

For all M.Sc. / M.A. / M.P.A. / M.F.A / Programs

(Based on UGC – Learning Outcomes-Based Curriculum Framework)

**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 (I.M.Sc. Health Psychology)

Qualification Descriptors (QDs)

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

QD-1: Demonstrate 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
QD-1	3	3	1	1
QD-2	3	3	1	2
QD-3	3	3	3	2
QD-4	3	3	3	2
QD-5	3	3	3	3
QD-6	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 Academic Program: Postgraduate (I.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)**

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

**School of Medical Sciences
Centre for Health Psychology
(Semester I)**

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

Course Code: PSY121

L-T-P:L and T

Title of the Course: General Psychology -1

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.

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, the scope of Psychology and examine its historical origins

CLO-2: Explain and interpret its diversity in terms of theoretical and applied branches; and how it is an integral part of many other subjects related to sciences, arts and humanities.

CLO-3: Explain important Contemporary Schools of Psychology, classical and theoretical interpretations, as well as Indian Psychology

CLO-4: Compare the differences between important theoretical perspectives and interpret the principles

CLO-5: Describe the scientific methods used in Psychology for studying the behaviour, experiences and mental processes

CLO-6: Outline the application of the various scientific methods in Psychology

CLO-7: Summarize the need for understanding the theoretical perspectives in understanding human behaviour and need for scientific methods to study human behaviour

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 General Psychology

- 1.1 Definition of Psychology
- 1.2 Scope
- 1.3 Historical Origins of Psychology
- 1.4 National and International bodies of psychology

Unit-2 Branches of Psychology and Relation of Psychology with other Subjects

- 2.1 Branches of Psychology: Theoretical and Applied branches
- 2.2 Psychology and its relation with others subjects

Unit-3 Contemporary Perspectives of Psychology

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

Unit-4 Methods of study in Psychology

- 4.1 Introspection
- 4.2 Objective Observation
- 4.3 Experiment
- 4.4 Case Study
- 4.5 Survey
- 4.6 Correlational method
- 4.7 Longitudinal method
- 4.8 Cross sectional Studies

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*: Cambridge University press
- Smith, E.E., Nolen – Hoeksema, S., Fredrickson, 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.)*. New York: 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
Semester I

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

Course Code: PSY 122

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 Introduction to Psychology. 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 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

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:

Semester I

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

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

(Semester II)

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

L-T-P: L and T

Course Code: PSY 161

Title of the Course: General Psychology- II

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 objectives

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.

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, perception 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.

	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

Detailed Syllabus

Unit-1 Cognition and Components: Sensation, Attention, and perception

1.1 Sensations

- 1.1.1 Structure of Eye and Theories of Vision
- 1.1.2 Structure of Ear and Theories of Hearing
- 1.1.3 Olfactory Sensations
- 1.1.4 Gustatory Sensations
- 1.1.5 Tactile Sensations
- 1.1.6 Kinesthetic 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

1.3. Perception

- 1.3.1. Definition and Principles
- 1.3.2. Depth perception
- 1.3.3. Monocular and binocular cues
- 1.3.4. Perceptual constancies and distortions
- 1.3.5. Extra sensory Perception

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. Ciccarelli, S.K., White, N.J., & Mishra, G. (2022). *Psychology* (6th ed.). Perason Education.
2. Feldman, .R.S., (2008). *Understanding Psychology* (15th ed.). Mc Graw Hill Education.

3. Morgan C.T., (1980). King, R.A., Weiss, J.R., & Schoples, J. (1986). *Introduction to Psychology* (7th ed.). Tata McGraw Hill.
4. Nolen-Hoeksema, S. Barbara L. Fredrickson, Geoff R. Loftus and Willem A. Wagenaar (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.) Cengage Learning
5. Kalat, J.W. (2022) *Introduction to Psychology* (12th ed) . Cengage Learning.

References

- Baron, R.A. & Mishra, G. (2016). *Psychology : Indian Subcontinent Edition*. Pearson India Education.
- Ciccarelli, S.K., Meyer, G.E. (2008). *Psychology: South Asian Edition*, New Delhi, Pearson
- Fernald. L.D, & Fernald, P.S., (2007). *Munn's Introduction to Psychology (5th Ed)* Delhi: AITBS Publishers & Distributors.
- Galotti, K.N., (2014). *Cognitive Psychology: In and Out of the laboratory (5th ed.)*. Sage Publication
- 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

(Semester II)

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

Course Code: PSY 162

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 basics of human cognition, a field of study that includes memory, thinking, intelligence, and consciousness. Students will be acquainted with nature, methods and factors related to cognitive psychology (thinking, memory, intelligence, & consciousness). 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.

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 psycholog

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

CLO-3: Demonstrate comprehensive understanding of memory, consciousness 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

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

Detailed Syllabus:

Unit 1: Memory and Forgetting

1.1 Memory: Stages (Atkinson-Shiffrin Model)

1.2 Levels of Processing

1.3 Types of Memory: Implicit & Explicit

1.4 Forgetting: Theories of Forgetting

1.5 Improving Memory.

Unit 2: Thinking and Concept Formation

2.1 Thinking: Types

2.2 Nature of Concepts

2.3 Problem Solving: Methods and Factors

2.4 Reasoning: Deductive and Inductive Methods

2.5 Creativity

Unit 3: Intelligence:

3.1 Definition of Intelligence

3.2 Theories of Intelligence

- 3.3 Determinants of Intelligence
- 3.4 Measurement of Intelligence
- 3.5 Product and Process oriented

Unit 4: Consciousness:

- 4.1 Aspects of consciousness; conscious, preconscious, unconscious
- 4.2. Dreams
- 4.3 Hypnosis
- 4.4 Meditation
- 4.5 Psychoactive drugs

Textbooks

1. Sternberg, R.J. & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Cengage Learning.
2. Anderson, J.R. (2020). *Cognitive Psychology and its implications* (9th ed.). Cengage.
3. Ciccarelli, S.K., White, N.J., & Mishra, G. (2022). *Psychology* (6th Ed). Perason Education.
4. Solso, R. L. (2004). *Cognitive Psychology* (6th ed.). Pearson Education.
5. Plotnik,R. , Kouyoumdjian, H. (2011).). *Introduction to Psychology* (9th ed.)Cengage Learning
6. Nolen-Hoeksema, S., Fredrickson, L.B., Loftus, G.R., & Lutz, C. (2015). *Atkinson & Hilgard's Introduction to Psychology* (16th ed.) Cengage Learning
7. Feldman, R.S., (2008). *Understanding Psychology* (15th ed.). Mc Graw Hill Education.

References

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

Semester II

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

Course Code: PSY 163

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 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.

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, 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

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:

Semester II

1. Span of Attention
2. Muller-Lyer Illusion
3. Ravens Progressive Matrices
4. Stroop Test

**School of Medical Sciences
Centre for Health Psychology
(Semester III)**

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

Course code: **PSY 211**

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 behavioural and health problems with damage in physiological systems.

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	2	1	3	3
CLO2	3	3	3	3	1	1	2	1	3	3
CLO3	3	3	3	3	1	1	2	1	3	3
CLO4	3	3	3	3	2	1	2	1	3	3
CLO5	3	3	3	3	1	1	2	1	3	3
CLO6	3	3	3	3	1	2	2	1	3	3
CLO7	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 Scientific Publishers: UK

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

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

(Semester III)

Name of the School / Department / Centre

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

Integrated) Health Psychology

Course Code: **PSY 212**

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.

