M.Sc Psycology
(for B.Sc Psycology passed)

Table of Contents

M.Sc. PSYCHOLOGY
(Psychology Back ground students)
(B.Sc. Honors, B.Sc. Psychology back ground Students)

COURSE STRUCTURE

I Year I Semester

Course Code	Course Title	L	T	P	C
24PS401	Abnormal Psychology - 2	3	2		4
24PS402	Community Psychology	3	2		4
24PS403	Positive Psychology	3	2		4
24PS404	Professional Development and Ethical Issues in Psychology	3	2		4
24PS405	Case Studies from Mental Hospitals		3	4	4
	Total	**12**	**11**	**4**	**20**
		27 hrs			

I Year II Semester

Course Code	Course Title	L	T	P	C
24PS406	Honors Project			24	12
	NPTEL Course – 1 (12 Week Course)				4
	NPTEL Course – 2 (12 Week Course)				4
	Total			**24**	**20**
		24 hrs			

* Candidate can also acquire a maximum of 4 credits through MOOCS (Swayam Based NPTEL) which can be considered equivalent to one of the electives.

II Year I Semester

Course Code	Course Title	L	T	P	C	Course Type
24PS602	Advanced Community Psychology	3	2		4	Professional Core
24PS603	Counselling and Psychotherapy	3	2		4	Professional Core
24PS604	Advanced Health Psychology	3	2		4	Professional Core
24PS605	Mental Hospital and School Visit - Case Studies			7	4	Professional Core
	Total	**9**	**6**	**7**	**16**	
		22 hrs				
	Add on Course - 3	3	2		4	
		12	**8**	**7**	**20**	
		27 hrs				

II Year II Semester

Course Code	Course Title	L	T	P	C	Course Type
24PS606	Internship			12	6	Project
24PS607	Major Project			12	6	Project
	Department Elective	3	2		4	Elective
	Total	**3**	**2**	**24**	**16**	
		29 hrs				

List of Department Elective Courses

Course Code	Course Title	L	T	P	C	Course Type
24PS805	Forensic Psychology	3	2		4	EL-1
24PS806	I/O Psychology	3	2		4	EL-1
24PS807	Educational Psychology	3	2		4	EL-2
24PS808	Disability and Rehabilitation Psychology	3	2		4	EL-2
24PS809	Sport Psychology	3	2		4	EL-3
24PS810	Criminal Psychology	3	2		4	EL-3

L=Lecture; T= Tutorial; P= Practical; C=Credits

24PS401-ABNORMAL PSYCHOLOGY-2

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding psychological disorders, their diagnostic criteria, etiology, and various therapeutic approaches used in treatment.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of key concepts and terminology in abnormal psychology.
- Analyze different theoretical perspectives on abnormal behavior.
- Critically evaluate the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and its role in diagnosis.
- Explore the biological, psychological, and social factors contributing to mental illness.
- Examine various evidence-based treatments for mental disorders.
- Develop empathy and understanding towards individuals experiencing mental health challenges.

MODULE-1

UNIT-1   12L+8T+0P=20 Hours

Schizophrenia and other psychotic disorders- Schizophrenia - Clinical Picture, causal factors and subtypes Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder, Brief Psychotic Disorder- Clinical Picture, causal factors

UNIT-2   12L+8T+0P=20 Hours

Mood Disorders and Suicide - Major Depressive Disorder, Unipolar Depressive Disorders, Bipolar and Related Disorders - Cyclothymic Disorder, Bipolar Disorders - I & II, Clinical Picture, causal factors Suicide - The Clinical Picture and the Causal factors- Biological, cultural, and Psychosocial Factors, Suicide Prevention and Intervention

PRACTICES: Systematic identification of mental disorders using DSM-5 or ICD-11. - Use of standardized psychometric tests and clinical interviews - Tailoring interventions based on individual needs and evidence-based practices - Implementation of various psychotherapies like CBT, DBT, and psychoanalysis - Prescribing psychotropic medications as part of a treatment regimen.

MODULE-2

UNIT-1   12L+8T+0P=20 Hours

Neurocognitive Disorders Brain Impairment in Adults – Clinical Signs of Brain Damage Delirium Major Neurocognitive Disorder (Dementia) - Criteria for Major Neurocognitive Disorder (Dementia), Parkinson's Disease, Huntington's Disease, Alzheimer's Disease

UNIT-2   12L+8T+0P=20 Hours

Treatment of disorders Biological Approaches to treatment – Pharmacotherapy and Electroconvulsive therapy Psychosocial Approaches to Treatment - Psychodynamic Therapies, Behavior Therapy, Cognitive and Cognitive-Behavioral Therapy, Humanistic-Experiential Therapies, Couple and Family Therapy, Eclecticism and Integration

PRACTICES: Immediate response to individuals in acute psychological distress - Admitting patients to psychiatric units for intensive care - Techniques to change maladaptive behaviors - Involving family members in treatment to address systemic issues - Regular monitoring and adjustment of treatment plans to ensure ongoing recovery.

SKILLS:

- ✓ Ability to recognize and classify different psychological disorders.
- ✓ Conducting thorough assessments using various psychological tests and tools.
- ✓ Designing effective treatment plans based on individual needs and symptoms.
- ✓ Evaluating potential risks and developing safety plans for clients in crisis.
- ✓ Applying evidence-based therapeutic techniques for different disorders.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze and evaluate different treatment approaches for psychological disorders.	Apply	1
2	Compare and contrast different theoretical perspectives on abnormal behavior.	Analyze	1
3	Critically assess the effectiveness of the mental health care system.	Evaluate	2
4	Develop prevention strategies for psychological disorders based on research findings.	Create	2

TEXT BOOKS:

1. Abnormal Psychology: The Science and Treatment of Psychological Disorders, DSM-5-TR
2. Abnormal Psychology by Ann M. Kring, Gerald C. Davison, John M. Neale, and Robin L. Watson
3. Fundamentals of Abnormal Psychology by Ronald J. Come
4. An Introduction to Abnormal Psychology by Richard J. McNally

REFERENCE BOOKS:

1. Butcher, James Neal. Abnormal psychology. — 16th ed. / James N. Butcher, University of Minnesota, Jill M.
2. Hooley, Harvard University, Susan Mineka, Northwestern University.
3. Buss, A.H -Psychopathology, John Wiley, New York. Carson -Abnormal Psychology. Pearson Education, India.
4. Sarson & Sarson - Abnormal Psychology, Prentice Hall, India.
5. Mangal S.K -Abnormal Psychology, Sterling Publishers, New Delhi.
6. Paul, B -Abnormal & Clinical Psychology, Tata McGrae Hill, New Delhi.

24PS402-COMMUNITY PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding social systems, group dynamics, and community interventions aimed at promoting mental health and well-being through collaborative, community-based approaches.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the core principles and values of community psychology.
- Analyze the role of social determinants of health in shaping community well-being.
- Identify and understand social issues faced by diverse communities (e.g., poverty, violence, mental health disparities).
- Evaluate how psychologists can design and implement effective community-based interventions.
- Develop skills in collaboration, advocacy, and empowering communities to achieve positive change.

MODULE-1

UNIT-1   12L+8T+0P=20 Hours

Concept, nature, principles of community psychology - Fields of Community Psychology; relation with other branches of Psychology

UNIT-2   12L+8T+0P=20 Hours

Community mental health - Models of Community Psychology- Quality of life, mental health education and awareness and promotional programs in India.

PRACTICES: Strengthening individuals and communities to gain control over their lives - Focusing on preventing problems before they occur - Considering multiple levels of influence on behavior, from individual to societal - Working with community members as partners - Respecting and incorporating diverse cultural backgrounds.

MODULE-2

UNIT-1   12L+8T+0P=20 Hours

Problems of community life: unemployment, alienation, aggression and violence - Community intervention - Role of media.

UNIT-2   12L+8T+0P=20 Hours

Community Development and Empowerment: case studies in the Indian context

PRACTICES: Advocating for fair treatment and opportunities for all - Targeting changes in policies and practices to improve community well-being - Engaging community members in the research process - Addressing multiple, interconnected factors affecting community health - Enhancing the skills and resources of community members and organizations.

