, J. V. (2003). *Research in Education* (9th Ed.). Needham Heights, MA: Allyn & Bacon.
- Gregory, R. J. (2004). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education
- Kerlinger, F. N. (1979). *Foundation of Behavioural Research*. Delhi: Surjeet.
- McQueen, R.A., & Knussen, C. (2004). *Introduction to Research Methods and Statistics in Psychology* (1st ed.). Canada: Pearson Education.

**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 405

**Title of the Course:** Project (Field based)

**L-T-P:** L-T-P

**Credits:** 4

**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 Field based Project. The course also aims to train the students in recording the experiment/assessment following the latest guidelines prescribed by the APA.

**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 Field based Project;

**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)**

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

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box 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 451

**Title of the Course:**Advanced Statistics

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). The student is assumed to have basic introductory knowledge in Statistics, quantitative research methodology. In addition to this, the student is expected to have some basic computer skills, like working knowledge of Microsoft Windows operating system, Microsoft Word, and Microsoft Excel.

**Course objectives**

This course provides knowledge and skills of advanced statistics needed to understand, conduct, interpret, and use quantitative research in Psychology in general and Health Psychology per se. The emphasis of this course is on the acquisition of conceptual, and procedural knowledge that can be demonstrated by selecting, applying, computing, interpreting, and using advanced statistical techniques in conducting research in Psychology. One of the main goals of this course is to help the student learn advanced statistics using software, preferably IBM SPSS Statistics.

**Course Learning Outcomes (CLOs) (5 to 8)**

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

**CLO-1:** Demonstrate a mastery of the basic skills of working with the software (IBM SPSS Statistics) used for advanced statistics;

**CLO-2:** Explain the concept and assumptions of major advanced statistical techniques used in the field of Psychology;

**CLO-3:** Calculate manually and through the software the major advanced statistical techniques;

**CLO-4:** Interpret appropriately the results of the major advanced statistical techniques;

**CLO-5:** Demonstrate an understanding of the important uses of the advanced statistical techniques in the field of Psychology;

**CLO-6:** Write psychological research reports effectively that cover the advanced statistical analyses;

**CLO-7:** Analyze critically the quantitative empirical research.

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

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

2

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

**Unit 1:IBM SPSS Statistics Software**

1.1 Introduction: Installation of the software, Familiarization

1.2 Working with IBM SPSS Statistics

1.3Basic computation

1.4Plotting common graphs

**Unit 2: Correlation and regression**

2.1 Correlation: Concept, Types (Pearson's  $r$ , Partial, Point-biserial), Assumptions, Computations, Uses

2.2 Simple regression: Concept, Assumptions, Computations, Uses

2.3 Multiple regression: Concept, Assumptions, Computations, Uses

**Unit 3: Analysis of Variance**

3.1 Between-subjects ANOVA: Concept, Types (Two-way, Three-way), Assumptions, Computations, Uses

3.2Repeated measure ANOVA: Concept, Types (One-way, Two-way), Assumptions, Computations, Uses

3.3Post-hoc tests: Concept, Types, Assumptions, Computations, Uses

3.4 Nonparametric tests: Concept, Types (Kruskal-Wallis test, Friedman test), Assumptions, Computations, Uses

#### **Unit 4**

4.1 Analysis of covariance: Concept, Types (One-way, Two-way), Assumptions, Computations, Uses

4.2 Multivariate analysis of variance: Concept, Types (One-way, Two-way), Assumptions, Computations, Uses

4.3 Principal component analysis: Concept, Assumptions, Computations, Uses

4.4 Factor analysis: Concept, Assumptions, Computations, Uses

#### **Textbooks**

1. Kremelberg, D. (2011). *Practical Statistics: A Quick and Easy Guide to IBM SPSS Statistics, STATA, and Other Statistical Software*. Thousand Oaks, California: SAGE Publications, Inc.
2. Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education*. McGraw Hill.
3. Aron, A., Aron, E. N., & Coups, E. (2014). *Statistics for Psychology (6<sup>th</sup> ed.)*. Pearson.
4. Howell, D. C. (2010). *Statistical Methods for Psychology*. Belmont, USA: Cengage Wadsworth.
5. Tabachnick, B. G. & Fidell, L. S. (2013). *Using Multivariate Statistics (6<sup>th</sup> ed.)*. Pearson Education, Inc.

#### **Reference books/Materials**

- Adbi, H., Edelman, B., Valentin, D., & Dowling, W. J. (2009). *Experimental Design and Analysis for Psychology*. New Delhi, India: Oxford University Press.
- Albright, S. C., Zappe, C. J., & Winston, W. L. (2011). *Data Analysis, Optimization, and Simulation Modeling*. Delhi: Cengage Learning India Private Limited.
- Foster, J. J., Barkus, E., & Yavorsky, C. (2006). *Understanding and using advanced statistics*. London: SAGE Publications, Inc.
- Grimm, L. G. & Yarnold, P.R. (2000). *Reading and Understanding Multivariate Statistics*. Washington: APA
- Hair, Jr. J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis (7<sup>th</sup> ed.)*. New Delhi: Pearson Prentice Hall.
- Leech, N. L., Barrett, K. C., & Morgan, G. A. (2005). *SPSS for intermediate statistics: Use and interpretation*. Routledge.