Course objectives

This course offers broad insights to the field of Social Psychology. It aims to acquaint students with the ever-changing fields of social psychology; also focusses on developing an understanding of everyday

issues and basic psychological processes (social cognition, social influence, attitudes) underlying our responses to social events. It addresses the classics as well as current social issues and trends to help adapting to a changing world.

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 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	2	3	3	2	2	1	2	1	2	2
CLO3	3	3	1	2	2	1	2	1	2	2
CLO4	2	3	1	2	2	2	3	2	2	3
CLO5	3	3	3	2	2	2	3	2	2	2
CLO6	2	3	3	2	2	2	2	2	3	2
CLO7	2	3	3	2	3	2	2	3	3	3
CLO8	2	3	2	2	3	2	2	2	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: Social Psychology

1.1 Background and definition: Overview of the history of social psychology (including India)

1.2 Nature and scope: Relationship with sociology and anthropology

1.3 Application: Health, Law, Workplace. Social psychology and sustainable future.

1.4 Methods of studying social behaviour

Unit 2: Social Cognition

2.1 Concept

2.2 Social perception and schemas; Social identity and its functions

2.3 Attribution theories

2.4 Impression formation and management

2.5 The self and society : Self and its processes: Self concept, Self-esteem, and self-presentation

Unit 3: Attitude

3.1 Definition and components

3.2 Major theories

3.3 Attitude formation; Attitude-behaviour link

3.4 Attitude change: Strategies for attitude change.

- 3.5 Attitude measurement
- 3.6 Concepts of stereotype, prejudice, and discrimination

Unit 4: Group Dynamics and inter-group relations

- 4.1 Group formation: Nature of groups
- 4.2 Consequences of belonging - performance, cooperation and conflict
- 4.3 Conformity
- 4.4 Group decision making
- 4.5 Leadership
- 4.6 Social aggression
- 4.7 Intervention techniques

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

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

Semester III

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

Course Code: **PSY 213**

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 Social Psychology. 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 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

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:

Semester III

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

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

Semester IV

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

Course Code: PSY 261

Title of the Course: **Child Psychology**

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 objectives

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 conception, maternal health, nature-nurture, and development (physical, cognitive, emotional, and social) across the childhood and hazards underlying child development.

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	1	1	2	2	1	2	3	3	2	2
CLO2	1	2	2	3	1	2	3	2	2	2
CLO3	2	1	3	2	2	3	3	3	3	1
CLO4	2	2	3	3	2	2	3	2	3	3
CLO5	3	1	2	2	2	2	3	3	2	2
CLO6	3	2	3	2	3	3	3	3	2	3
CLO7	2	1	2	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: Child development

- 1.1 Concept of Human Development
- 1.2 Principles of child development
- 1.3 Stages of child development
- 1.4 Critical period of development
- 1.5 Method of studying child development
- 1.6 Theories, themes and research designs

Unit 2: 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

Unit 3: 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

Unit 4: 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: Socio-Cultural Contexts for Human Development a) Family b) Peers, Media & Schooling c) Human Development in the Indian context

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
(Semester IV)**

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

Course Code: PSY 262

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 objectives

This course provides students with 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 that 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.

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

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: 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 Wiley & 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
(Semester IV)**

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

Course Code: PSY263

Title of the Course: Foundations 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 objectives

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.

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

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 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
Semester IV**

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

Course Code: PSY 264

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.

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 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

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. 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
(Semester V)**

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

Course Code: PSY 311

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.

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 and Emerging Adults

- 1.1 Adolescent physical development: the transition phase
- 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 Stress, coping and life satisfaction in 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 Understanding of Death across Lifespan
- 4.4 Dying with dignity: Palliative care and Hospice care
- 4.5 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

- Santrock, J. W., Mondloch, C. J., & Mackenzie-Thompson, A. (2014). *Essentials of life-span development*.
- 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

(Semester V)

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

Course Code: **PSY 312**

Title of the Course: **Developmental Psychopathology**

L-T-P: L and T

Credit: 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.

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

‘3’ in the box 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 Frontotemporal Dementia

Textbooks

1. Hooley, J. M. Nock, M.K., & Butcher, J.N. (2021). *Abnormal Psychology* (18th ed.) Pearson Education.
2. Sarason, I. G., & Sarason, B. R. (2002). *Abnormal Psychology*. Pearson Education.
3. Lewis, M. & Rudolph, K.D. (2014). *Handbook of Developmental Psychopathology* (3rd ed.). Springer.

4. Weis, R. (2020). *Introduction to Abnormal child and adolescent psychology* (4th ed.). Sage Publications.
5. 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
(Semester V)**

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

Course Code: PSY 313

Title of the Course: Personality Psychology

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 objectives

This course aims to introduce students to the various personality theories and deepen their understanding of the personality and its development. Students will gain an understanding of the prominent personality theoretical perspectives, and measurement of personality, and understand how personality influences an individual's thoughts and behaviours.

Course Learning Outcomes (CLOs)

After completing 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 determinants of personality 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, trait and existential 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 Determinants and Measurement

1.1 Concept

1.2 Determinants of personality: Genetic and constitutional determinants; cultural and environmental determinants

1.3 Measurement of Personality: Nature and Approaches to personality measurement– Projective & Non-projective Tests

1.4 Personality, Health, and Illness

Unit 2: Psychodynamic, Psychosocial and Interpersonal Theories of Personality

2.1 Sigmund Freud

2.2 Carl Jung

2.3 Alfred Adler

2.4 Erik Erikson

2.5 Karen Horney

2.6 Harry Stack Sullivan

Unit 3: Behaviouristic, Socio-Cognitive and Trait Theories

3.1 B. F Skinner

3.2 Albert Bandura

3.3 Gordon Allport

3.4 Raymond Cattell

3.5 Mc Crae and Costa

Unit 4: Humanistic and Existential Theories

4.1 Abraham Maslow

4.2 Carl Roger

4.3 Rollo May

4.4 Erich Fromm

Textbooks

1. Hall, C. S, Lindzey, G., & Campbell, J. B. (1998). *Theories of Personality*. New York: John Wiley & Sons, Inc.
2. Schultz, D. P., & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.
3. Burger, J. M. (2014). *Personality*. Cengage Learning.

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.
- 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.

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

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

Course Code: PSY 314

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.

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

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:

Semester V

1. Emotional Intelligence
2. Cattell's 16 PF
3. TAT (Uma Chowdary)
4. Locus of Control

School of Medical Sciences
Centre for Health Psychology
Semester V

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

Course Code: PSY 315

Title of the Course: Project (Field Based)

L-T-P: L-T-P

Credits: 2

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

(Semester VI)

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

Course Code: **PSY 361**

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 objectives

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.

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

	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

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
- MedhaVasisht, (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**

(Semester VI)

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

Course Code: **PSY 362**

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 objectives

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.