SKILLS:

- ✓ Conducting needs assessments and identifying community strengths.
- ✓ Designing interventions tailored to community needs and resources.
- ✓ Building partnerships with community organizations and stakeholders.
- ✓ Advocating for policies that promote community well-being and social justice.
- ✓ Assessing the impact of interventions on community health and functioning.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a plan to address a specific community mental health issue.	Apply	1
2	Compare and contrast different approaches in community psychology.	Analyze	1
3	Critically assess the effectiveness of existing community psychology interventions.	Evaluate	2
4	Develop research proposals addressing community mental health issues.	Create	2

TEXT BOOKS:

1. Community Psychology: Involving Diverse Communities (8th Edition) by Seth Kahn, Stephanie Riger, & Alexis Hager (2020).
2. The Oxford Handbook of Community Psychology edited by Shelly H. Lewin & Harold W. Neighbors (2014).
3. Building Healthy Communities: A Strengths-Based Approach by Sandra S. Gottlieb (2014).
4. Culturally Competent Community Psychology Practice by Brenda Castro, Elena M. Israel, & Bradley T. Ong (2014)

REFERENCE BOOKS:

1. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication.
2. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
3. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
4. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education
5. Poland, B. D., Green, L.W. & Rootman, I. (2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

24PS403- POSITIVE PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Individuals strive for fulfillment and flourishing, emphasizing strengths, virtues, and optimal functioning rather than pathology or dysfunction. It explores factors contributing to well-being, resilience, and positive emotions

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the core concepts and theories in positive psychology.
- Explore the foundations of happiness and well-being across cultures.
- Analyze the role of positive emotions, character strengths, and positive relationships in fostering a fulfilling life.
- Develop practical tools and techniques to cultivate positive emotions, character strengths, and positive relationships.
- Apply positive psychology principles to enhance your own well-being and the well-being of others.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Introduction to positive psychology- what is positive psychology? Positive psychology seeks a balanced- more complete view of human functioning – Assumptions goals and definitions; Eastern and Western perspectives on positive psychology.

UNIT-2   **12L+8T+0P=20 Hours**

Positive Emotions: Defining emotional terms; Broaden and build model of positive emotions. Happiness- definition; subjective well-being; Determinants of subjective well-being; Increasing happiness in your life; Emotion- focused coping; Emotional intelligence; Learning the skills that make a difference; Emotional story telling; An emotional balancing act.

PRACTICES: Regularly writing about things you're thankful for - Repeating encouraging and empowering statements to yourself - Practicing present-moment awareness and acceptance - Performing small, thoughtful deeds for others - Recognizing and utilizing personal strengths.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Living well at every stage: Resilience in childhood; Positive Youth development – primary tasks at adulthood. Successful Aging – what is successful aging? The Macarthur foundation study of successful aging.

UNIT-2   **12L+8T+0P=20 Hours**

Positive relationship – Defining close relationships – Infant attachment- Adult attachment security- Triangular theory of Love. The self-expansion theory of Romantic love. Marital satisfaction- Building a mindful relationship connection? Creating a culture of appreciation- capitalizing on positive events.

PRACTICES: Focusing on positive outcomes and possibilities - Establishing and working towards meaningful personal goals - Building and maintaining supportive relationships - Fully enjoying and prolonging positive experiences - Developing skills to bounce back from adversity.

SKILLS:
- ✓ Cultivating appreciation for positive aspects of life.
- ✓ Developing skills to bounce back from challenges.
- ✓ Using mindfulness for increased awareness and stress reduction.
- ✓ Recognizing and leveraging personal strengths for growth.
- ✓ Building and maintaining supportive connections with others

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Design and implement interventions aimed at promoting positive emotions, strengths, and well-being.	Apply	1
2	Analyze research findings in Positive Psychology to evaluate their impact on mental health.	Analyze	1
3	Critically evaluate the research methods used in positive psychology and assess the effectiveness of interventions.	Evaluate	2
4	Design new Positive Psychology strategies tailored to specific populations or contexts.	Create	2

TEXT BOOKS:
1. A Primer in Positive Psychology (2006) by Christopher Peterson
2. Character Strengths and Virtues: A Handbook and Classification (2004) by Christopher Peterson and Martin Seligman
3. Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2002) by C. R. Snyder and Shane J. Lopez.
4. The How of Happiness: A Scientific Approach to Getting More Out of Life (2007) by Sonja Lyubomirsky
5. Well-Being: The Foundations of Positive Psychology (2017) by Felicia Huppert

REFERENCE BOOKS:
1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
4. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
5. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

24PS404-PROFESSIONAL DEVELOPMENT AND ETHICAL ISSUES IN PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding ethical guidelines, professional conduct standards, and ongoing professional growth to ensure competent and ethical practice in psychological settings.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Develop a comprehensive understanding of ethical codes and guidelines
- Critically analyze ethical dilemmas
- Demonstrate competence in key areas of professional development
- Enhance cultural sensitivity and awareness of bias in psychological practice
- Develop strategies for maintaining professional boundaries and confidentiality

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Introduction of Professional Development & Ethical Issues in Psychology **-** Professional Development introduction, Philosophical issues in professional psychology, Role of professional organizations; Licensing of psychologists; Prescriptions privileges of psychologists; mental health law in India

UNIT-2   **12L+8T+0P=20 Hours**

Professional Health **-** Professional Health and Well-being for Psychologists, Occupational Hazards of Psychologists, Vulnerability for stress, Potential Consequences of Ignoring Occupational Hazards, Warning Signs of Psychologist's Occupational Stress, Protecting from the Consequences of Occupational Stress

PRACTICES: Adhere to the APA's Ethical Principles of Psychologists and Code of Conduct - Seek regular supervision and mentorship for skill enhancement and ethical guidance - Practice within the boundaries of your professional competence - Maintain the confidentiality of client information at all times.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Ethical Foundations of Psychology **-** Importance of ethical principles, ethical theory, principle-based common morality approach to biomedical ethics, moral framework, unified conceptual framework for professional psychology

UNIT-2   **12L+8T+0P=20 Hours**

APA Ethical Principles and Code of Conduct **-** APA ethical standards and principles, Introduction and Applicability, Preamble, General Principles, Standard 1: Resolving Ethical Issues, Standard 2: Competence, Standard 3: Human Relations, Standard 4: Privacy and Confidentiality, Standard 5: Advertising and Other Public Statements, Standard 6: Record Keeping and Fees, Standard 7: Education and Training, Standard 8: Research and Publication, Standard 9: Assessment, Standard 10: Therapy

Bio psychosocial Perspective - Treatment Planning to Outcome Assessment - Conceptualizing Psychological treatment from a bio psychosocial perspective, prevention of public health perspective in behavioral science, APA Assessment Standards, Therapy and counseling ethics, outcome assessment

PRACTICES: Ensure clients are fully informed about the treatment process and give their consent - Develop sensitivity and competence in working with diverse populations - Prioritize self-care to maintain personal well-being and professional effectiveness - Engage in regular peer consultations to discuss challenging cases and ethical dilemmas - Maintain accurate and thorough documentation of all client interactions and treatments.

SKILLS:

- ✓ Applying ethical principles to real-world psychological dilemmas.
- ✓ Developing sensitivity and skills to work effectively with diverse populations.
- ✓ Establishing and maintaining appropriate boundaries with clients and colleagues.
- ✓ Safeguarding client information and understanding legal and ethical guidelines.
- ✓ Building relationships within the psychological community for collaboration and support.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply ethical frameworks to make reasoned decisions in professional situations.	Apply	1
2	Analyze ethical dilemmas, considering various perspectives and potential consequences.	Analyze	1
3	Evaluate the ethical implications of emerging technologies and social issues.	Evaluate	2
4	Propose improvements to existing ethical standards in psychological research	Create	2

TEXT BOOKS:

1. Ethics in Psychology and the Mental Health Professions: Standards and Cases (7th Ed.) (2020) by Patricia Keith-Spiegel. Sage Publications
2. Professional Development and Ethical Issues in Psychology (7th Ed.) (2023) by Gerald P. Koocher & John C. Norcross. Pearson Education
3. The Psychologist's Guide to Ethics and the Law (8th Ed.) (2022) by Gerald P. Koocher & Melvin DePaul. Oxford University Press
4. Becoming a Psychologist (8th Ed.) (2021) by Steven J. Lynn, Susan I. Lilienfeld, & Lynn S. Shapiro. Wiley Blackwell

REFERENCE BOOKS:

1. American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. https://www.apa.org/ethics/code
2. Koocher, G. P., & Norcross, J. C. (2023). Professional development and ethical issues in psychology (7th ed.). Pearson Education.
3. Koocher, G. P., & DePaul, M. (2022). The psychologist's guide to ethics and the law (8th ed.). Oxford University Press.
4. Lynn, S. J., Lilienfeld, S. I., & Shapiro, L. S. (2021). Becoming a psychologist (8th ed.). Wiley Blackwell.

24PS405- CASE STUDIES FROM MENTAL HOSPITALS
Lab Based Course

L	T	P	C
	3	4	4

PREREQUISITE KNOWLEDGE: Understanding psychiatric disorders, treatment modalities, and ethical considerations in clinical settings

COURSE DESCRIPTION AND LEARNING OBJECTIVES: Case study based on a patient in a mental hospital requires specific considerations due to ethical and privacy concerns. Here's a breakdown of how to write a compelling case study in this setting:

MODULE-1

UNIT-1   0L+12T+16P=28 Hours

Ethical Considerations and Informed Consent: Confidentiality is paramount: Absolutely prioritize patient confidentiality. Use pseudonyms and avoid any details that could reveal the patient's identity or the hospital. - Obtain informed consent: If possible, obtain informed consent from the patient or their legal representative for using their case in a study. You may need to modify details to ensure anonymity even with consent. - Institutional Review Board (IRB) approval: Depending on your research protocol and affiliation, you may need approval from your university's IRB before collecting data in a hospital setting.