Mohanty, B., & Misra, S. (2016). *Statistics for Behavioural and Social Sciences*. New Delhi:  
SAGE Publications India Pvt Ltd.

## **Centre for Health Psychology**

### **University of Hyderabad**

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

**Course Code: HP 452**      **Title of the Course:** Community Health Psychology

**L-T:** L and T      **Credits:** 4

#### **Prerequisite Course / Knowledge (If any):**

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). In addition to this, the student is assumed to have basic introductory knowledge in General Psychology and Social Psychology.

#### **Course objectives**

This course provides a broad introduction to the field of Community Health Psychology and the social contexts of people's health. Students will learn the emergence of the study of community health psychology; present relevance and the different approaches to it. They will also gain an understanding of the health habits and health risk behavior of people that affect their health status and learn about psychological principles applied in health promotion, prevention of diseases, community health care, immunization and predicting health behaviour.

#### **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 concept, history and scope of Community Health Psychology and what psychologists do in community health care.

**CLO-2:** Gain an insight into the public health policies of the country and that of the World Health Organisation.

**CLO-3:** Identify, understand and analyze the inequalities in health of people in a community, based on their socio-economic status, gender and work.

**CLO-4:** Develop an understanding of various community health programmes and also learn to critically evaluate them.

**CLO-5:** Understand and identify the role of health habits and health behaviour in the development of diseases.

**CLO-6:** Learn the strategies involved in changing health risk behaviour and promotion of health behaviour.

**CLO-7:** Develop an understanding of the application of psychological principles in prevention of diseases, health promotion and community development.

**CLO-8:** Understand the significance of community healthcare and health seeking behaviour

**CLO-9:** Understand the process involved in diseases screening and health prediction

**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
<b>CLO1</b>	3	3	3	3	1	1	1	3	3	3
<b>CLO2</b>	3	3	3	3	1	1	1	3	3	3
<b>CLO3</b>	3	3	3	3	1	1	1	3	3	3
<b>CLO4</b>	3	3	3	3	1	1	1	3	3	3
<b>CLO5</b>	3	3	3	3	1	2	1	3	3	3
<b>CLO6</b>	3	3	3	3	1	3	1	3	3	3
<b>CLO7</b>	3	3	3	3	1	3	1	3	3	3
<b>CLO8</b>	3	3	3	3	1	3	1	3	3	3
<b>CLO9</b>	3	3	3	3	1	2	1	3	3	3

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

**Detailed Syllabus**

**Unit-1 Community Health**

1.1 Concept

1.2 History

1.3 Approaches

1.4 Public Health Policies: WHO, National

**Unit-2 Health Inequalities and Community Health Programme**

2.1 Health differentials

2.2 Issues related to poverty

2.3 Minority status and health

2.4 Gender and Health

2.5 Work and health

2.6 Community health programme and evaluation

### **Unit-3 Community Health and Hazards**

3.1 Health habits and health behaviour

3.2 Food habits

3.3 Health risk behaviour (use of Tobacco, Alcohol, Drugs)

3.4 Strategies for changing health risk behaviour (cognitive, behavioural, motivational, emotional approaches)

3.5 Reproductive health

3.6 Health promotion and disease

3.7 Prevention: Applications of Psychological principles 1 Behavioural change approach

3.8 Self-empowerment

3.9 Community development

### **Unit-4 Community Health Care**

4.1 Health seeking behavior (screening for disease detection)

4.2 Immunization

4.3 Predicting health behavior (influences on health behavior)

### **Textbooks**

1. Orford, J.(2008).Community Psychology Challenges, Controversies and Emerging Consensus. John Wiley & Sons, Ltd

### **References**

Cancela, V. D., Chin, J. L., & Jerkins, V. M. (1998). Community Health Psychology, Routledge.



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

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

**Course Code:** HP 453

**Title of the Course:** Counseling Skills

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The students must have prior knowledge of General Psychology, Cognitive Conative & Affective Processes, Personality theories, and Counseling Psychology.

**Course objectives**

This course provides the student with a broad understanding of the essential counselling skills. The students will acquire the professional skills of counselling and apply them in three stages and nine steps prescribed by Gerard Egan. The students will gain an understanding of the ethical practices of counseling.