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 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 and cognition, and resilience;

CLO-4: Demonstrate an understanding of the major concepts, like 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 evaluate 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	2	3	2	2	3	3
CLO2	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3

CLO4	2	3	3	3	2	3	2	2	3	3
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CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	2	3	2	2	3	3
CLO7	2	3	3	3	2	3	2	2	3	3
CLO8	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: 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 B.Sc. Psychology and I.M.Sc. (5-year Integrated) Health Psychology

Course Code: PSY 363

Title of the Course: School Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge:

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

Course objectives

This course aims to introduce students to the basic knowledge specific to the professional aspects of school psychology. Students will gain an understanding of the history, professional issues and standards and theoretical perspectives of school psychology. The students will gain an understanding of the role and functions of school psychologists at various

Course Learning Outcomes (CLOs)

After completing this course successfully, the students will be able to

CLO-1. Understand the historical development, evolution, legal and ethical issues of professional school psychology

CLO-2. Demonstrate an understanding of the major issues and problems in primary, middle and high school children

CLO-3. Gain an understanding of the role of school psychologists in career planning, developing academic programs

CLO-4. Apply psychological concepts in screening, assessment, and development of intervention in school settings

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

Unit- I. School psychology: models and approaches

- 1.1.Introduction to school psychology
- 1.2.Historical development school psychology
- 1.3.Ethical considerations in school psychology
- 1.4. Role and functions of school psychologists in assessment, prevention and intervention
- 1.5.Theories and approaches: Adlerian, Humanistic, Behaviour and Cognitive Approach, Reality Theory, Play Therapy, Story- Telling, Biblio Counseling

Unit- II Primary and middle schools: role of school psychologists

- 2.1. Issues and needs of Primary School Children: Problems of affect, irrational fears, aggression, bullying
- 2.2. Communication problems and disorders: stuttering, stammering
- 2.3. Issues and needs of Middle School Children: Issues of impulsive behaviours, peer relationships, social isolation and withdrawal, child abuse,
- 2.4. Children with challenging family relationships: divorce, single parenting & adoption.
- 2.5 Assessment of issues and Interventions through individual counselling, counselling significant others and support groups

Unit- III High school children and adolescents: need for psychological support

- 3.1. Strategies to deal with Transition, Identity Problems and Peer Pressure and Dealing with Academic Stress
- 3.2. Development of Sexuality, Dating, Date Rape and Violence, Bullying Harassment, Social Networking
- 3.3. Dealing with Special problems of Adolescents: Antisocial Behavior, Drug Abuse, Sexual Deviance, Delinquency, Teen violence, Ragging, Depression and suicide.
- 3.4. Navigating transition: young children: starting school, middle school transition; and adjustment in high school.
- 3.5. Career Preparation and Career Counseling, Career Exploration and Career Decision

Unit- IV. Special needs and assessment

- 4.1. Individual differences among children in intelligence & ability and cognitive and learning styles, including students with Learning Disabilities, Slow Learners, Giftedness ADD and ADHD
- 4.2. Counselling children with special needs
- 4.3. Inclusion & Special Education and Remediation, School Readiness.
- 4.4. Development and Implementation of Individualized Education Program
- 4.5. Screening and assessment of learning and behaviour problems. The procedure of teacher referrals, types of problems referred by teachers. Home, family and school liaison.

Textbooks

Kenneth W. M., Ruth A. E., and Gretchen G. P. (2006). School Psychology for the 21st Century: Foundations and Practices. 2nd Ed. Guilford Press.

Donna A. H., Charles L. T. (2015). Counseling Children. 9th Ed. Cengage Learning, U.S. A.

Woolfolk A. (2008). Educational Psychology. Pearson Education: New Delhi.

References

Asch, M (2000). Principles of guidance and Counselling-1st ed. New Delhi: Sarup & Sons

Clauss-Ehlers. C.S.(2010).Encyclopedia of cross cultural school psychology. Springer

Dandapani, S.(2001). A Textbook of advanced educational psychology 2nd ed. New Delhi. Anmol Publishing Pvt. Ltd.,

Fagan, T.k., Wise P.S. (2005) School Psychology: Past, Present and Future: USA

Heward, W.L.(1996) Exceptional Children: An Introduction to Special Education 5th Ed. New Jersey: Prentice Hall

White M.A. & Harris M.W. (1962). The School Psychologist. Harper& Brothers: New York.

School of Medical Sciences

Centre for Health Psychology

(Semester VI)

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

Integrated) Health Psychology

Course Code: PSY 364

Title of the Course: Environmental Psychology

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

Prerequisite Course / Knowledge (If any):

The students must have prior knowledge of at least a few of the following branches of Psychology, i.e., General Psychology, Cognitive Psychology, Social Psychology, Positive Psychology, Health Psychology and Life span development Psychology.

Course objectives

This course provides a broad introduction to the field of Environmental Psychology. Environmental Psychology is the scientific study of the transactions and interrelationships between people and their physical

surroundings. Students will gain an understanding of the environmental risk, environmental stress, and climate change as unique environmental problem. Students will be able to understand the health benefits of nature and the factors influencing environmental behaviour. Students will be able to evaluate the role of pro-environmental behaviour and apply strategies to promote pro-environmental behaviour.

Course Learning Outcomes (CLOs) (5 to 8)

After completing this course successfully, the students will be able to

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

CLO-2: Demonstrate climate change as a unique environmental problem

CLO-3: Identify and analyze the environmental risk and stress

CLO-4: Demonstrate an understanding of the major concepts, values, social norms, and emotions related to pro-environmental behaviour and strategies to promote pro-environmental behaviour

CLO-5: Demonstrate simulation of the social environmental system

CLO-6: Analyze the use of different theories to explain environmental behaviour

CLO-7: Apply the major principles of Environmental Psychology to foster quality of life

CLO-7: Evaluate critically the current research in the field of Environmental Psychology to sharpen their professional skill in 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	2	3	3	3	3	3
CLO2	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3
CLO4	2	3	3	3	2	3	2	2	3	3
CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	2	3	2	2	3	3
CLO7	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: Environmental Psychology: History, Scope, Methods

1.1 Concept of Environmental Psychology

1.2 History of the field

1.3 Current Scope and Characteristics of the Field

Unit 2: Environmental Influences on Human Behaviour and Well-being

2.1 Environmental Risk Perception

2.2 Climate Change as a Unique Environmental Problem

2.3 Environmental Stress (Noise, Crowding, Poor Housing Quality, Poor Neighbourhood Quality, Traffic Congestion)

2.4 Health Benefits of Nature (Air Quality, Physical Activity, Social Cohesion, Stress Reduction)

2.5 Environment and Quality of Life

Unit 3: Factors Influencing Environmental Behaviour

3.1 Health and Behaviour

3.2 Measuring Environmental Behaviour

3.3 Values and Pro-Environmental Behaviour

3.4 Social Norms and Pro-Environmental Behaviour

3.5 Emotions and Pro-Environmental Behaviour

3.6 Theories to Explain Environmental Behaviour

Unit 4: Encouraging Pro-environmental Behaviour

4.1 Strategies to Promote Pro-Environmental Behaviour through Changing Knowledge

4.2 Awareness, and Attitude

4.3 Encouraging Pro-Environmental Behaviour

4.4 Processes of Change

4.5 Simulating Social Environmental System

Textbooks

Steg, L. & De Groot, J.I.M. (2019). Environmental Psychology An Introduction. John Wiley & Sons Ltd

Fleury-Bahi, G. & Navarro, E.P.O. (2017). Handbook of Environmental Psychology and Quality of Life Research. Springer

Devlin, A.S. (2018). Environmental Psychology and Human Well-being. Academic Press

References

Nemeth, D.G. (2015). Ecopsychology Advances from the Intersection of Psychology and Environmental Protection. Praeger, U.S.A.