UNIT-2   0L+12T+16P=28 Hours

Gathering Information (Maintaining Confidentiality): Collaboration with the treatment team: Work with the patient's treatment team (therapist, psychiatrist, nurses) to gather information about the patient's history, diagnosis, and treatment plan. Ensure you have their permission to access the patient's medical records (with anonymization). - Focus on observable behaviors: Rely on observable behaviors and presenting symptoms reported by the treatment team rather than the patient's personal details. - Focus on de-identified data: Utilize de-identified data from medical charts whenever possible, ensuring no link back to the specific patient.

PRACTICES: Conduct thorough interviews to understand patients' backgrounds and symptoms - Regularly observe patients' behaviors and interactions - Administer standardized psychological tests to assess mental health conditions - Perform physical examinations and review medical histories - Develop individualized treatment plans based on assessments

MODULE-2

UNIT-1   0L+12T+16P=28 Hours

Structuring Your Case Study: Presenting background information: Provide a general context of the patient's situation without revealing identifying details (e.g., age range, gender). - Presenting the presenting problem: Clearly outline the core mental health issue(s) the patient is experiencing.

Analysis and Interpretation: Analyze the case using relevant psychological theories and frameworks, drawing on information from the treatment team - Intervention (if applicable): Briefly describe the general treatment approach used (e.g., medication, therapy) without disclosing specifics.

Discussion and Conclusion: Discuss the case study's implications for understanding the chosen mental health condition. Emphasize the importance of confidentiality and ethical considerations in such cases - Case studies (10) of patients with diverse mental health conditions in current settings - Evaluating the effectiveness of modern treatment approaches (medication, therapy) - Addressing issues of patient rights, involuntary commitment, and ethical dilemmas

UNIT-2   **0L+12T+16P=28 Hours**

Final Course Review and Discussion

- Q&A session on key concepts and course takeaways

PRACTICES: Collaborate with psychiatrists, psychologists, social workers, and nurses - Monitor and adjust psychiatric medications as needed - Implement various therapies such as CBT, DBT, or group therapy - Regularly track and document patients' progress and treatment outcomes.

SKILLS:

- ✓ Understanding diagnostic processes and assessment tools.
- ✓ Developing personalized treatment plans based on case history and assessment.
- ✓ Implementing strategies to manage acute psychiatric crises.
- ✓ Working effectively with teams of psychiatrists, therapists, and nurses.
- ✓ Navigating complex ethical dilemmas in patient care and confidentiality.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a treatment plan based on the information presented in a case study.	Apply	1
2	Develop a treatment plan based on the information presented in a case study.	Apply	1
3	Compare and contrast the effectiveness of different treatment approaches used in the case studies.	Evaluate	2
4	Develop a research proposal to investigate a novel approach to therapy.	Create	2

24PS602-AVANCED COMMUNITY PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding of social systems and the ability to apply psychological principles to promote community well-being and social justice. A background in psychology and sociology often serves as a foundation for this field.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define community psychology and its core values
- Analyze the ecological framework and its application to mental health issues in communities.
- Identify social determinants of mental health (poverty, discrimination, access to resources).
- Understand and evaluate various community-based interventions for mental health promotion.
- Develop skills for collaborating with diverse stakeholders within communities.
- Cultivate critical thinking skills to analyze community needs and develop effective interventions.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Introduction to Community Psychology - Defining community psychology and its core values - The ecological perspective on mental health - Historical development of the field.

Social Determinants of Mental Health - Poverty, discrimination, and access to resources - Social inequalities and their impact on mental health outcomes - Community resilience and protective factors

UNIT-2   **12L+8T+0P=20 Hours**

Community Assessment and Intervention Planning - Techniques for conducting community needs assessments - Identifying community strengths and resources - Developing culturally competent interventions

Mental Health Promotion and Prevention - Strategies for promoting mental health at the population level - School-based interventions - Community-wide mental health initiatives

PRACTICES:

Conducting community-based participatory research to identify local issues - Developing and implementing prevention and intervention programs - Advocating for policy changes to address systemic inequalities - Facilitating community empowerment and capacity-building initiatives - Collaborating with community organizations to promote mental health.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Interventions for Specific Populations - Mental health in children and adolescents - Mental health of older adults - Addressing mental health needs in diverse communities (e.g., LGBTQ+ population).

Collaboration and Advocacy in Community Psychology - Working with stakeholders within communities (e.g., policymakers, community organizations) - Building partnerships and Coalitions-Advocating for social justice and mental health policy change

UNIT-2   **12L+8T+0P=20 Hours**

Community Interventions in Action - Analyze case studies of successful community-based interventions - Evaluate the effectiveness of different approaches

Crisis Intervention and Disaster Mental Health - Community responses to natural disasters and other crises - Providing mental health support in the aftermath of trauma - The role of technology in promoting mental health and well-being in communities - Ethical considerations of using technology in community interventions

PRACTICES: Using ecological models to understand and address community problems - Promoting social justice and equity through community action - Evaluating the effectiveness of community programs and interventions - Providing consultation and support to community groups and leaders - Applying culturally competent approaches to engage diverse populations.

SKILLS:

- ✓ Mastery of community psychology principles and theories.
- ✓ Application of community-based interventions and programs.
- ✓ Research proficiency in social issues and community dynamics.
- ✓ Advocacy for social justice within diverse communities.
- ✓ Collaboration with community stakeholders to address local needs.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the impact of social and cultural factors on mental health in communities	Apply	1
2	Analyze the effectiveness of community interventions using empirical evidence.	Analyze	1
3	Assess the effectiveness of community-based interventions for promoting mental health.	Evaluate	2
4	Develop a comprehensive community psychology intervention plan for a specific issue.	Create	2

TEXT BOOKS:

1. Community Psychology: Involving Diverse Communities (8th Edition) by Seth Kahn, Stephanie Riger, & Alexis Hager (2020).
2. The Oxford Handbook of Community Psychology edited by Shelly H. Lewin & Harold W. Neighbors (2014).
3. Building Healthy Communities: A Strengths-Based Approach by Sandra S. Gottlieb (2014).
4. Culturally Competent Community Psychology Practice by Brenda Castro, Elena M. Israel, & Bradley T. Ong (2014)

REFERENCE BOOKS:

1. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication.
2. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
3. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
4. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education
5. Poland, B. D., Green, L.W. & Rootman, I. (2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.
6. Rappaport, J. (2018). Community Psychology: In Pursuit of Liberation (6th Edition). John Wiley & Sons.
7. Szapocznik, J., & Hernandez, M. (2012). Building Cultural Competence in Community Psychology (2nd Edition). Oxford University Press.

24PS603-COUNSELLING AND PSYCHOTHERAPY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: understanding human behavior, emotions, and effective communication techniques to facilitate therapeutic relationships and interventions.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Understand the core principles and ethics of the counseling profession.
- Develop foundational communication skills for building therapeutic relationships.
- Practice active listening techniques to effectively understand client concerns.
- Learn to respond to clients empathetically and in a non-judgmental way.
- Explore basic questioning strategies to gather information and guide client exploration.
- Develop skills in setting boundaries and maintaining a professional demeanor.

MODULE-1

UNIT-1   12L+8T+0P=20 Hours

Introduction to Counselling – Definition, Nature, goals of counseling, Areas of counseling, Differences and similarities between counselling and psychotherapy, Counseling as a profession training, activities and professional ethics

UNIT-2   12L+8T+0P=20 Hours

Counselling process – Counselling setup, establishing relationship, stages of counselling, Assessment for counseling Counselling skills – Attending behavior, listening, questioning, observation, empathy The effective counselor – Characteristics, skills, self of counselor

PRACTICES: Establishing a therapeutic relationship based on trust and empathy - Conducting comprehensive psychological assessments and evaluations - Developing and implementing personalized treatment plans - Utilizing evidence-based therapeutic techniques and interventions. - Facilitating individual, group, and family counseling sessions.

MODULE-2

UNIT-1   12L+8T+0P=20 Hours

Counselling Theory and Practices - Individual counselling theory, Practices-Psychoanalytic, Humanistic, Behavioral, Cognitive, Group practices Crisis intervention: suicide, grief and sexual abuse

UNIT-2   12L+8T+0P=20 Hours

Counselling children and adolescents- Counselling children with behavioural problems, counseling children with special needs, counseling adolescents with emotional and behavioral problems

PRACTICES: Promoting clients' emotional and psychological well-being - Assisting clients in setting and achieving personal and professional goals - Employing crisis intervention

strategies when necessary - Providing psycho-education to enhance clients' coping skills - Maintaining ethical standards and confidentiality in all client interactions.