**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 micro skills of counseling;

**CLO-2:** Practice the pre-helping skills;

**CLO-3:** Apply the skills to make the client express;

**CLO- 4:** Apply the skill of challenging with support;

**CLO -5:** Demonstrate an ability to help the client formulate the agenda, identify the best fit and commit to the agenda;

**CLO-6:** Develop the ability to brainstorming the client to formulate strategies;

**CLO-7:** Demonstrate the ability to help the client in action plan;

**CLO-8:** Develop the skills of guiding the client in carrying out force field analysis.

**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
<b>CLO1</b>	3	3	3	3	2	3	2	2	3	3
<b>CLO2</b>	2	3	3	3	2	3	2	2	3	3
<b>CLO3</b>	2	3	3	3	2	3	2	2	3	3
<b>CLO4</b>	2	3	3	3	2	3	2	2	3	3

<b>CLO5</b>	2	3	3	3	2	3	2	2	3	3
<b>CLO6</b>	2	3	3	3	3	3	2	2	3	3
<b>CLO7</b>	2	3	3	3	2	3	2	2	3	3
<b>CLO8</b>	2	3	3	3	2	3	2	2	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### **Detailed Syllabus:**

#### **Counseling Skills (4 Credits)**

#### **Unit 1:Pre Helping Skills**

1.1 Overview of Egan's Developmental Model

#### **Unit 2: Stage I - Present Scenario**

2.1Ia-Story

2.2 Ib-Blind Spot

2.3 Ic-Leverage.

#### **Unit 3: Stage II - Preferred Scenario**

3.1IIa-Agenda

3.2 IIb -Best fit

3.3 IIc-Commitment

#### **Unit 4: Stage III- Getting There**

4.1IIIIa-Strategies

4.2 IIIb-Planning

4.3 IIIc-Action

4.4Action Plan: Termination and Follow-up

### **Textbooks**

1. Egan, G. (1990) *The Skilled Helper – A Systematic Approach to Effective Helping*, Brooks Cole Pub.
2. Egan, G. (2013). *The skilled helper: A problem management and opportunity-development approach to helping*. Cengage Learning.

3. Culley, S. & Bond, T. (2004). *Integrative Counselling Skills: Action*. New Delhi: Sage Publications.

### **References**

Hough, M. (2006). *Counseling Skills and Theory*. Hodder Arnold

John McLeod (2007). *Counselling Skills*. McGraw Hill International.

Nelson-Jones, R. (2002). *Essential counselling and therapy skills: The skilled client model*. Sage Publications.

Nelson-Jones, R. (2008). *Basic Counseling Skills – A Helper’s Manual*., Sage Pub.

Sharf R. S., (2008). *Theories of Psychotherapy and Counseling – Concepts and Cases* Brooks/Cole Cengage learning pub

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

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

Course Code: HP 454                      Title of the Course: Health Communication

L-T-P: L-T                                      Credits: 4

Prerequisite Course / Knowledge (If any):

The student is required to be a graduate with Psychology.

**Course objectives**

This course aims to impart knowledge of communication in all aspects of healthcare. It covers forms and steps of communication, models, and research evidence in healthcare. It discusses the importance of healthcare communication in critical situations that need special attention.

**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 concept and scope of health communication in healthcare

**CLO-2:** Analyze the important theories and models of health communication and their application in healthcare

**CLO-3:** Analyze the important theories of pain management and their application

**CLO-4:** Describe the essential contexts of trauma

**CLO-5:** Apply the principles of health communication in trauma

**CLO-6:** Design crisis intervention programmes

**CLO-7:** Apply the principles of communication for breaking bad news

**CLO-8:** Evaluate the significance of health communication in palliative care

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

	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>	<b>PLO 8</b>	<b>PLO 9</b>	<b>PLO 10</b>
<b>CLO1</b>	3	3	3	3	3	3	1	1	3	3
<b>CLO2</b>	3	3	3	3	3	3	1	1	3	3
<b>CLO3</b>	3	3	3	3	3	3	1	1	3	3

<b>CLO4</b>	3	3	3	3	3	3	1	1	3	3
<b>CLO5</b>	3	3	3	3	3	3	1	1	3	3
<b>CLO6</b>	3	3	3	3	3	3	3	1	3	3
<b>CLO7</b>	3	3	3	3	3	3	1	1	3	3
<b>CLO8</b>	3	3	3	3	3	3	1	1	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

**Unit1: Health communication**

- 1.1 Concept
- 1.2 Forms
- 1.3 Steps
- 1.4 Theories and models
- 1.5 Contexts and role of health psychologists in communication

**Unit2: Pain**

- 2.1 Concept and types
- 2.2 Theories
- 2.3 Measurement
- 2.4 Principles of pain management (Biomedical and biopsychosocial)
- 2.5 Communication in pre- and post-surgical conditions

**Unit3: Trauma and communication**

- 3.1 Contexts of trauma
- 3.2 Personal trauma
- 3.3 Disaster related trauma (natural, manmade)
- 3.4 Effective communication
- 3.5 Crisis intervention

**Unit4: Palliative care and communication**

- 4.1 Breaking bad news
- 4.2 Communication with non-cooperative patient
- 4.3 Communication with family

4.4 Communication with children

4.5 Communication with care provider

**Textbooks:**

1. Zoller, H.M. and Dutta, M.J., (2008). *Emerging Perspectives in Health Communication*, New York, Routledge
2. Gordon, T and Edwards, W.S., (1995). *Making the Patient your Partner*. London, Auburn House.