Gifford, R. (2016). Research Methods for Environmental Psychology. John Wiley & Sons, Ltd

Clayton, S.D. (2012). The Oxford Handbook of Environmental and Conservation Psychology. Oxford Library of Psychology

School of Medical Sciences
Centre for Health Psychology
Semester VI

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

Course Code: **PSY 365**

Title of the Course: **Internship**

L-T-P: L-T-P

Credits: 2

School of Medical Sciences

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:

Semester VI

1. Beck's Depression Inventory
2. NEO-PI
3. State Trait Anxiety Test
4. Well-being

**School of Medical Sciences
Centre for Health Psychology
(IMSc/BSc. Hons. Semester
VII & MSc Semester I)**

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

Course Code: PSY 411

L-T-P: L and T

Title of the Course: Counselling 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

	1	2	3	4	5	6	7	8	9	10
CLO1	3	3	3	3	1	2	1	1	3	3
CLO2	3	3	3	3	1	1	1	1	3	3
CLO3	3	3	3	1	2	3	2	2	3	3
CLO4	3	3	3	3	3	3	2	2	3	3
CLO5	3	3	3	3	3	3	2	2	3	3
CLO6	3	3	3	3	3	3	2	2	3	3
CLO7	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 (4th 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
(IMSc/BSc. Hons. Semester
VII & MSc Semester I)**

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

Course Code: PSY 412

Title of the Course: Introduction to Research in 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 the undergraduate level (3-year degree programme). In addition to this, the student is assumed to have a basic introductory knowledge of Statistics.

Course objectives

This course is designed to provide rudimentary knowledge on conducting research in the field of Psychology. The course will familiarise participants with important data collection methods through hands-on sessions. In addition to this, the students will gain an understanding of the ethics of psychological research. The course will familiarise participants with the basic process of report writing and impart the skill of scientific writing of research reports related to the field of Psychology.

Course Learning Outcomes (CLOs) (5 to 8)

After completing this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the concept of quantitative research;

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

CLO-3: Explain important paradigms used in the field of psychology;

CLO-4: Demonstrate the application of methods of data collection, like observation, experiment, survey, and interview in the field of psychology;

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

CLO-6: Demonstrate an understanding of the core principles of ethics in psychology;

CLO-7: Demonstrate an understanding of the relevance of informed consent in research in psychology;

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

Detailed Syllabus:

Unit 1: Research

1.1 Meaning and definition of research

1.2 Goals of research in psychology

1.3 Basic research vs applied research

1.4 Overview of important paradigms in psychological research

1.5 Overview of research methodology: Quantitative, qualitative, mixed-method

1.6 Steps in conducting research

Unit 2: Methods of 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

2.4 Interview: Meaning, types, steps, advantages, disadvantages

Unit 3: Sampling

- 3.1 Concept
- 3.2 Sampling designing process
- 3.4 Determining sample size
- 3.3 Sampling techniques
- 3.5 Advantages and disadvantages of sampling techniques

Unit 4: Ethics in conducting and reporting psychological research

- 4.1 Ethics in psychological research
- 4.2 APA Ethics Code
- 4.3 Informed consent
- 4.4 Research reports and APA-Style
- 4.5 Plagiarism

Textbooks

1. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, California: SAGE Publications, Inc.
2. Coolican, H. (2014). *Research Methods and Statistics in Psychology* (6th Ed.). NY: Psychology Press.
3. Forrester, M. (Ed.) (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. New Delhi: Sage.
4. Smith, J. A. (2015). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd ed.). London: SAGE Publications Ltd.
5. Silverman, D. (2012). *Qualitative Research* (3rd ed.). New Delhi, India: Sage South Asia.
6. Ethical principles of psychologists and code of conduct. (2017). American Psychological Association. <https://www.apa.org/ethics/code/>
7. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

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* (4th ed.). SAGE Publications India Pvt. Ltd.
- Gampell, D. T. & Stanley, J. C. (1963). *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand McNally.
- 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.
- 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
(IMSc/BSc. Hons. Semester
VII & MSc Semester I)**

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

Course Code: PSY 413

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)

	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	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3
CLO4	2	3	3	3	2	3	2	2	3	3
CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	2	3	2	2	3	3

CLO7	2	3	3	3	2	3	2	2	3	3
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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 Profounder 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

Unit 3: Concepts of Indian Psychology

3.1 Personality, motivation, emotions, 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 Patanjali Yoga Sutras 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
(IMSc/BSc. Hons. Semester
VII & MSc Semester I)**

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

Course Code: PSY 414

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 the 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. Organisational 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 completing this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the history and scope of organisational psychology and what organisational psychologists do;

CLO-2: Demonstrate a basic understanding of the organisation's structure, culture, and development;

CLO-3: Identify and analyse the key theories related to organisational function and organisational behaviour;

CLO-4: Apply organisational theories to specific organisational situations;

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

CLO-6: Apply the principles of organisational psychology to personnel and human resource management within the organisation;

CLO-7: Develop 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 the direction of maintaining well-being.

Detailed Syllabus:

Unit 1: Organisational Psychology

1.1 Definition and scope

1.2 Organisation structure

1.3 Work environment and culture

1.4 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 workplace
- 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 Occupational health: Concept
- 4.2 Ergonomics: Hazards identification and risks assessment at workplace
- 4.3 Work vs. family
- 4.4 Role of 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
(IMSc/BSc. Hons. Semester
VII & MSc Semester I)**

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

Course Code: PSY 415

Title of the Course: Psychology Lab

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/assessments related to Counselling and Indian Psychology. 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 Counselling and Indian Psychology;

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

CLO-3: Apply the skills of conducting psychological experiments/assessments in the 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 experiments/assessments 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
LO7	3	3	3	3	3	3	3	3	2	3
CLO8	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

Detailed Syllabus:

Semester VII

1. Millon College Counselling Inventory (Millon et al., 2008)
2. The Vedic Personality Inventory: Wolf (1998)
3. Myer Briggs Type Indicator
4. Weschler's Adult Intelligence Scale

School of Medical Sciences
Centre for Health Psychology
(IMSc/BSc. Hons. Semester
VIII & MSc Semester II)

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

Course Code: PSY 461

Title of the Course: Psychological Testing

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 the undergraduate level (3-year degree programme). In addition to this, the student is assumed to have a basic introductory knowledge of Statistics.

Course objectives

This course is designed to provide fundamental knowledge on the construction of psychological tests. The student will gain an understanding of a specialised branch of psychology, i.e., psychometrics and its uses. The course will familiarise students with various assessment techniques. Further, the course will impart the skill of psychological assessment related to various areas across important settings.

Course Learning Outcomes (CLOs) (5 to 8)

After completing this course successfully, the students will be able to

- CLO-1:** Demonstrate an understanding of the concept of psychological testing and test administration;
- CLO-2:** Demonstrate an understanding of the major psychometric concepts, like item analysis, reliability, validity, and norms;
- CLO-3:** Demonstrate an understanding of analysing and interpreting basic findings from psychological tests;
- CLO-4:** Choose the appropriate procedure for test standardisation;
- CLO-5:** Design standardised psychological tests by following the principles;
- CLO-6:** Summarise the ethical issues in psychological testing;
- CLO-7:** Choose the appropriate assessment technique as per the area and setting.

Detailed Syllabus:

Unit 1: Nature and use of psychological test

- 1.1 Psychological test: Meaning
- 1.2 Characteristics of psychological test
- 1.3 Uses of psychological test

1.4 Origin of psychological testing

1.5 Test administration: Rapport, test anxiety, examiner and situational variables

Unit 2: Developing psychological test

- 2.1 Classification of psychological tests
- 2.2 Concept of measurement and scaling
- 2.3 Psychometrics: Classical and modern test theories
- 2.4 Concept of standardisation
- 2.5 Steps in construction of standardised psychological tests

Unit 3: Test standardisation

- 3.1 Developing a test plan
- 3.2 Item writing
- 3.3 Item analysis
- 3.4 Reliability
- 3.5 Validity
- 3.6 Norms and interpretation of test scores

Unit 4: Application of psychological testing: Issues and concerns

- 4.1 Ethical issues in psychological testing
- 4.2 Assessment techniques: Self-report, projective techniques, performance tests, situational tests
- 4.3 Psychological tests in different areas: Cognitive abilities, Neuropsychological tests, Aptitude tests
- 4.4 Psychological tests in different settings: Clinical, Educational, Organisational, and Military
- 4.5 Psychological tests for special population
- 4.6 Computerised testing

Textbooks

1. Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. New Delhi: Pearson Education, Inc.
2. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (3rd ed.). USA: McGraw-Hill, Inc.
3. Urbina, S. (2014). *Essentials of Psychological Testing* (2nd ed.). New Jersey: John Wiley & Sons, Inc.
4. Cohen, R.J., & Swerdlik, M.E., (2018). *Psychological Testing and Assessment: An Introduction to Tests & Measurement* (9th ed.). New York: McGraw Hill.