SKILLS:

- ✓ Deep understanding of counseling theories and methodologies.
- ✓ Skillful application of personalized therapeutic techniques.
- ✓ Proficiency in conducting precise psychological assessments.
- ✓ Establishing and nurturing therapeutic relationships.
- ✓ Ethical decision-making in counseling contexts.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Demonstrate basic counselling skills in role-playing scenarios.	Apply	1
2	Analysis of case studies to identify psychological issues and formulate treatment plans.	Analyze	1
3	Evaluate the effectiveness of counselling skills in different scenarios.	Evaluate	2
4	Development of personalized counseling approaches based on theoretical frameworks.	Create	2

TEXT BOOKS:

1. The Counselor and the Client: The Theory and Practice of Helping (9th Edition) by John Gladfeld & Patricia Greenberg (2020)
2. I Hear You: Listening to the Pain and Wisdom of Others (3rd Edition) by Michael D. White & David Epston (2014).
3. The Skilled Helper: A Problem-Management and Opportunity Model (10th Edition) by Gerald Corey, Stephanie Corey, & Tony Corey (2021)
4. Developing Therapeutic Communication Skills (4th Edition) by Laura S. Rice & Louis P. Landreth (2017).

REFERENCE BOOKS:

1. Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London:Sage.
2. Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance (6th Ed.). New Delhi: Pearson India.
3. Gliadding, S.T. (2009). Counseling: A Comprehensive Profession (6th Ed.) New Delhi: Pearson India.
4. Misra, G. (Ed.) (2010). Psychology in India, (Volume 3). Clinical and Health Psychology. New Delhi: Pearson India.
5. Rao, S. (2002). Counseling and Guidance (2nd Ed.) New Delhi: McGraw Hill

24PS604-ADVANCED HEALTH PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Health psychology focuses on how biological, psychological, and social factors influence health and illness, aiming to promote well-being and manage chronic diseases through behavioral change and coping strategies.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define health psychology and its core concepts.
- Explore the bio-psychosocial model of health and illness.
- Analyze the impact of stress on physical and mental health.
- Examine how psychological factors influence health behaviors (e.g., diet, exercise, sleep).
- Evaluate psychological interventions used to promote health and manage chronic conditions.
- Develop critical thinking skills to analyze research in health psychology.
- Promote personal health awareness and behavior change strategies.

MODULE-1

UNIT-1   12L+8T+0P=20 Hours

Introduction to Health Psychology - Defining health psychology and its historical development - The bio-psychosocial model of health and illness - Exploring the mind-body connection

Stress and Health - Understanding stress and its physiological effects - Identifying stress triggers and coping mechanisms - Techniques for stress management (relaxation techniques, mindfulness)

UNIT-2   12L+8T+0P=20 Hours

Health Behaviors - Psychological influences on health behaviors (e.g., diet, exercise, sleep) - Models of behavior change (e.g., transtheoretical model) - Strategies for promoting healthy behaviors

Cardiovascular Health - Stress, anger, and heart disease - Psychological factors in hypertension - Promoting cardiovascular health through behavior change

PRACTICES:

Conducting assessments to understand the psychological factors affecting health - Developing and implementing behavioral interventions to promote healthy lifestyles - Providing counseling to help patients manage chronic illnesses - Educating patients on stress management techniques to improve overall well-being - Collaborating with healthcare providers to integrate psychological care into medical treatment plans.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Cancer - Physical symptoms - Psychological aspects of cancer diagnosis and treatment - Coping with chronic illness - Social support and well-being in cancer patients

Pain Management - The psychology of pain - Cognitive-behavioral approaches to pain management - Mindfulness and pain reduction

UNIT-2   **12L+8T+0P=20 Hours**

Addictive Behaviors - Psychological factors contributing to addiction - Behavioral interventions for addiction treatment - The role of social support in recovery

Sleep and Health - Understanding the importance of sleep for physical and mental health - Consequences of sleep deprivation - Improving sleep quality through behavioral strategies

PRACTICES:

Designing public health campaigns to encourage preventive health behaviors - Conducting research on the psychological aspects of health and illness - Utilizing biofeedback and other techniques to help patients control physiological functions - Supporting patients in coping with pain and discomfort associated with medical conditions - Advocating for policies that address the psychological aspects of health and healthcare.

SKILLS:

- ✓ Comprehensive knowledge of health psychology theories and principles.
- ✓ Skill in applying behavioral interventions to promote health and prevent illness.
- ✓ Proficiency in conducting research on health behaviors and outcomes.
- ✓ Collaboration with healthcare professionals to improve patient well-being.
- ✓ Addressing ethical considerations in health psychology practice.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the role of health psychology in promoting health and preventing disease.	Apply	1
2	Analyze research studies on the effectiveness of health interventions.	Analyze	1
3	Critically assess the strengths and limitations of research in health psychology.	Evaluate	2
4	Generate research proposals addressing current gaps in health psychology knowledge.	Create	2

TEXT BOOKS:

1. Health Psychology - (11th Edition) by Kenneth S. Kendler, James E. Maddux (Editors)
2. The Handbook of Health Psychology (5th Edition) by Martha J. Eisenberg, Alan D. Lopez (Editors).
3. Stress and Health (8th Edition) by Gary Matthews
4. An Introduction to Health Psychology (8th Edition) by Janice M. Kiecolt-Glaser, Ronald Glaser
5. Ogden, J. (2023). Health Psychology (7th Edition). McGraw-Hill Education.
6. American Psychological Association. (2020). Health Psychology: Promoting Health and Maintaining Well-being (7th Edition). APA Publications.
7. Bennett, P., & Weinman, J. (2018). Handbook of Health Psychology (7th Edition). Oxford University Press.
8. Linden, W., & Baumeister, R. F. (2023). Social Psychology (3rd Edition). Belmont, CA: Wadsworth Cengage Learning. (Chapter 17: Health

REFERENCE BOOKS:

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
2. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
3. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
4. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
5. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage
6. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill

L	T	P	C
		7	4

PREREQUISITE KNOWLEDGE: Understanding the patient's medical and psychological history, and familiarity with diagnostic criteria and treatment protocols for various mental health conditions.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

Case study based on a patient in a mental hospital requires specific considerations due to ethical and privacy concerns. Here's a breakdown of how to write a compelling case study in this setting:

MODULE-1

UNIT-1   **0L+0T+28P=28 Hours**

Ethical Considerations and Informed Consent: - Confidentiality is paramount: Absolutely prioritize patient confidentiality. Use pseudonyms and avoid any details that could reveal the patient's identity or the hospital. - Obtain informed consent: If possible, obtain informed consent from the patient or their legal representative for using their case in a study. You may need to modify details to ensure anonymity even with consent. -Institutional Review Board (IRB) approval: Depending on your research protocol and affiliation, you may need approval from your university's IRB before collecting data in a hospital setting.

UNIT-2   **0L+0T+28P=28 Hours**

Gathering Information (Maintaining Confidentiality): - Collaboration with the treatment team: Work with the patient's treatment team (therapist, psychiatrist, nurses) to gather information about the patient's history, diagnosis, and treatment plan. Ensure you have their permission to access the patient's medical records (with anonymization). Focus on observable behaviors: Rely on observable behaviors and presenting symptoms reported by the treatment team rather than the patient's personal details. Focus on de-identified data: Utilize de-identified data from medical charts whenever possible, ensuring no link back to the specific patient.

PRACTICES: Ensuring compliance with hospital visitation policies and hours - Preparing emotionally for the visit to provide support - Bringing necessary identification and documentation - Communicating respectfully and empathetically with patients - Following hygiene and safety protocols strictly.

MODULE-2

UNIT-1   **0L+0T+28P=28 Hours**

Structuring Your Case Study**: -** Presenting background information: Provide a general context of the patient's situation without revealing identifying details (e.g., age range, gender). - Presenting the presenting problem: Clearly outline the core mental health issue(s) the patient is experiencing. -Analysis and Interpretation: Analyze the case using relevant psychological theories and frameworks, drawing on information from the treatment team. -Intervention (if

applicable): Briefly describe the general treatment approach used (e.g., medication, therapy) without disclosing specifics.

UNIT-2   **0L+0T+28P=28 Hours**

Discussion and Conclusion: Discuss the case study's implications for understanding the chosen mental health condition. Emphasize the importance of confidentiality and ethical considerations in such cases. - Case studies (10) of patients with diverse mental health conditions in current settings - Evaluating the effectiveness of modern treatment approaches (medication, therapy) - Addressing issues of patient rights, involuntary commitment, and ethical dilemmas

Final Course Review and Discussion

Q&A session on key concepts and course takeaways

PRACTICES: Avoiding bringing prohibited items into the facility - Engaging in supportive and positive conversation - Observing and respecting patient confidentiality and privacy - Being mindful of the patient's emotional state and boundaries - Coordinating with healthcare staff for updates on patient care.