**Reference Books:**

- Berry, D., (2007). *Health Psychology* Mc Graw- Hill Education
- Hariharan, M., Padmaja, G., & Padhy, M. (Eds.) (2010). *Trauma & Pain: Biopsychosocial approach*. Delhi: Global Vision.
- Thompson, T. L., Dorsey, A.M., Miller, K.I. and Parrott, R., (2003). *Handbook of Health Communication*. Lawrence Erlbaum Associates, Inc.

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

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

**Course Code:** HP 455

**Title of the Course:** Counseling Skills Lab

**L-T-P:** L-T-P

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The student must have prior knowledge of Counseling Psychology, Personality Theories and Assessment, and Psychological Disorders and Therapies. In addition to this, the student should have basic knowledge in the Counseling Skill theory part to which the lab course is linked.

**Course objectives**

The primary goal of this course is to impart professional skill training in counseling through simulation, and applying the micro skills tailored, to different contexts and problems of the clients. The course also aims to train the students in recording the simulated care verbatim and analysis of the simulated case.

**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 counseling skills

**CLO-2:** Formulate session objectives or goals

**CLO-3:** Apply the skills of counselling in simulated case environment

**CLO-4:** Analyze the case and apply appropriate skills progressively through sessions

**CLO-5:** Interpret the progress of the session to plan further sessions

**CLO-6:** Write verbatim reports related to each session of simulated counselling using the video recording, peer and expert feedback

**CLO-7:** Apply ethical standards in implementing counselling skills through the sessions of simulated counselling

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

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

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

1. SOLER
2. Pre helping Skills – Probing
3. Stage 1 – Challenging
4. Stage 2 – Evolving agenda (and commitment to agenda)
5. Stage 3 – Evolving strategies (Brain storming, Best fit etc)
6. Action strategies



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

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

**Course Code:** HP 501

**Title of the Course:** Stress and Coping

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The students must have prior knowledge of General Psychology, Personality theories, Physiological Psychology, and Health Psychology

**.Course objectives**

This course provides a broad introduction to understand the concept of stress and coping. The students will be able to understand multiple aspects related to stress and coping. Students will gain knowledge on the physiological response to stress and its impact on physical and mental health. Students will be equipped with the various sources of stress and skills to identify various strategies and styles of coping. Students will be equipped with the skills to practice important techniques for effective stress management.

**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 concepts of stress and coping;

**CLO-2:** Explain the physiological response to stress;

**CLO-3:** Assess the contributions of stress in various illnesses;

**CLO-4:** Assess the sources of stress;

**CLO-5:** Analyse the coping strategies adopted by people in various stressful conditions;

**CLO-6:** Practice the skills in administering relaxation techniques;

**CLO-7:** Apply stress management skills to the clients.

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

	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>	<b>PLO 8</b>	<b>PLO 9</b>	<b>PLO 10</b>
<b>CLO1</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO2</b>	3	3	3	3	3	3	2	2	3	3

<b>CLO3</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO4</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO5</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO6</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO7</b>	3	3	3	3	3	3	2	2	3	3

**Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping**

### **Detailed Syllabus:**

#### **Stress and Coping (4 Credits)**

##### **Unit 1: Stress**

- 1.1 Concept, Meaning, Definition, and Models
- 1.2 Theories of stress: Stimulus, response, and transaction,
- 1.3 Physiology of Stress: Endocrinal Response Sequence, ANS response, GAS

##### **Unit 2: Sources of Stress**

- 3.1 Internal, External, Interpersonal
- 3.2 Systemic impact of stress: Physical, Emotional, Cognitive, Behavioural
- 3.3 Stress and eustress

##### **Unit 3 Coping with Stress**

- 3.1 Complexity of coping
- 3.2 Coping-concept, process of coping
- 3.3 Coping and adaptation
- 3.4 Coping strategy and style
- 3.5 Types of coping styles: Proactive and explanatory, Factors affecting coping

##### **Unit 4 Stress Management and Coping**

- 4.1 Symptoms and alarms
- 4.2 Management techniques: Physical, cognitive, affective, and behavioural

### **Textbooks**

1. Hariharan, M. & Rath, R. (2009). Coping with Life Stress: An Indian Experience. Sage, Delhi

2. Sarafino, E. P. (2005). *Health Psychology: Biopsychosocial interactions* (5<sup>th</sup> Ed). New York: Wiley

## **References**

Benjamin H. G. (Editor) (1997). *Coping with Chronic Stress*, Hard cover

Geldard K. (2009). *Practical Interventions for Young People at Risk*.