Reference

- Aiken, L. R., & Groth-Marnat, G. (2009). *Psychological Testing and Assessment* (12th ed.). Noida, India: Pearson India Education Services Pvt Ltd.
- Gregory, R. J. (2016). *Psychological Testing: History, Principles, and Applications*. USA: Pearson Education, Inc.

**School of Medical Sciences
Centre for Health Psychology
(IMSc/BSc. Hons. Semester
VIII & MSc Semester II)**

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

Course Code: PSY 462

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, 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 models of counseling and conditions required for effective counseling

CLO-2: Practice the process of counseling by understanding the procedures required for building counseling relationship, the interview and documentation required for counseling

CLO-3: Apply the micro skills of counseling beginning with the pre-helping skills

CLO- 4: Apply the skills to make the client express; and 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 facilitate the brainstorming from the client to formulate strategies;

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

CLO-8: Develop the skills of facilitating 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
CLO1	3	3	3	3	2	3	2	2	3	3
CLO2	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3
CLO4	2	3	3	3	2	3	2	2	3	3
CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	3	3	2	2	3	3
CLO7	2	3	3	3	2	3	2	2	3	3
CLO8	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 Counseling : Models and Conditions

1.1 Models of Counseling: Ivey’s Microskill model; Egan’s Developmental Model; Nelson Jones DASIE Lifeskills helping model

1.2 Core Conditions of counseling: Roger’s principles of Empathy, Unconditional Regard, Genuineness, Congruence

Unit 2: The Counseling Process

2.1 Building counseling relationship

2.2 Counseling Interview

2.3 Developing case history and documentation

2.4 Working with other professionals

Unit 3:Egan’s Developmental Model : Pre-helping Skills and Stage I

3.1 Egan’s Developmental Model: An overview

3.2 Pre Helping Skills

3.3 Stage I - Present Scenario: Stage Ia-Story; Stage Ib-Blind Spot; Stage Ic-Leverage.

Unit 4: Egan’s Developmental Model Stages II & III

- 4.1 Stage II- Preferred Scenario: Stage IIa-Agenda; Stage IIb -Best fit; Stage IIc-Commitment
 4.2 Stage III- Getting There: Stage IIIa-Strategies; Stage IIIb-Planning; Stage IIIc-Action
 4.3 Action 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
 (IMSc/BSc. Hons. Semester
 VIII & MSc Semester II)**

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

Course Code: PSY 463

Title of the Course: Counselling Skills Practicum

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: Formulatesession 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 he 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)

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

CLO1	3	3	2	3	3	3	1	1	3	3
CLO2	3	3	3	3	3	3	1	1	3	3

CLO3	3	3	3	3	3	3	1	1	3	3
CLO4	3	3	3	3	3	3	1	1	3	3
CLO5	3	3	3	3	3	3	1	1	3	3
CLO6	3	3	3	3	3	3	1	1	3	3
CLO7	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
(IMSc/BSc. Hons. Semester
VIII & MSc Semester II)**

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

COURSE CODE: PSY 464

Name of the Course: Sport Psychology

L-T-P: L and T

Credits: 4

Prerequisite Course / Knowledge (If any):

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

Course objectives

This course offers an overview of the field of sports psychology. It helps students to understand how the mind impacts sports person behaviour and competitive sports performances. It aims to acquaint students with the principles of psychology as applied to sports. The topics comprise personality, motivation, emotion, anxiety, stress, arousal, leadership, goal setting, gender, fair play and so on.

Learning Outcomes

1. Define sports
2. Provide a brief history of sport psychology

3. Describe some major research methods used in sport psychology
4. Elaborate the development of sport-related behaviour, including the family and wider culture
5. Understand the relationship between sports and personality development
6. Recognize the significance of the coach-athlete relationship
7. Examine the relationship between gender and sport
8. Outline key terms including arousal, anxiety and stress
9. Discuss the relationship between aggression and performance
10. Identify approaches for the reduction of aggression in sport
11. Apply theories of leadership in team leadership
12. Learn, design, and implement the Psychological skills training

Unit 1 Introduction to Sport Psychology

- 1.1 Definition of sports
- 1.2 History of sports: What is sport and exercise psychology?
- 1.3 History of sports psychology in India
- 1.4 Research methods in sports- Qualitative and Quantitative
- 1.5 Careers in sports psychology: Sport psychology specialties-Clinical-sport psychology, Educational psychology
- 1.6 Role of exercise and sport psychologists – teaching, research and consultation
- 1.7 Ethical standards and professionalism in sports psychology (Ethics in sports psychology)-

Unit 2 Personality and Sport behaviour

- 2.1 Sports behaviour
- 2.2 Personality and the athlete- Approaches, assessment, personality research in sport and exercise
- 2.3 Defining good sporting behaviour
- 2.4 Fair play and character building
- 2.5 Strategies for character building
- 2.6 Coach-Athlete relationship

- 2.7 Gender in sports
- 2.8 Children and sports psychology

Unit 3 Motivation and Emotion in Sports

- 3.1 Motivation: Definition and views ; types, theories and dynamics
- 3.2 Guidelines for building motivation: Role of coaching and mentoring
- 3.3 Achievement motivation and competitiveness
- 3.4 Developing achievement motivation and competitiveness in sportspersons
- 3.5 Arousal, stress and anxiety: Physiology and psychology of arousal, stress and anxiety
- 3.6 Measurement
- 3.7 Aggression in sports
- 3.8 Arousal regulation
- 3.9 Burnout and over training

Unit 4 Individual, Group Dynamics, and Interventions

- 4.1 Goal setting in sports; Principles of goal setting
- 4.2 Development of leadership; team cohesion
- 4.3 Self-confidence and intrinsic motivation- assessing and building self-confidence
- 4.4 Psychological skills training (PST): why PST is important? PST knowledge base and its effectiveness
- 4.5 Phases of PST programmes: Education, acquisition and practice
- 4.6 Designing and implementing a PST program: Common problems in implementing PST programmes

Textbooks:

Horn, T. S. (Ed.) (2002). *Advances in sport psychology*. USA: Human Kinetics Publishers.

Jarvis, M. (2006). *Sport psychology: A student's handbook*. Routledge.

Shaw, D., Gorely, T., & Corban, R. (2005). *Sport and exercise psychology*. Garland Science.

Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology*. USA: Human Kinetics Publishers, Inc.

**School of Medical Sciences
Centre for Health Psychology
(IMSc/BSc. Hons. Semester
VIII & MSc Semester II)**

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

Course code: HP 465

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 Introduction

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)

	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	2	1	1	3	3
CLO2	3	3	3	3	1	2	2	1	3	3
CLO3	3	3	3	3	1	2	2	1	3	3
CLO4	3	3	3	3	2	2	3	3	3	3
CLO5	3	3	3	3	1	2	1	1	3	3
CLO6	3	3	3	3	3	2	3	2	3	3
CLO7	3	3	3	3	1	2	3	3	3	3
CLO8	3	3	3	3	2	2	2	3	3	3

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 armed forces leadership.