SKILLS:

- ✓ Understanding the dynamics and environment of mental hospitals.
- ✓ Conducting thorough assessments and diagnoses of patients.
- ✓ Developing personalized treatment plans based on patient needs.
- ✓ Collaborating with multidisciplinary teams for comprehensive care
- ✓ Adhering to ethical guidelines in patient interactions and care.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a treatment plan based on the information presented in a case study.	Apply	1
2	Evaluate the effectiveness of different treatment modalities through case reviews. Assess the ethical implications of treatment decisions in mental health care settings	Analyze	1
3	Compare and contrast the effectiveness of different treatment approaches used in the case studies.	Evaluate	2
4	Design a hypothetical case study based on real-world psychiatric conditions. Develop innovative strategies for promoting mental health awareness and reducing stigma	Create	2

24PS606-INTERNSHIP
Lab Based Course

L	T	P	C
		12	6

PREREQUISITE KNOWLEDGE: Understanding of psychological assessment methods, ethical considerations, and familiarity with analyzing and interpreting data in real-world settings.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Develop Professional Skills
- Enhance Competence
- Refine Self-Awareness
- Bridge Theory and Practice
- Prepare for Future

MODULE-1

UNIT-1   0L+0T+48P=48 Hours

An internship in psychology is a valuable hands-on learning experience for students pursuing careers in psychology or related fields. It allows you to apply the knowledge gained in coursework to real-world settings under the supervision of licensed psychologists. Internships can vary depending on the specific program, placement site, and your interests within psychology. Here's a breakdown of what you can expect:

UNIT-2   0L+0T+48P=48 Hours

Responsibilities:-Observation: You'll likely spend some time observing psychologists interact with clients, conduct assessments, and run therapy sessions. This allows you to see how psychological principles are applied in practice. -Direct Client Interaction: As you gain experience and comfort, you might have opportunities to interact with clients directly. This could involve administering psychological tests, conducting interviews, or co-facilitating therapy sessions with a licensed psychologist. - Data Collection and Analysis: You might assist with research projects or data collection related to the internship setting. This could involve tasks like analyzing data, writing reports, or preparing presentations.

PRACTICES: Observing therapeutic sessions under supervision - Conducting literature reviews and research for ongoing projects - Participating in case conferences and treatment planning sessions - Administering and scoring psychological assessments - Writing progress notes and case summaries.

MODULE-2
UNIT-1   0L+0T+48P=48 Hours

Administrative Duties: Some internships may involve administrative tasks such as scheduling appointments, maintaining client records, or managing paperwork. - Gain practical experience: Apply your knowledge and develop new skills in a real-world setting. - Explore

career paths: Get exposure to different psychology subfields and see which areas align with your interests. - Build professional network: Connect with psychologists and other professionals in the field. - Increase your resume value: Internship experience strengthens your resume for future job applications or graduate school admissions.

UNIT-2   **0L+0T+48P=48 Hours**

Types of Internship Settings: - Clinical settings: Hospitals, mental health clinics, community mental health centers, private practices. Here, you might work with individuals, couples, or families experiencing mental health challenges. -School psychology: Work with school psychologists in K-12 schools, assisting with assessments, interventions, and support for students facing academic, social, or emotional difficulties. - Organizational psychology: Gain experience in corporate settings, assisting with employee selection, training, and development, or organizational change initiatives. -Forensic psychology: Intern in legal settings, potentially assisting with evaluations for court cases, working with incarcerated individuals, or conducting risk assessments.

Important Considerations: - Time Commitment: Internships typically require a time commitment of several hours per week for a semester or a year. -Qualifications: Requirements vary, but most programs look for students who have completed a certain number of psychology courses and maintain a good academic standing. -Supervision: You'll be closely supervised by licensed psychologists who can guide your learning and ensure ethical practices.

PRACTICES: Developing treatment plans and behavioral interventions - Conducting intake interviews and assessments - Attending professional development seminars and workshops - Collaborating with multidisciplinary teams on client care - Engaging in ethical decision-making discussions and reflections.

SKILLS:

- ✓ Participating in hands-on laboratory experiments and research projects.
- ✓ Learning to apply theoretical knowledge to practical scientific inquiries.
- ✓ Gaining proficiency in experimental design and data analysis.
- ✓ Collaborating with peers and faculty to advance scientific understanding.
- ✓ Developing critical thinking and problem-solving skills in a laboratory setting.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Implement psychological assessment tools and techniques under supervision.	Apply	1
2	Interpret assessment data to formulate preliminary case conceptualizations.	Analyze	1
3	Evaluate the effectiveness of intervention strategies used by the psychologist supervisor	Evaluate	2
4	Develop a plan for culturally competent interventions under supervision.	Create	2

REFERENCE BOOKS:

1. "The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions" by Brian Baird and Melissa de la Pena.
2. "Ethics in Psychology and the Mental Health Professions: Standards and Cases" by Gerald P. Koocher and Patricia Keith-Spiegel.
3. "The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach" edited by Alan Carr and Muireann McNulty.
4. "Handbook of Psychological Assessment" by Gary Groth-Marnat
5. "The APA Handbook of Psychology, Religion, and Spirituality" edited by Kenneth I. Pargament

24PS607-MAJOR PROJECT
Lab Based Course

L	T	P	C
		12	6

PREREQUISITE KNOWLEDGE: Understanding of the project's core subject matter, relevant methodologies, and technical skills needed to execute the project successfully. This foundation ensures effective planning, problem-solving, and execution throughout the project's lifecycle.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

MODULE-1
UNIT-1   0L+0T+48P=48 Hours

Choosing a Topic:-Interest and feasibility: Pick a topic that genuinely interests you and aligns with your academic goals. Consider the feasibility of conducting research on this topic within the available time and resources. -Faculty guidance: Discuss potential topics with professors whose research interests align with yours. They can provide valuable guidance and potentially serve on your dissertation committee. - Literature review: Dive into existing research on your chosen area. Look for gaps in knowledge or unanswered questions that your dissertation could address.

Developing Your Research Question and Hypothesis: - Refine your topic: Based on your literature review, formulate a specific research question that your dissertation will aim to answer. -Develop a hypothesis: This is a prediction about the expected outcome of your research based on your understanding of the topic.

UNIT-2   0L+0T+48P=48 Hours

Selecting a Research Design:

- Quantitative vs. Qualitative: Choose a research design (quantitative or qualitative) that best suits your research question and allows you to collect relevant data.
    - Quantitative methods involve numerical data collection (surveys, experiments).
    - Qualitative methods involve non-numerical data collection (interviews, observations).
- Ethical considerations: Ensure your research design adheres to ethical guidelines for human subject research established by your university's Institutional Review Board (IRB).

Proposal and Committee Approval:

- Develop a research proposal: This document outlines your research question, hypothesis, methodology, data analysis plan, and timeline.

- Committee review: Present your proposal to your dissertation committee for approval. Their feedback can strengthen your research plan.

PRACTICES: Formulating a clear research question or hypothesis - Conducting comprehensive literature reviews to inform the project's background - Designing appropriate methodologies for data collection (e.g., experiments, surveys, case studies) - Ethically obtaining informed consent and ensuring participant confidentiality - Analyzing data using statistical tools or qualitative methods.

MODULE-2

UNIT-1   **0L+0T+48P=48 Hours**

Data Collection and Analysis:

- Collect data: Depending on your chosen design, you might conduct surveys, experiments, interviews, or observations.
- Data analysis: Analyze the collected data using appropriate statistical methods (quantitative) or thematic analysis (qualitative) to draw meaningful conclusions.

Writing the Dissertation:

- Structure: Follow your university's formatting guidelines for dissertations. Generally, this includes sections on introduction, literature review, methodology, results, discussion, conclusion, and references.
- Clear and concise writing: Write in a clear, concise, and professional manner, ensuring proper citation of sources.
- Proofread and revise: Rigorously proofread and revise your dissertation for grammar, spelling, and clarity.

UNIT-2   **0L+0T+48P=48 Hours**

Defense and Finalization:

- Dissertation defense: Present your dissertation findings to your committee and answer their questions.
- Incorporate feedback: Incorporate any feedback received from your committee and revise your dissertation accordingly.
- Final submission: Submit the final version of your dissertation following your university's guidelines.

  Reference – Latest APA manual for dissertation.

  Evaluation: Viva jointly by one internal and one external examiner.

PRACTICES: Interpreting results in the context of existing psychological theories or frameworks - Writing detailed research reports adhering to academic or professional standards - Presenting findings through oral presentations or posters at conferences - Collaborating with

peers or mentors for feedback and guidance - Reflecting critically on the project's strengths, limitations, and implications for future research or practice.

SKILLS:

- ✓ Planning and executing a substantial research project.
- ✓ Applying theoretical knowledge to address real-world challenges.
- ✓ Conducting comprehensive literature reviews and data collection.
- ✓ Analyzing findings and drawing meaningful conclusions.
- ✓ Presenting project outcomes effectively through reports or presentations.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply psychological knowledge and research methods to design and conduct a research project.	Apply	1
2	Analyze and critique published case studies in psychology. Evaluate the validity and reliability of findings from case studies.	Analyze	1
3	Analyze and evaluate the research findings from the project, drawing conclusions and implications for the field of psychology.	Evaluate	2
4	Develop an original case study based on a novel psychological phenomenon or issue. Construct a comprehensive case study report including background, methodology, findings, and discussion.	Create	2

24PS805-FORENSIC PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: A foundational understanding of psychological principles, abnormal psychology, and the legal system, along with skills in psychological assessment and research methods.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define forensic psychology and its various subfields.
- Explore the ethical considerations for psychologists working in legal settings.
- Analyze the psychology of criminal behavior, including risk assessment and profiling.
- Evaluate the competency of defendants to stand trial and the role of psychologists in mental health evaluations.
- Understand the complexities of eyewitness memory and jury decision-making.
- Examine the psychology of deception and techniques for lie detection.
- Develop critical thinking skills to analyze legal issues through a psychological lens.