Gwen K. P. (2000) *Coping With Stress*, Hardcover

Hamilton I. McCubbin (Editor) (1994) *Sense of Coherence & Resiliency: Stress, Coping & Health*, Paperback

Hussain A. & Ilyas Khan, M. (2006). *Recent Trends in Human Stress Management.*, Global Vision Publishing House

Johnson S. L., Field Tiffany M., & Schneiderman (2000). *Stress, Coping & Depression.*, Lawrence Erlbaum Associates Pub.

Leenaars A. A., (2004). *Psychotherapy with Suicidal People*, John Wiley & Sons, Ltd. Pub

Mimi W. (Editor), & Gordon S. Gates (Editor) (2003). *Toward Wellness: Prevention, Coping, and Stress*, Paperback

Pestonjee, D. M. (1999) *Stress and Coping: The Indian Experience*, Hardcover. Sage Pub

Sharon J. P. (Editor), & Patrick C. McKenry (1994). *Families and Change: Coping With Stressful Events*, Paperback

**Centre for Health Psychology**  
**University of Hyderabad**

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

Course Code: HP502

Title of the Course: Interventions to Chronic Illness

L-T-P: L and T

Credits: 4

**Prerequisite Course / Knowledge (If any):**

The students must have a prior knowledge of General Psychology, Personality Theories, Developmental Psychology, Health Psychology, Health Communication, and Psychopathology and Therapies.

**Course objectives**

This course provides a broad understanding of interventions to chronic illness. The course will orient the students to various chronic illnesses and their causes and prevalence. Students will gain an understanding of the psychosocial aspects of chronic illnesses. They will be able to explore the contributions of current research and interventions in the field of chronic illnesses.

**Course Learning Outcomes (CLOs)**

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

**CLO-1:** Demonstrate an understanding of the structure and functions of four important human physiological systems;

**CLO-2:** Demonstrate an understanding of the common chronic illnesses related to these four important human physiological systems;

**CLO-3:** Demonstrate an understanding of the etiology of chronic illnesses from psychosocial perspectives;

**CLO-4:** Discuss how behaviour, perception, cognition, and motivation influence health and illness across cultures;

**CLO-5:** Evaluate the evidence-based research on illness management;

**CLO-6:** Apply the biopsychosocial intervention for healing;

**CLO-7:** Develop intervention modules to chronic illnesses suitable to Indian context.

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

	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>	<b>PLO 8</b>	<b>PLO 9</b>	<b>PLO 10</b>
<b>CLO1</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO2</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO3</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO4</b>	3	3	3	3	3	3	3	2	3	3
<b>CLO5</b>	3	3	3	3	3	3	3	3	3	3
<b>CLO6</b>	3	3	3	3	3	3	2	2	3	3
<b>CLO7</b>	3	3	3	3	3	3	2	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: Cardio Vascular and Pulmonary System**

1.1 Physiology

1.2 Illnesses

1.3 Biopsychosocial management

**Unit 2: Digestive System**

2.1 Physiology

2.2 Illnesses

2.3 Biopsychosocial management in children and adults

**Unit 3: Immune System**

3.1 Physiology

3.2 Illnesses

### 3.3 Biopsychosocial management

## **Unit 4: Psycho Physiological Illnesses:**

### 4.1 Migraine, Tension headaches

### 4.2 Psoriasis

### 4.3 Other major skin problems

## **Textbooks**

1. Sarafino, E.P. (2005) *Health Psychology: Biopsychosocial interactions* (5<sup>th</sup> Ed). New York: Wiley
2. Taylor, S.E. (2005) *Health Psychology* (6<sup>th</sup> Ed) Boston: McGraw Hill
3. Lubkin, I. M., & Larsen, P. D. (Eds.). (2006). *Chronic illness: Impact and interventions*. Jones & Bartlett Learning.
4. Larsen, P. D. (2002). *Chronic illness: Impact and interventions*. Jones & Bartlett Learning.
5. Camic, P., & Knight, S. (Eds.). (2004). *Clinical handbook of health psychology: A practical guide to effective interventions*. Hogrefe Publishing.

## **References**

- Catherine, G. (2005). *Cut feelings: Chronic illness and the search for healing*  
*Volume 16 of At the interface/probing the boundaries, Volume 16 of Probing the boundaries*, Rodopi
- Catherine, M. S. (2008). *Health Psychology- Theory, Research and Practice* Second Ed., Sage Pub.
- David S. G. (1997). *Handbook of health behavior research, Volume 1*  
*Handbook of Health Behavior Research*, Springer
- Friedman, H.S. (2002). *Health Psychology*, 2<sup>nd</sup> edition, Upper Saddle River, NJ: Prentice Hall
- Linda, B. & Jess F. (2007). *Introduction to Health Psychology.*, Thomson Wadsworth Pub
- Lyons, A. C. & Chamberlain, K. (2006), *Health Psychology A critical Introduction*

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

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

**Course Code:** HP 503

**Title of the Course:** Research Methodology II

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). In addition to this, the student is assumed to have basic introductory knowledge in research methodology.