CLO-4: Identify the importance and role of military psychologist during selection procedure, 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)

‘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 Operational and organizational practice of psychology in Indian military services
- 1.7 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

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 Armed Forces Leadership

Unit 4: Psychological Issues and Intervention

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

Textbooks

2. Gal, R. & Mangelsdroff, A.D. (1991). Handbook of Military Psychology. John Wiley & Sons
3. Bowles, S.V., & Paul T. Bartone, P.T. (2017). Handbook of Military Psychology Clinical and Organizational Practice . Springer.
4. Kennedy, C.H. & Zillmer, E.A. (2006). Military Psychology Clinical and Operational Applications. Guilford Press
5. Kumar, U. (Ed.). (2020). The Routledge International Handbook of Military Psychology and Mental Health. Routledge.

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., Adavid, M., & S Dorff, A. (1991). Handbook of Military Psychology. USA, John Wiley Sons.
- Shalit, B. (1988). The psychology of conflict and combat. Praeger: NY.

**School of Medical Sciences
Centre for Health Psychology
(IMSc/BSc. Hons. Semester
VIII & MSc Semester II)**

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

COURSE CODE:- PSY 466

Title of the Course: Project (Field based)

Credits: 4

**School of Medical Sciences
Centre for Health Psychology
(IMSc Semester IX & MSc
Semester III)**

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

Course Code: PSY 511

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 Health Psychology. Health Psychology deals with 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)

	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	2	3	3	3	2	3	2	2	3	3
CLO3	2	3	3	3	2	3	2	2	3	3
CLO4	2	3	3	3	2	3	2	2	3	3
CLO5	2	3	3	3	2	3	2	2	3	3
CLO6	2	3	3	3	2	3	2	2	3	3
CLO7	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, Origin, and Evolution of Health Psychology

1.2 Aims and Scope of Health Psychology

1.3 Need for Health Psychology

1.4 Biomedical Model and Biopsychosocial Model

1.5 Psychosocial Factors related to health and illness

1.6 Health from Indian Perspective

Unit 2: Theories of Health Behaviour

- 2.1 Social Cognitive Theory
- 2.2 Theory of Planned Behavior
- 2.3 Health Belief Model
- 2.4 Protection – motivation theory
- 2.5 Health Action Process Approach
- 2.6 Trans -theoretical Model of behavior change
- 2.7 Self-regulatory Model and latest trends
- 2.8 Self-determination Theory
- 2.9 Precaution Adoption Process Model
- 2.10 Information-Motivation-Strategy Model

Unit 3: Health Protection, Health Promotion, and Illness Prevention

- 3.1 Health Behaviour and Health Risk Behaviour
- 3.2 Health Protective Behaviour
- 3.3 Illness Prevention
- 3.4 Factors influencing health-protective behaviour
- 3.5 Cognitive behavioural approaches to Health behaviour change

Unit 4: Health Care System

- 4.1 Indian Scenario
- 4.2 Psychology of the Care giver
- 4.3 Types of care givers and their responsibilities
- 4.4 Patient care and Impact on caregiver
- 4.5 Caregiver's Emotional Health and Impact on Patients
- 4.6 Attitude of Health Professionals
- 4.7 Doctor-patient communication
- 4.8 Burnout in health professionals
- 4.9 Designing health care work environment
- 4.10 Future challenges for health care

Textbooks

- Hariharan, M. (2020). Health psychology Theory, Practice and Research. Sage Publication
- Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation
- Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson Education Limited, New York.
- Sarafino, E. P. (1994). *Health Psychology*, Biopsychosocial interactions. John Wiley & Sons, New York.
- Taylor, S.E., (2021). *Health Psychology* (11th Ed). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

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- Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). Cambridge Handbook of Psychology, Health and Medicine (2nd Ed). Cambridge University Press
- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th 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* (4th Ed). Worth Publishers A Macmillan Higher Education Company

**School of Medical Sciences
Centre for Health Psychology
(IMSc Semester IX & MSc
Semester III)**

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

Course Code: PSY 512

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 about the emergence of the study of community health psychology; its present relevance and the different approaches to it. They will also gain an understanding of the health habits and health risk behaviour of people that affect their health status and learn about psychological principles that are applied in health promotion, prevention of diseases, community health care, immunization and predicting health behaviour.

Course Learning Outcomes (CLOs) (5 to 8)

After completing 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 the 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: Understanding and identifying 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 the 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
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	1	1	3	3	3
CLO5	3	3	3	3	1	2	1	3	3	3
CLO6	3	3	3	3	1	3	1	3	3	3
CLO7	3	3	3	3	1	3	1	3	3	3
CLO8	3	3	3	3	1	3	1	3	3	3
CLO9	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 and Community Health Programmes

- 1.1 Concept, History, Theories & Approaches and Values
- 1.2 Elements of and the importance of a sense of community and building communities.
- 1.3 The Ecological Perspective of Community Health
- 1.4 Public Health Policies: WHO, National Health Policy

Unit-2 Health Disparities and Health-Seeking Behaviours in Communities

- 2.1 A Multicultural Approach to Health and Health Behaviours: Cultural Influences and Health Beliefs
- 2.2 Health Disparities and Access to Health: Issues Related to Poverty, Gender, Socioeconomic Status and Working Conditions
- 2.3 Health-Seeking Behaviours
- 2.4 Health Promotion and Disease Prevention

Unit-3 Community Health and Hazards

- 3.1 At-Risk Youth- Challenges in Meeting the Needs: Risk Behaviour (Tobacco, Alcohol, Drugs)
- 3.2 Strengthening the Behavioural Health of Youth: Stress, Coping, Social Support,

Resilience.

3.3 Abuse and Neglect among Children and Adults

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

Unit-4 Community Health Care

4.1 Empowering Communities

4.2 Ecological-contextual Model of Stress and Coping, Social Support, Mutual help groups, Spirituality and Self-empowerment

4.3 Current Research in Community Health Psychology

4.4 Community Health Programme and Evaluation

Textbooks

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

2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). Community psychology. Belmont, CA: Cengage Learning.

References

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

**School of Medical
Sciences Centre for
Health Psychology
(IMSc Semester IX &
MSc Semester III)**

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

Course Code: PSY 513

Title of the Course: Research Methodology (Quantitative & Qualitative)

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 the undergraduate level (3-year degree programme). In addition to this, the student is assumed to have a basic introductory knowledge of research methodology.

Course objectives

This course is designed to provide fundamental knowledge on conducting quantitative, qualitative, and mixed method research in the field of psychology. The course will familiarise participants with the essential steps of conducting quantitative, qualitative, and mixed method research in the field of psychology. The course will help to develop professional skills in the participants to be good researchers in the field of psychology. The course will familiarise participants with the ethical guidelines not only for psychological research but also for biomedical research. Further, the course will impart the skill of scientific writing of various research reports in the field of psychology. One of the main goals of this course is to help the student learn by conducting research through hands-on sessions.

Course Learning Outcomes (CLOs) (5 to 8)

After completing this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the concept of quantitative, qualitative, and mixed method research and their unique processes;

CLO-2: Compare quantitative, qualitative, and mixed method research;

CLO-3: Demonstrate an understanding of the essential paradigms of quantitative, qualitative, and mixed method research in the field of psychology;

CLO-4: Select an appropriate design to conduct quantitative, qualitative, or mixed method research in the field of psychology;

CLO-5: Explain the application of essential methods of data collection in the quantitative, qualitative, and mixed method research in the field of psychology;

CLO-6: Justify the important methods of analysing data in qualitative and mixed method research in the field of psychology;

CLO-7: Summarise the research ethics in psychology as per the APA and ICMR guidelines;

CLO-8: Write various research reports as per the APA style with a comprehensive knowledge of publication ethics, plagiarism, and intellectual property rights.