MODULE-1
UNIT- 1   **12L+8T+0P=20 Hours**

Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology, Education and Training.

UNIT- 2   **12L+8T+0P=20 Hours**

Criminal and Investigative Psychology: Police Psychology, Mental and Aptitude testing, Personality assessment. Occupational stress in Police and investigation, Hostage taking Police interrogation and False confession. Criminal of Psychological autopsy. Geographical profiling and mental manpower, Criminal Identification.

PRACTICES: Conducting psychological assessments for criminal cases - Providing expert testimony in court proceedings - Evaluating competency to stand trial and mental state defenses - Assessing risk for violence and recidivism - Profiling offenders based on psychological characteristics.

MODULE-2
UNIT- 1   **12L+8T+0P=20 Hours**

Psychological impacts of violence and sexual offences, Post-traumatic stress disorder, Family violence and victimization, Psychology of the bystanders

UNIT- 2   **12L+8T+0P=20 Hours**

Correctional Psychology: Legal rights of inmates: Rights to treatment, right to refuse treatment, Inmates with mental disorders, Solitary confinement, Psychological assessment in correction, Psychological methods of correction, Treatment of sexual offenders, Community-based correction, Group homes, Family preservation model, Substance abuse model, Prevention of violence.

PRACTICES: Consulting with law enforcement on criminal investigations - Offering counseling and treatment to incarcerated individuals - Conducting forensic interviews with

victims and witnesses - Researching criminal behavior and its psychological underpinnings - Developing and implementing rehabilitation programs for offenders.

SKILLS:

- ✓ Applying psychological theories and methods to legal and criminal investigations.
- ✓ Conducting assessments and evaluations of individuals involved in legal cases.
- ✓ Proficiency in forensic interviewing techniques and analysis of forensic evidence.
- ✓ Collaboration with law enforcement and legal professionals in criminal justice settings.
- ✓ Addressing ethical issues unique to forensic psychology practice.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Implement psychological assessment tools and techniques under supervision.	Apply	1
2	Interpret assessment data to formulate preliminary case conceptualizations.	Analyze	1
3	Evaluate the effectiveness of intervention strategies used by the psychologist supervisor.	Evaluate	2
4	Develop a plan for culturally competent interventions under supervision.	Create	2

TEXT BOOKS:

1. Essentials of Forensic Psychological Assessment (4th Edition, 2019) by Daniel N. Grisso
2. Minds on Trial: Great Cases in Law and Psychology (4th Edition, 2017) by Charles Patrick Ewing and Joseph T. McCann
3. Forensic Psychology (3rd Edition, 2014) by David Hess
4. Investigative Psychology: Offender Profiling and the Analysis of Criminal Action (5th Edition, 2018) by David Canter and Laurence Alison

REFERENCE BOOKS:

1. Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage.
2. Blackburn, R., (1993) The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons.
3. Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage.
4. Harari, L. (1981) Forensic psychology. London: Batsford Academic.

24PS806-I/O PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding and improving workplace behavior and environments. It involves studying employee motivation, performance, and the impact of organizational structures and processes on worker well-being and productivity.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- To acquaint students with the staffing processes of the employer and employee's overall performance assessments.
- To make them understand the dynamics of the various determinants in attaining the quality of work life with various principles and techniques of motivation and learning.

MODULE-1

UNIT-1   12L+8T+0P=20 Hours

Introduction to Industrial Psychology: Definitions & Scope. Major influences on Industrial Psychology- Scientific management and human relations schools Hawthorne Experiments

UNIT-2   12L+8T+0P=20 Hours

Work Environment & Engineering Psychology: Job and Job Analysis, Human factors in Job Design, Job Enlargement, Job Evaluation, Working Conditions, Accidents and Safety Fatigue, Boredom, Time and Motion studies, Workspace design.

PRACTICES: Conducting employee satisfaction surveys and analyzing feedback - Implementing performance management systems to enhance productivity - Designing and conducting training programs for employee development - Facilitating team-building activities and improving group dynamics - Advising on organizational change management strategies.

MODULE-2

UNIT –1   12L+8T+0P=20 Hours

Staffing: Recruitment process, Realistic Job Preview, Selection process, Method of selection, Assessment Centers. Training, learning and performance: Training need analysis, Learning process in training (trainee characteristics, learning and motivational theories applied to training). Contents and methods of training, evaluating training programs, specialized training programs, cross-cultural training.

UNIT-2   12L+8T+0P=20 Hours

Stress and worker Well-Being: Work place Stress, Consequences of stress, theories of Stress, reducing and managing stress, Violence at work, Work Motivation theories, quality of work life, turnover, absenteeism, job involvement and commitment, Equal Employment Opportunity.

PRACTICES: Applying psychological principles to enhance workplace motivation - Conducting job analysis and designing effective job descriptions - Providing leadership

coaching and executive development programs - Developing strategies for effective communication within organizations - Conducting assessments for selection and promotion purposes.

SKILLS:

- ✓ Applying psychological principles to improve workplace productivity and employee well-being.
- ✓ Conducting organizational assessments to identify areas for improvement.
- ✓ Designing and implementing interventions to enhance organizational effectiveness.
- ✓ Analyzing organizational behavior and dynamics within teams and across departments.
- ✓ Collaborating with management to foster a positive and productive work environment

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze complex organizational dynamics using psychological frameworks.	Analyze	1
2	Analyze job requirements and identify appropriate selection methods.	Apply	1
3	Assess the effectiveness of training programs for employee development.	Evaluate	2
4	Design a motivational plan to enhance employee performance and engagement.	Create	2

TEXT BOOKS:

1. Industrial/Organizational Psychology: Understanding the Workplace (9th Edition) by Paul E. Levy (2021).
2. Work in the 21st Century: An Introduction to Industrial and Organizational Psychology (8th Edition) by Jeffrey M. Pfeffer and Nancy שחורי (Shachar) (2020)
3. Psychology Applied to Work (14th Edition) by Satoris W. Radvansky (2021)
4. Introduction to Industrial and Organizational Psychology (11th Edition) by Ronald E. Smith, Andrew P. DeShank, and Kenneth H. Kacmar (2020).
5. Industrial and Organizational Psychology: Research and Practice (10th Edition) by Paul E. Levy and Laura S. Kristof-Brown (2022).

REFERENCE BOOKS:

1. Aamodt, M.G. (2007) Industrial/Organizational Psychology: An Applied Approach (5th edition). Belmont, C.A: Wadsworth/Thompson.
2. Aswathappa, K. (2008). Human Resource Management (5th edition). New Delhi: Tata McGraw Hill.
3. Blum M.L. & Naylor J.C. (1982). Industrial Psychology. Its Theoretical & Social Foundations. New Delhi: CBS Publication.
4. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.

5. Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.

6. DeCenzo, D.A.& Robbins, S.P. (2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

7. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley

8. Miner, J.B. (1992). Industrial/Organizational Psychology. New York: McGraw Hill.

24PS807-EDUCATIONAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding how people learn and develop in educational settings, emphasizing cognitive, emotional, and social processes. It applies theories and principles of psychology to improve teaching methods, student outcomes, and educational environments.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Explain the core principles of educational psychology and their application in the classroom.
- Analyze various learning theories (e.g., behaviorism, cognitivism, constructivism) and their implications for instructional design.
- Identify factors that influence student development, motivation, and learning styles.
- Evaluate different teaching methods and strategies based on learning theories.
- Develop and implement effective classroom management techniques that promote positive behavior and engagement.

MODULE-1

UNIT-1   12L+8T+0P=20 Hours

Introduction Educational Psychology: Definition, Nature, Scope and importance - Contributions of Psychology to Education; 'Child-centered' and 'progressive' education Methods of educational psychology- Observation method, Classroom Observation, Experimental method, Survey method, Case study.

UNIT -2   12L+8T+0P=20 Hours

Developmental theories and their educational significance - Piaget's cognitive development theory, Erikson's psycho-social development theory, Kohlberg's moral development theory, Vygotsky's social development theory and Bandura's Social Learning Theory.

PRACTICES: Assessing learning styles and individual differences among students - Applying theories of cognitive development to educational settings - Using behavioral principles to modify classroom behaviors - Implementing effective classroom management techniques - Designing and evaluating curriculum and instructional strategies.

MODULE-2

UNIT-1   12L+8T+0P=20 Hours

Theories and Laws of Learning -Theories and laws of learning and their educational implications: trial and error learning - learning by conditioning – learning by insight, primary laws of learning Motivation, attention and interest in learning – Types of motivation: extrinsic and Intrinsic, Achievement motivation – Methods to motivate learners to learn

Issues in Educational Psychology - De-constructing childhood; Role of Play in Education; Uses and misuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

PRACTICES: Conducting assessments to measure academic progress and achievement - Providing guidance on career and educational choices - Collaborating with teachers and parents to support student learning - Utilizing technology for educational purposes and assessment - Conducting research to improve educational practices and policies.