**Course objectives**

This course is designed to provide fundamental knowledge on conducting qualitative research in the field of Psychology in general and Health Psychology per se. The course will familiarize participants with the basic process of conducting qualitative research using major qualitative research designs and impart skill of scientific writing of qualitative research reports in the field of Psychology.

**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 concept of qualitative research and its process;

**CLO-2:** Compare between qualitative and quantitative research

**CLO-3:** Demonstrate an understanding of the concept of mixed method research

**CLO-4:** Explain important qualitative research approaches and designs used in the field of Psychology;

**CLO-5:** Demonstrate the application of qualitative research methods, like interview and focus group discussion in the fields of Psychology and Health Psychology;

**CLO-6:** Explain important methods of analyzing qualitative data;

**CLO-7:** Demonstrate an understanding of research ethics in Psychology as per the APA and ICMR guidelines;

**CLO-8:** Explain the intellectual property rights and plagiarism in research.

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

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

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

**Unit 1: Qualitative research**

1.1 Concept

1.2 Characteristics

1.3 Difference between quantitative and qualitative research

1.4 Mixed method research: Concept and types

**Unit 2: Approaches and designs of qualitative research**

2.1 Case study research

2.2 Grounded theory research

2.3 Narrative research

2.4 Phenomenological research

2.5 Ethnographic research

2.6 Action research

**Unit 3: Methods of qualitative data collection and analysis**

3.1 Interview

3.2 Focus group discussion



- 3.3 Content analysis
- 3.4 Thematic analysis
- 3.5 Grounded theory coding
- 3.6 Interpretative phenomenological analysis
- 3.7 Discourse analysis

#### **Unit 4: Ethics in research**

- 4.1 Research ethics in Psychology: APA, ICMR guidelines
- 4.2 Significance of informed consent
- 4.3 Preparing an informed consent form
- 4.4 Intellectual property rights
- 4.5 Plagiarism

#### **Textbooks**

1. Forrester, M. (Ed.) (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. New Delhi: Sage.
2. Smith, J. A. (2015). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd ed.). London: SAGE Publications Ltd.
3. Silverman, D. (2012). *Qualitative Research* (3rd ed.). New Delhi, India: Sage South Asia.
4. Ethical principles of psychologists and code of conduct. (2017). American Psychological Association. <https://www.apa.org/ethics/code/>
5. National ethical guidelines for biomedical and health research involving human participants. (2017). Indian Council of Medical Research. [https://www.icmr.nic.in/sites/default/files/guidelines/ICMR\\_Ethical\\_Guidelines\\_2017.pdf](https://www.icmr.nic.in/sites/default/files/guidelines/ICMR_Ethical_Guidelines_2017.pdf)

#### **Reference books/Materials**

- Bruce, L. B. (2001). *Qualitative Research Methods for the Social Sciences*. Needham Heights, MA: Allyn and Bacon.
- Flick, U. (2009). *An Introduction to Qualitative Research* (4<sup>th</sup> ed.). SAGE Publications India Pvt. Ltd.
- Gampell, D. T. & Stanley, J. C. (1963). *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand McNally.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation*. NJ: John Wiley & Sons, Inc.

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

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

**Course Code:** HP 551

**Title of the Course:** Organizational Psychology

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The student must have completed the core courses in Psychology prescribed at undergraduate level (3-year degree programme). In addition to this, the student is assumed to have basic introductory knowledge in General Psychology and Social Psychology.

**Course objectives**

This course provides a broad introduction to the field of Organizational Psychology, also known as I-O Psychology. Organizational Psychology studies people in the workplace and all the factors that affect how they behave at work. Students will gain an understanding of the prominent psychologists, theories, and evidence-based research findings in the fields of Personnel Psychology, Organizational Psychology, and Ergonomics.

**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 history and scope of Organizational Psychology and what organizational psychologists do;

**CLO-2:** Demonstrate a basic understanding of the organization structure, culture, and development;

**CLO-3:** Identify and analyze the key theories related to organizational function and organizational behaviour;

**CLO-4:** Apply organizational theories to specific organizational situations;

**CLO-5:** Describe the complex systems of individual and group psychological processes involved in the work place;

**CLO-6:** Apply the principles of Organizational Psychology to personnel and human resource management within the organization;

**CLO-7:** Develop the collaborative teamwork, time management, communication skills, and leadership in themselves and in others;

**CLO-8:** Evaluate critically evaluate the occupational health of the employees in direction of maintaining well-being.

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

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

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

**Unit 1: Organisational Psychology**

- 1.1 Concept and current challenges
- 1.2 Cross-cultural issues
- 1.3 Organisation structure
- 1.4 Work environment and culture
- 1.5 Organisational development and change

**Unit 2: Organisational function**

- 2.1 Selection and assessment
- 2.2 Training
- 2.3 Job analysis and performance appraisal
- 2.4 Work motivation
- 2.5 Job attitudes and satisfaction
- 2.6 Personality and values
- 2.7 Work stressors and conflict management