Detailed Syllabus:

Unit 1: Quantitative research

- 1.1 Concept and characteristics
- 1.2 Paradigms
- 1.3 Process
- 1.4 Research designs: Experimental, Quasi-experimental, Non-experimental, Time series, Single-subject designs, cross-sectional, Longitudinal, Sequential
- 1.5 Methods of data collection: Observation, Experiment, Survey
- 1.6 Sampling

Unit 2: Qualitative research

- 2.1 Concept and characteristics
- 2.2 Paradigms
- 2.3 Process
- 2.4 Research designs: Case study, Grounded theory, Phenomenology, Narrative research, Ethnographic research
- 2.5 Methods of data collection: Observation, Interview, Focus group discussion
- 2.6 Sampling
- 2.7 Qualitative data analysis: Content analysis, Thematic analysis, Grounded theory coding, Interpretative phenomenological analysis, Discourse analysis

Unit 3: Mixed method research

- 3.1 Concept and characteristics
- 3.2 Paradigms
- 3.3 Process
- 3.4 Research designs: Convergent parallel, Explanatory sequential, Exploratory sequential
- 3.5 Data analysis
- 3.6 Conducting action research

Unit 4: Ethics in conducting and reporting psychological research

- 4.1 Concept and history of research ethics
- 4.2 APA Ethics Code and ICMR Guidelines
- 4.3 Informed consent: Significance and designing
- 4.4 Research writing in psychology using APA style
- 4.5 Publication ethics and plagiarism
- 4.6 Intellectual property rights

Textbooks

1. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, California: SAGE Publications, Inc.
2. Goodwin, J. C., & Goodwin, K. A. (2012). *Research in Psychology: Methods and Design* (7th ed.). New York, USA: John Wiley & Sons Inc.
3. Coolican, H. (2014). *Research Methods and Statistics in Psychology* (6th Ed.). NY: Psychology Press.
4. Smith, J. A. (2015). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd ed.). London: SAGE Publications Ltd.
5. Silverman, D. (2012). *Qualitative Research* (3rd ed.). New Delhi, India: Sage South Asia.

6. Ethical principles of psychologists and code of conduct. (2017). American Psychological Association. <https://www.apa.org/ethics/code/>
7. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
8. National ethical guidelines for biomedical and health research involving human participants. (2017). Indian Council of Medical Research. https://ethics.ncdirindia.org/asset/pdf/ICMR_National_Ethical_Guidelines.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* (4th ed.). SAGE Publications India Pvt. Ltd.
- Gamlell, D. T. & Stanley, J. C. (1963). *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand McNally.
- 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.
- 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
(IMSc Semester IX &
MSc Semester III)**

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

COURSE CODE: PSY 514

Title of the Course: Dissertation Part 1

Credits: 8

**School of Medical
Sciences Centre for
Health Psychology
(IMSc Semester X &
MSc Semester IV)**

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

Course Code: PSY 561

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 the undergraduate level (3-year degree programme). The student is assumed to have a basic introductory knowledge of Statistics and 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. 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 R and IBM SPSS Statistics, through hands-on sessions.

Course Learning Outcomes (CLOs) (5 to 8)

After completing this course successfully, the students will be able to

CLO-1: Demonstrate a mastery of the basic skills of working with the software (R and 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 essential advanced statistical techniques;

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

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

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

CLO-7: Analyse critically the quantitative empirical research.

Detailed Syllabus:

Unit 1: Software for data analysis (R and IBM SPSS Statistics)

1.1 Installation of the software: R (Open source) and IBM SPSS Statistics (Licensed)

1.2 Working with the software for familiarisation

1.3 Entering data into the software

1.4 Computation of descriptive statistics

1.5 Computation of basic parametric statistics (*t*-test)

1.6 Computation of basic non-parametric tests: Mann-Whitney, Wilcoxon, Kruskal-Wallis, and Friedman tests

1.7 Plotting 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

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

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

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

Unit 4: Multivariate Analyses

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

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

4.3 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. Wickham, H., Çetinkaya-Rundel, M., & Grolemund, G. (2023). *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data* (2nd ed.). O'Reilly Media
3. Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education*. McGraw Hill.
4. Aron, A., Aron, E. N., & Coups, E. (2014). *Statistics for Psychology* (6th ed.). Pearson.
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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.
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- 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.

**School of Medical
Sciences Centre for
Health Psychology
(IMSc Semester X &
MSc Semester IV)**

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

Course Code: **PSY 562** **Title of the Course:** **Biopsychosocial** Approach to Chronic Illnesses

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

Course objectives

This course provides a broad understanding of interventions for 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 and will be able to explore the contributions of current research and interventions in the field of chronic illnesses.

Course Learning Outcomes (CLOs)

After completing 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 for chronic illnesses suitable to Indian context.

Unit-I

Human Systems and Chronic Conditions:

- 1.1 Illness and disease; Definition, characteristics of a chronic condition, prevalence and implications
- 1.2 Human Systems: Cardiovascular, respiratory, renal, reproductive, digestive, endocrine, immune and nervous systems
- 1.3 Diseases of **Cardiovascular**, respiratory, renal, reproductive, digestive, endocrine, immune and nervous systems

Unit-II

Bio-Psychosocial Risks and Responses to Chronic Illness:

- 2.1. Chronic illness and risk factors
- 2.2. Stress as a Source of chronic illness
- 2.3. Behavioural and emotional responses to illness, and psychological state
- 2.4. Assessment of physical, psychological and behavioural responses: assessment of anxiety, stress, depression, illness perception, health beliefs, self-efficacy, self-regulation, motivation, optimism, health hardiness, health locus of control

Unit-III

Assessment and Interventions to Chronic Illness:

- 3.1. Adjustment to chronic illness
- 3.2. Coping with chronic illness
- 3.3 Psychosocial interventions-Cognitive, behavioural, emotional and motivational techniques; Cognitive behaviour therapy, REBT; motivational interviewing; ACT; Solution focused brief therapy; relaxation techniques; mindfulness-based stress reduction; yoganidra;
- 3.4. Emerging research in psychosocial interventions.

Unit-IV

Chronic Illness and the Role of Caregivers:

- 4.1. Patient care and impact on the caregiver and care provider
- 4.2. Assessment of caregiver's physical and psychological state
- 4.3. Psychosocial interventions for caregivers.

Textbooks

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

- Taylor, S. E. (2015). *Health psychology*. McGraw-Hill Education. Lubkin, I. M., & Larsen, P. D. (Eds.). (2006). *Chronic illness: Impact and interventions*. Jones & Bartlett Learning.
- Hariharan, M. (2020). *Health Psychology: Theory, Practice, and Research*. Sage publications.
- Larsen, P. D. (2002). *Chronic illness: Impact and interventions*. Jones & Bartlett Learning.
- Camic, P., & Knight, S. (Eds.). (2004). *Clinical handbook of health psychology: A practical guide to effective interventions*. Hogrefe Publishing.

References

- Garrett, C. (2005). *Gut feelings: chronic illness and the search for healing* (Vol. 16). 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*, 2nd 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
(IMSc Semester X &
MSc Semester IV)**

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

Course Code: PSY 563

Title of the Course: Dissertation Part 2

L-T-P: L and P

Credits: 8

**School of Medical
Sciences Centre for
Health Psychology
(IMSc Semester X &
MSc Semester IV)**

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

Course code: PSY 564

Title of the Course: Internship

L-T-P: L and P

Credits: 4

School of Medical Sciences

Centre for Health Psychology

Ph.D. Psychology Coursework Semester I

Name of the Academic Program: Ph.D. in Psychology

Course Code: PSY 611

Title of the Course: Research Methodology

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 the Master's degree level. In addition to this, the student is assumed to have a fundamental knowledge of research methodology in the field of psychology.