SKILLS:

- ✓ Utilizing psychological theories to optimize learning environments.
- ✓ Performing assessments to understand educational challenges.
- ✓ Developing interventions to enhance student engagement and achievement.
- ✓ Collaborating with educators to improve teaching methodologies.
- ✓ Ensuring ethical standards in educational research and practice.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze educational case studies using psychological frameworks (e.g., Piaget's stages of cognitive development).	Analyze	1
2	Analyze different instructional methods and select those most appropriate for specific learning objectives and student needs.	Apply	1
3	Design and implement formative assessments to measure student learning and inform instruction.	Evaluate	2
4	Develop and implement a differentiated lesson plan that caters to individual learning styles and abilities.	Create	2

TEXT BOOKS:

1. Educational Psychology (2021) by John W. Santrock
2. Psychology in the Classroom (2020) by Jeanne E. Ormrod
3. Learning and Instruction (1913) by Hermann Ebbinghaus
4. Educational Psychology: A Practical Guide (2016) by David R. Shaffer
5. Handbook of Educational Psychology (2010) edited by Paul R. Pintrich and Patrick A. Alexander

REFERENCE BOOKS:

1. Ormrod, J. E. (2020). Psychology in the Classroom (9th ed.). Pearson.
2. Ebbinghaus, H. (1913). Learning and instruction. Teachers College, Columbia University.
3. Shaffer, D. R. (2016). Educational psychology: A practical guide (5th ed.). Wadsworth Cengage Learning.
4. Santrock, J. W. (2021). Educational psychology (9th ed.). McGraw-Hill Education.

5. Pintrich, P. R., & Alexander, P. A. (Eds.). (2010). Handbook of educational psychology (2nd ed.). Lawrence Erlbaum Associates.
6. Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, The study of education (pp. 133-178). London: Routledge & Kegan Paul.
7. Richmond, W. (1975). Education and schooling. London: Methuen & Co. Ltd. Slavin, R. (2006). Educational psychology: Theory and practice. New York: Pearson.
8. S.K. Mangal (1982). Educational psychology.Prakash Brothers Educational publications, Ludhiana. H.R. Bhatia (1977) A text book of educational psychology Macmillan India Ltd.
9. S.N. Rao. (1990) Educational psychology. Wiley eastern limited.

24PS808-DISABILITY AND REHABILITATION PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding the psychological aspects of disabilities and providing support to enhance the quality of life and functional capabilities of individuals with disabilities. It includes interventions to help individuals adapt, cope, and achieve their personal goals.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define disability and rehabilitation psychology within a social and ecological framework.
- Explore various models of disability (medical, social, and minority models).
- Analyze the psychological impact of different disabilities (physical, sensory, cognitive, intellectual).
- Evaluate assessment methods used in disability and rehabilitation psychology.
- Discuss evidence-based psychological interventions for individuals with disabilities (e.g., cognitive-behavioral therapy, coping skills training).
- Understand legal and ethical considerations in working with individuals with disabilities.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Introduction to Disability and Rehabilitation Psychology - Defining disability and rehabilitation psychology - Models of disability (medical, social, minority models) - The social construction of disability - Prevalence and demographics of disability

The Psychological Impact of Disability- Adjustment and coping with disability - Psychological consequences of specific disabilities (physical, sensory, cognitive, intellectual) - Mental health considerations in disability populations

UNIT-2   **12L+8T+0P=20 Hours**

Assessment in Disability and Rehabilitation - Psychological assessment tools - Functional assessments and evaluations - Cultural considerations in assessment

Physical Disabilities - Types of physical disabilities (spinal cord injuries, amputations, etc.) - Psychological challenges and interventions - Assistive technology and promoting independence

Vocational Rehabilitation - Assessment of vocational potential - Job accommodations and worksite modifications - Career counseling and transition services

PRACTICES: Conducting assessments to determine the impact of disabilities on psychological well-being - Developing individualized treatment plans to enhance functional abilities and quality of life - Collaborating with interdisciplinary teams to provide

comprehensive care for individuals with disabilities - Advocating for accessibility and accommodations in educational and workplace settings - Implementing behavioral interventions to address emotional and behavioral challenges associated with disabilities.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Sensory Disabilities - Vision and hearing impairments - Psychological impact of sensory loss - Communication strategies and support services

Cognitive and Intellectual Disabilities - Intellectual disability and cognitive impairments - Learning and behavior challenges - Psychological interventions for cognitive and intellectual disabilities

Disability and Technology - Assistive technologies for various disabilities - The role of technology in promoting independence and participation - Digital accessibility considerations

UNIT-2   **12L+8T+0P=20 Hours**

Legal and Ethical Considerations - The Americans with Disabilities Act (ADA) and other disability rights laws - Ethical principles in working with individuals with disabilities - Advocacy and empowerment

Psychosocial Interventions in Rehabilitation - Cognitive-behavioral therapy (CBT) for coping and adjustment - Motivation and self-efficacy promotion - Social skills training and support groups

Independent Living Skills Training - Activities of daily living (ADLs) and instrumental activities of daily living (IADLs) - Strategies for promoting independence and self-care skills - Community integration and support systems

PRACTICES: Providing counseling and support to individuals and families navigating disability-related challenges - Conducting research to improve understanding and interventions for various disabilities - Facilitating peer support groups to promote social integration and community participation - Consulting with organizations and policymakers to promote disability rights and inclusive practices - Educating the public on disability awareness and reducing stigma through community outreach programs.

SKILLS:

- ✓ Integrating psychological principles to support individuals with disabilities.
- ✓ Conducting comprehensive assessments to evaluate rehabilitation needs.
- ✓ Developing personalized rehabilitation plans to enhance independence.
- ✓ Collaborating with healthcare teams and caregivers to optimize care.
- ✓ Advocating for accessibility and inclusive practices in rehabilitation settings.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the psychological impact of living with a disability.	Apply	1
2	Critique societal barriers to inclusion for persons with disabilities.	Analyze	1
3	Critically evaluate the effectiveness of different rehabilitation strategies for specific disabilities.	Evaluate	2
4	Develop new models of rehabilitation for specific disability populations.	Create	2

TEXT BOOKS:
1. Disability and Rehabilitation Psychology (2023) by Susan Lazarus and Elizabeth Higgins
2. Rehabilitation Psychology Handbook (6th ed., 2018) Edited by Sandra D. Woodward
3. Principles of Rehabilitation Psychology (6th ed., 2016) by Mark J. Ylvisaker and William Feuerstein
4. Handbook of Disability and Rehabilitation (2nd ed., 2012) Edited by Susan Lakin and William E. McColl
5. Pervasive Developmental Disorders: A Psychological Approach (2009) by Fred C. Rinne and Ronald A. Federic

REFERENCE BOOKS:

1. World Health Organization. (2001). International Classification of Functioning, Disability and Health (ICF). World Health Organization website
2. Hackett, F. M., & Burg, D. E. (2023). Introduction to Rehabilitation (9th Edition). Elsevier.
3. Gallagher, P. (2004). Embodied Cognition: Language and Meaning in Human Experience (MIT Press).
4. McColl, I. (2014). The Routledge Handbook of Disability Studies (Routledge).
5. Wehmeyer, M. J. (2014). Adult Learning and Disability: Theoretical, Practical, and Critical Issues (3rd Edition). Paul H. Brookes Publishing Co.
6. Lazarus, S., & Higgins, E. (2023). Disability and rehabilitation psychology. Oxford University Press.
7. Woodward, S. D. (Ed.). (2018). Rehabilitation psychology handbook (6th ed.). American Psychological Association.
8. Ylvisaker, M. J., & Feuerstein, M. (2016). Principles of rehabilitation psychology (6th ed.). Guilford Publications.
9. Lakin, S., & McColl, W. E. (Eds.). (2012). Handbook of disability and rehabilitation (2nd ed.). Springer Science & Business Media.
10. Rinne, F. C., & Federici, R. A. (2009). Pervasive developmental disorders: A psychological approach. Plural Publishing.

24PS809-SPORTS PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: understanding how psychological factors influence physical performance and how participation in sport and exercise affects psychological and physical well-being. It includes techniques to enhance performance and manage the mental aspects of athletic competition

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define sports psychology and its role in athletic performance.
- Explore major theoretical perspectives in sports psychology (e.g., cognitive, motivational, social).
- Analyze the impact of psychological factors on athletes (e.g., anxiety, stress, attention, confidence).
- Identify various mental skills training techniques used in sports psychology.
- Develop strategies for promoting motivation, goal setting, and mental toughness in athletes.
- Understand the importance of team dynamics and communication in sports psychology.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Introduction to Sports Psychology - Defining sports psychology and its role in athletics - The historical development of sports psychology - Mental health and well-being of athletes

Theoretical Perspectives in Sport Psychology - Cognitive-behavioral approach (managing thoughts, emotions, and behaviors) - Motivational theories in sport (goal setting, self-efficacy, self-determination) - Attention and focus techniques for optimal performance

UNIT-2   **12L+8T+0P=20 Hours**

Anxiety and Stress Management in Sport - Understanding the nature of anxiety and stress in athletes - Physiological and psychological effects of anxiety - Relaxation techniques and coping strategies for managing anxiety

Motivation and Goal Setting - Theories of motivation in sport (achievement motivation, self-determination theory) - Effective goal setting strategies for athletes - Maintaining motivation throughout the season

Mental Skills Training - Visualization and imagery techniques -Self-talk and positive affirmations - Mental rehearsal and preparation for competition.