**Unit 3: Organisational behaviour**

- 3.1 Communication
- 3.2 Decision making
- 3.3 Emotion and spirituality in work place
- 3.4 Group behaviour and work team
- 3.5 Leadership
- 3.6 Positive organisational behaviour and psychological capital
- 3.7 Power and politics in organisations

#### **Unit 4: Occupational health**

- 4.1 Concept
- 4.2 Occupational stress and management
- 4.3 Ergonomics: Hazards identification and risks assessment at work place
- 4.4 Workplace counselling
- 4.5 Intervention to promote well-being at work
- 4.6 Corporate culture, health and well-being
- 4.7 Work vs. family
- 4.8 Role of health psychologists in organisation

#### **Textbooks**

1. Robbins, S. P., & Judge, T. A. (2015). *Organizational Behavior* (15th ed.). Boston: Pearson.
2. Landy, F. J., & Conte, J.M. (2013). *Work in the 21st century: An Introduction to Industrial and Organizational Psychology*. New York: John Wiley & Sons, Inc.
3. Luthans, F. (2011). *Organizational Behavior: An Evidence-based Approach* (12th ed.). New York: McGraw-Hill/Irwin.
4. Leka, S. & Houdmont, J. (2010). *Occupational Health Psychology*. New York: John Wiley & Sons, Inc.

#### **Reference Books/Materials**

- Garcia-Zamor, J. (2003). Workplace spirituality and organizational performance. *Public Administration Review*, 63(3), 355-363.
- Luthans, F., Youssef, C.M., & Avolio, B.J. (2007). *Psychological Capital: Developing the Human Competitive Edge*. Oxford: Oxford University Press.
- Sass, J.S. (2000). Characterizing organizational spirituality: An organizational communication culture approach. *Communication Studies*, 51(3), 195-217. doi: 10.1080/10510970009388520

Website: <http://www.hse.gov.uk/toolbox/>

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

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

M.Sc. (2-year) Health Psychology

**Course Code:** HP553

**Title of the Course:** Indian Psychology

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course / Knowledge (If any):**

The students must have prior knowledge of at least few branches of Psychology, i.e., General Psychology, Cognitive Psychology, Social Psychology, Health Psychology

**Course objectives**

This course provides students different approaches to learning Indian Psychology. Indian psychology is an approach to psychology that is based on ideas and practices that developed over thousands of years within the Indian sub-continent and is based on the Indian ethos, the characteristic spirit of the Indian civilization. Students will gain an understanding of the prominent Indian psychologists, theoretical perspectives, and research findings related to Indian Psychology. Students will be able to understand yoga and its application in life. Students will be able to know the Indian approach to counselling and psychotherapy. Students will also be able to know the research trends in Indian Psychology.

**Course Learning Outcomes (CLOs) (5 to 8)**

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

**CLO-1:** Demonstrate the different concepts in Indian Psychology;

**CLO-2:** Demonstrate the psychological aspect in Vedas and Upanishads;

**CLO-3:** Demonstrate Buddhist Psychology and Jain Psychology;

**CLO-4:** Demonstrate an understanding of the major concepts, like Personality, motivation, emotions, Holistic health from Indian perspective;

**CLO-5:** Explain the alternative medicine- Ayurveda and Siddha;

**CLO-6:** Apply the major principles of Indian Psychology to foster health and well-being;

**CLO-7:** Evaluate critically evaluate the current research in the field of Indian 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)**

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

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

**Unit 1: Indian Psychology**

1.1 Meaning, Concept, and Scope of Indian Psychology;

1.2 Origins of Indian Psychology;

1.3 Profounders of Indian Psychology- Sankaracharya, Aurobindo, Ramkrishna Paramahansa, Viveknanda;

1.4 Distinguishing features of Indian Psychology

**Unit 2: Life Span Perspective**

2.1 Ashramas;

2.3 Jaina Psychology;

2.4 Buddhist Psychology;

2.5 Transpersonal Psychology in Geeta;

2.6 Essence of Vedas;

2.7 Upanishads;

2.8 Patanjali Yoga Sutras

**Unit 3: Concepts of Indian Psychology**

3.1 Personality, motivation, emotions, Holistic health;

3.2 Karma and Dharma, Evolving Self: Meditation;

3.3 Altered states of consciousness and Spirituality;

3.4 Samadhi

#### **Unit 4: Applications**

4.1 Yoga and its applications in life, education, society;

4.2 Indian approach to counselling and psychotherapy;

4.3 Applications in alternative medicine- Ayurveda and Siddha;

4.4 Research trends in Indian Psychology

#### **Textbooks**

Rao, K. R, Paranjpe, A.C., & Dalal, A. K. (2008). Handbook of Indian Psychology. Cambridge University Press India

Rao, K. R. & Paranjpe, A.C. (2016). Psychology and in the Indian Tradition. New Delhi: Springer

Reat, R.N. (1990). The Origin of Indian Psychology. Berkeley, California: Asian Humanities Press.