Course objectives

This course is designed to provide advanced knowledge on conducting quantitative, qualitative, and mixed method research in the field of psychology. The course will develop critical thinking, curiosity, aptitude, and research skills in participants in the field of psychology. The course will provide comprehensive knowledge of important paradigms of research including the Indian paradigms in psychological research. The course will familiarise participants with various data analysis techniques followed in psychological research. Further, the course will impart professional skills in research writing in the field of psychology.

Course Learning Outcomes (CLOs) (5 to 8)

After completing this course successfully, the students will be able to

CLO-1: Demonstrate an understanding of the important paradigms of quantitative, qualitative, and mixed method research including the Indian paradigms in psychological research;

CLO-2: Compare quantitative, qualitative, and mixed method research;

CLO-3: Choose a suitable design for the formulated research problem;

CLO-4: Judge an appropriate method of data collection;

CLO-5: Explain the application of essential methods of data analyses in research in the field of psychology;

CLO-6: Interpret the findings of the research in psychology;

CLO-7: Write various types of research articles for the dissemination of knowledge;

CLO-8: Relate the research to real life.

Detailed Syllabus:

Unit 1: Quantitative Research

- 1.1 Critical analyses of quantitative research
- 1.2 Major paradigms
- 1.3 Research designs
- 1.4 Methods of quantitative data collection
- 1.5 Sampling

Unit 2: Qualitative Research

- 2.1 Critical analyses of qualitative and mixed method research
- 2.2 Major western paradigms of qualitative and mixed method research
- 2.3 Indian paradigms on psychological knowledge
- 2.4 Research designs
- 2.5 Methods of qualitative data collection
- 2.6 Sampling

Unit 3: Data Analysis

- 3.1 Psychometric theories
- 3.2 Quantitative data analyses: Use of univariate, bivariate, and multivariate statistics
- 3.3 Qualitative data analyses: Thematic analysis, Grounded theory, Interpretative phenomenological analysis, Narrative analysis, Discourse analysis

Unit 4: Research Writing

- 4.1 Developing critical thinking
- 4.2 Types of research reports in psychology
- 4.3 Writing quantitative and qualitative research articles: APA style
- 4.4 Writing a theoretical article
- 4.5 Writing research proposal

References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. New Delhi: Pearson Education, Inc.
- Coolican, H. (2014). *Research Methods and Statistics in Psychology* (6th Ed.). NY: Psychology Press.

- Ethical principles of psychologists and code of conduct. (2017). American Psychological Association. <https://www.apa.org/ethics/code/>
- Flick, U. (2009). *An Introduction to Qualitative Research* (4th ed.). SAGE Publications India Pvt. Ltd.
- Goodwin, J. C., & Goodwin, K. A. (2012). *Research in Psychology: Methods and Design* (7th ed.). New York, USA: John Wiley & Sons Inc.
- Hair, Jr. J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed.). Cengage.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation*. NJ: John Wiley & Sons, Inc.
- National ethical guidelines for biomedical and health research involving human participants. (2017). Indian Council of Medical Research. https://ethics.ncdirindia.org/asset/pdf/ICMR_National_Ethical_Guidelines.pdf
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (3rd ed.). USA: McGraw-Hill, Inc.
- Rao, K. R, Paranjpe, A.C., & Dalal, A. K. (2008). *Handbook of Indian Psychology*. India: Cambridge University Press.
- Smith, J. A. (2015). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd ed.). London: SAGE Publications Ltd.
- Tabachnick, B. G. & Fidell, L. S. (2019). *Using Multivariate Statistics* (7th ed.). Pearson Education, Inc.

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

**Ph.D. Psychology Coursework
(Semester I)**

Name of the Academic Program: Ph.D. in Psychology

Course Code: PSY 612

Title of the Course: Research and Publication Ethics

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 the Master's degree level. In addition to this, the student is assumed to have a fundamental knowledge of research methodology in the field of psychology.

Course objectives

This course is designed to create awareness about publication ethics and publication misconduct. The course will foster intellectual honesty and research integrity among young research scholars by emphasising ethics with respect to science and research. The course will provide comprehensive knowledge of the best practices and standards of publication. The course will familiarise young scholars with various databases and research metrics.

Course Learning Outcomes (CLOs) (5 to 8)

After completing this course successfully, the students will be able to

CLO-1: Describe the philosophy, ethics, and scientific conduct in research;

CLO-2: Assess the importance of intellectual honesty and research integrity;

- CLO-3:** Evaluate scientific misconduct
CLO-4: Compare best practices and guidelines for publication
CLO-5: Evaluate the quality of research output
CLO-6: Select good journals from a database for quality publication

Detailed Syllabus:

Unit 1 (Theory): Philosophy, Ethics, and Scientific Conduct

- 1.1 Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches
- 1.2 Ethics: Definition, Moral Philosophy, Nature of moral judgments and reactions
- 1.3 Ethics with respect to science and research
- 1.4 Intellectual honesty and research integrity
- 1.5 Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
- 1.6 Redundant publications: Duplicate and overlapping publications, Salami slicing
- 1.7 Selective reporting and misrepresentation of data
- 1.8 Intellectual property rights

Unit 2 (Theory): Publication Ethics

- 2.1 Publication ethics: Definition, introduction, and importance
- 2.2 Best practices/standards setting initiatives and guidelines: COPE, WAME etc
- 2.3 Conflicts of interest
- 2.4 Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types
- 2.5 Violation of publication ethics, authorship, and contributorship
- 2.6 Identification of publication misconduct, complaints and appeals
- 2.7 Predatory publishers and journals

Unit 3 (Practice): Open Access Publishing and Publication Misconduct

- 3.1 Open access publications and initiatives
- 3.2 SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies
- 3.3 Software tool to identify predatory publications developed by SPPU
- 3.4 Journal finder/journal suggestion tools, viz. JANE, Elsevier Journal Finder, Springer Journal Suggester etc.
- 3.5 Publication Misconduct
 - 3.5.1 *Group Discussions:* Subject specific ethical issues, FFP, authorship; Conflicts of interest; Complaints and appeals: examples and fraud from India and abroad
 - 3.5.2 *Software tools:* Use of plagiarism software like Turnitin, Urkund and other open source software tools

Unit 4 (Practice): Databases and Research Metrics

- 4.1 Databases
- 4.2 Indexing databases
- 4.3 Citation databases: Web of Science, Scopus, etc.
- 4.4 Research Metrics: Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
- 4.5 Metrics: h-index, g index, i10 index, altmetrics

Textbooks and References

- Bird, A. (2006). *Philosophy of Science*. Routledge.
- MacIntyre, Alasdair (1967). *A Short History of Ethics*. London.
- P. Chaddah, (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179-179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance* (2019), ISBN:978-81-939482-1-7. http://www.insaindia.rcs.in/pdf/Ethics_Book.pdf

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

**Ph.D. Psychology Coursework
(Semester II)**

Name of the Academic Program: Ph.D. in Psychology
Course Code: PSY 661
Title of the Course: Empirical Paper
L-T-P: L and P
Credits: 4

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

**Ph.D. Psychology Coursework
(Semester II)**

Name of the Academic Program: Ph.D. in Psychology
Course Code: PSY 662
Title of the Course: Literature Review
L-T-P: L and P
Credits: 4