PRACTICES: Mental skills training to enhance athletic performance - Goal setting and achievement strategies tailored for athletes - Stress management techniques for competitive environments - Visualization and imagery exercises to improve performance outcomes -

Psychological profiling and personality assessments for team dynamics - Injury rehabilitation and psychological support for athletes.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Attention and Focus in Sport - The importance of attention for athletic performance - Distraction control techniques - Maintaining focus under pressure.

Confidence and Self-Efficacy - Building self-confidence in athletes - The role of self-efficacy in athletic performance - Overcoming self-doubt and negative thinking patterns

UNIT-2   **12L+8T+0P=20 Hours**

Team Dynamics and Communication - Understanding group dynamics and team cohesion - Effective communication strategies for coaches and athletes - Leadership styles and their impact on team performance

Anti-Doping and Ethical Considerations - The role of sport psychology in promoting ethical practices - Anti-doping education and preventing performance-enhancing drug use - Mental health and well-being considerations in competitive sports

PRACTICES: Confidence-building strategies and self-talk management - Leadership development and team cohesion interventions - Performance analysis through psychological assessments and feedback - Applied sport psychology interventions in coaching and training programs.

SKILLS:

- ✓ Applying psychological theories to enhance athletic performance and well-being.
- ✓ Conducting assessments to understand psychological factors affecting athletes.
- ✓ Designing and implementing mental skills training programs.
- ✓ Collaborating with coaches and athletes to optimize performance strategies.
- ✓ Addressing ethical considerations in sport psychology research and practice.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze case studies to evaluate the effectiveness of psychological interventions in sports.	Analyze	1
2	Analyze the psychological factors influencing performance in different sports.	Apply	1
3	Critique the effectiveness of different mental training techniques used in sport psychology.	Evaluate	2
4	Develop a personalized mental training plan to address a specific athlete's needs.	Create	2

TEXT BOOKS:

1. Applying Sport Psychology: Mental Training for Peak Performance (7th Ed.) by Dorothy V. Mamassis & Colleen J. Sharpe (2020).
2. Sport Psychology (8th Ed.) by Daniel Gould, Hans T. (Kōru, Hansu T.), & Robert Eklund (2018).
3. Motivation in Sport and Exercise (6th Ed.) by Brett D. (Ushijima, Setsuetsu) & Robert S. (Yoritoi, Robert S.) (2016). Note: This text focuses on motivation within sport psychology.
4. The Psychology of Coaching (5th Ed.) by Colleen Kettler (2019). Note: This text explores the psychology of coaching athletes.
5. Foundations of Sport and Exercise Psychology (7th Ed.) by Robert S. (Yoritoi, Robert S.) (2021). Note: This is a foundational text providing a broad overview of sport psychology.

REFERENCE BOOKS:

1. Carmichael, C., Swain, E. B., & Swann, C. (2019). Self-efficacy in sport and exercise. Routledge.
2. Hanin, Y. (2016). Mental toughness and elite performance. Human Kinetics.
3. Jones, G. (2018). Peak: Secrets from the new science of expertise. Penguin Books. Note: This book explores expertise and peak performance, which is relevant to sport psychology.
4. Vickers, J. N., & Williams, J. M. (2020). Handbook of applied sport psychology: Mental training for peak performance. Routledge.
5. Weinberg, R. S., & Gould, D. (2019). Foundations of sport and exercise psychology. Human Kinetics.
6. Hanin, Y. L. (2023). Essentials of Sport Psychology (5th Edition). Human Kinetics.
7. Callaway, T., & Collins, D. (2017). Mental Training for Peak Performance (5th Edition). Human Kinetics.
8. Côté, J. (2009). Motivational Leadership in Sport (Human Kinetics).
9. Murphy, S. M. (2019). The Winning Mindset: A Mental Fitness Manual for Athletes (Rodale Books)

24PS810-CRIMINAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding criminology theories and psychological factors influencing criminal behavior, such as personality disorders and forensic psychology principles.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define criminal psychology and its role in the criminal justice system.
- Explore various theoretical perspectives on criminal behavior (e.g., biological, psychological, social).
- Analyze different types of criminals and their motivations (e.g., serial killers, violent offenders, white-collar criminals).
- Understand criminal profiling techniques and their limitations.
- Examine the psychology of victimology and the impact of crime on victims.
- Evaluate investigative methods used in criminal psychology, including interviewing techniques.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Introduction to Criminal Psychology - Defining criminal psychology and its applications - Historical perspectives on understanding criminal behavior - The criminal justice system and the role of criminal psychology

Theories of Criminal Behavior - Biological theories (genetics, brain abnormalities) - Psychological theories (personality disorders, mental illness) - Social learning theories (environmental factors, social context)

UNIT-2   **12L+8T+0P=20 Hours**

Types of Criminals - Serial killers and their motivations - Violent offenders and risk factors - White-collar criminals and financial crimes

Criminal Profiling - The development and use of criminal profiles - Techniques for offender profiling (geographic profiling, victimology) - Limitations and ethical considerations of criminal profiling

Case Studies in Criminal Psychology - Analyzing a real-life criminal case through a psychological lens - Group discussions on offender motivations and profiling techniques

PRACTICES: Conducting forensic assessments to evaluate criminal behavior and mental state - Profiling offenders based on psychological characteristics and crime scene analysis - Assessing risk factors for criminal behavior, such as psychopathy and antisocial personality disorder - Providing expert testimony in court regarding psychological aspects of criminal cases - Developing treatment and rehabilitation plans for offenders based on psychological insights - Collaborating with law enforcement to understand motives and patterns in criminal behavior.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Victimology - The psychology of victims and their experiences - The impact of crime on victims and survivors - Victim blaming and the importance of victim support

Investigative Interviewing - Techniques for interviewing suspects and witnesses - The psychology of deception and how to detect lies - Ethical considerations in criminal interviews

UNIT-2   **12L+8T+0P=20 Hours**

Media and Criminal Psychology - The portrayal of crime and criminals in media - The impact of media on public perceptions of criminal behavior - Ethical considerations for psychologists who consult with media

Group Project Presentations: Criminal Profiling - Students present their developed criminal profile based on a chosen case study.

The Psychology of Punishment - Theories of punishment and deterrence - The effectiveness of different sentencing options - Rehabilitation and reintegration of offenders

PRACTICES: Conducting research to improve understanding of criminal psychology and prevention strategies - Analyzing crime trends and patterns to inform law enforcement strategies - Consulting on policies and procedures related to criminal justice and mental health - Applying ethical guidelines and principles in conducting psychological assessments and interventions with criminals.

SKILLS:

- ✓ Utilizing psychological theories to analyze criminal behavior and motivations.
- ✓ Conducting forensic assessments and evaluations of offenders.
- ✓ Proficiency in criminal profiling techniques and analysis of evidence.
- ✓ Collaborating with law enforcement and legal professionals in criminal investigations.
- ✓ Addressing ethical considerations unique to criminal psychology practice.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze real-life criminal cases through a psychological lens.	Apply	1
2	Analyze case studies using psychological perspectives.	Analyze	1
3	Critically assess the strengths and limitations of criminal profiling techniques.	Evaluate	2
4	Construct a comprehensive psychological profile of a criminal.	Create	2

TEXT BOOKS:

1. Criminal Psychology: Mind, Motive, and Madness (7th ed.) (2021) by Stephen O. Lilienfeld
2. The Psychopath Test: A Journey Through the Madness Industry (2019) by Jon Ronson
3. I Know Who You Are: How Experts Identify Killers, Predict Crimes, and Solve Mysteries (2020) by Margaret MacCullum.
4. Without Conscience: The Disturbing World of the Psychopaths Among Us (1993) by Robert D. Hare.
5. People Who Kill: Profiles of Serial Killers Across America (2016) by John Douglas and Mark Olshaker.

REFERENCE BOOKS:

1. Lilienfeld, S. O. (2021). Criminal psychology: Mind, motive, and madness (7th ed.). Pearson.
2. Dobson, R. (2019). The psychopath test: A journey through the madness industry. Harper Perennial.
3. MacCullum, M. (2020). I know who you are: How experts identify killers, predict crimes, and solve mysteries. Liveright Publishing Corporation.
4. Hare, R. D. (1993). Without conscience: The disturbing world of the psychopaths among us. Guilford Press.
5. Douglas, J., & Olshaker, M. (2016). People who kill: Profiles of serial killers across America. Penguin.
6. Akers, R. L. (2013). Devouring Reason: Cannibalism and Violence in the Social Mind (Wadsworth Publishing).
7. Turvey, B. E. (2012). Criminal Profiling: An Introduction to Behavioral Evidence Analysis (Academic Press).