#### **References**

Cornelissen, R. M. M., Misra, F., & Varma, S. (Eds.). (2011). Foundations of Indian Psychology. Volume I Concept and Theories. Delhi: Pearson

Cornelissen, R. M. M., Misra, F., & Varma, S. (Eds.). (2014). Foundations and Applications of Indian Psychology. New Delhi: Pearson Education.

Mishra, G. & Dalal, A. (2010). The Core and Context of Indian Psychology. Psychology and Developing Societies.

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

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

**Course code:** HP 554

**Title of the Course:** Military Psychology

**L-T-P:** L and T

**Credits:** 4

**Prerequisite Course/ Knowledge (If any):**

The student should have prior knowledge of general psychology, cognitive psychology, assessments in psychology, organizational psychology and social psychology.

**Course Objectives**

This course provide an introduction to the field of military psychology. Military psychology is the application of psychological principles and theories in military context. Student will gain an understanding of the role and importance of psychology in military context. Student will be acquaint with the use of psychological assessments in selection procedure of military personnel. Students will explore the various social factors related to group and interpersonal interactions in military setting. Students will have comprehensive understanding of various common mental health problem found in military context as they are currently understood. Students will also explore evidence based research finding on the advancement of military psychology and its contribution in Armed Forces.

**Course Learning Outcomes (CLOs)**

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

**CLO-1:** Demonstrate an understanding of the scope and issues in military psychology.

**CLO-2:** Demonstrate an understanding of group morale, group cohesion, and group dynamics in military organization.

**CLO-3:** Demonstrate an understanding to analyse theories and models of leadership, and leadership style.

**CLO-4:** Identify the importance and role of military psychologist during selection procedure, follow up and training of the Armed forces.

**CLO-5:** Identify the various mental health problems among the military personnel.

**CLO-6:** Apply the knowledge of psychological concepts, theories and principles in the field of military.

**CLO-7:** Evaluate evidence based research finding to promoting positive interaction within the group.

**CLO-8:** Evaluate the various evidence-based intervention models and their use in enhancing quality of life and well-being among the military personnel.



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

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

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**Detailed Syllabus:**

**Unit 1: Military Psychology**

- 1.1 Nature and scope
- 1.2 Historical perspectives
- 1.3 Contemporary issues and emerging trends in military psychology
- 1.4 Psychology of terrorism
- 1.5 Psychological warfare
- 1.6 Crisis Interventions
- 1.7 Operational and organizational practice of psychology in Indian military services
- 1.8 Ethical issues in Military Psychology

**Unit 2: Selection and training of Military Personnel**

- 2.1 Psychological Assessment: Intelligence, psychomotor, spatial abilities, interest, aptitude, and personality
- 2.2 Training need analysis
- 2.3 Types and methods of training
- 2.4 Monitoring and evaluation

**Unit 3: Social Factors and Leadership in Military Settings**

- 3.1 Group morale, group cohesion, and group dynamics

- 3.2 Conformity, compliance
- 3.3 Interpersonal Relations and military families
- 3.4 Models and theories of leadership
- 3.5 Leadership styles
- 3.6 Leadership and subordination

#### **Unit 4: Health in Military Organization**

- 4.1 Mental Health Issues: Combat stress, depression, alcoholism, substance abuse, PTSD, and suicide
- 4.2 Coping
- 4.3 Resilience
- 4.4 Psychosocial Interventions: Social support, Relaxation, Yoga and meditation, counselling, enhancing quality of life and well-being
- 4.5 Future perspective

#### **Textbooks**

1. Gal, R. & Mangelsdroff, A.D. (1991). Handbook of Military Psychology. John Wiley & Sons
2. Bowles, S.V., & Paul T. Bartone, P.T. (2017). Handbook of Military Psychology Clinical and Organizational Practice . Springer.
3. Kennedy, C.H. & Zillmer, E.A. (2006). Military Psychology Clinical and Operational Applications. Guilford Press

#### **References**

- Anastasi, A., & Urbina, S. (2003). Psychological testing. Prentice Hall: New Delhi
- Guilford, Hall, R., & Mangelsdroff, D. (1991). Handbook of military psychology. John Wiley: USA
- Kennedy, C.H., & Zillmer, E. A. (2006). Military psychology: Clinical and operational applications. Guilford: New York, USA
- Laurence, J.H. & Matthews, M.D. (2012). The Oxford Handbook of Military Psychology. Oxford University Press
- Maheshwari, N. & Vineeth V. K. (2016). Military Psychology : Concepts, Trends and Interventions . Sage Publications
- Ramachandran, K. (in press). Handbook of military psychology. Delhi: DIPR.
- Reuven, G., Avidad, M., & Dorff, A. (1991). Handbook of Military Psychology. USA, John Wiley Sons.
- Shalit, B. (1988). The psychology of conflict and combat. Praeger: NY.