

M.Sc Psychology

(for Non B.Sc - Psychology passed)

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Vision & Mission		
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M.Sc. PSYCHOLOGY
(Non -Psychology Back ground students)

COURSE STRUCTURE

I Year I Semester

Course Code	Course Title	L	T	P	C	Course Type
24PS501	General Psychology	3	2		4	Professional Core
24PS502	Developmental Psychology	3	2		4	Professional Core
24PS503	Biopsychology	3	2		4	Professional Core
24PS504	Psychopathology	3	2		4	Professional Core
24PS505	Basics of Psychometric Assessment	2	2	2	4	Professional Core
	Total	14	10	2	20	
		26 hrs				
	Add on Course - 1	3	2		4	
		17	12	2	24	
		31 hrs				

I Year II Semester

Course Code	Course Title	L	T	P	C	Course Type
24PS506	Social Psychology	3	2		4	Professional Core
24PS507	Research Methodology	3	2		4	Professional Core
24PS508	Advanced Clinical Psychology	3	2		4	Professional Core
24PS509	Cognitive Psychology	3	2		4	Professional Core
24PS510	Psychometric Assessment		2	5	4	Professional Core
	Total	12	10	5	20	
		27 hrs				
	Add on Course - 2	3	2		4	
		15	12	5	24	
		32 hrs				

II Year I Semester

Course Code	Course Title	L	T	P	C	Course Type
24PS601	Advanced Positive Psychology	3	2		4	Professional Core
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	12	8	7	20	
		27 hrs				
	Add on Course - 3	3	2		4	
		15	10	7	24	
		32 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	
	Department Elective	3	2		4	Elective
	MOOCS / Department Elective	3	2		4	Elective
	Total	6	4	24	20	
		34 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	
24PS807	Educational Psychology	3	2		4	EL-2
24PS808	Disability and Rehabilitation Psychology	3	2		4	
24PS809	Sports Psychology	3	2		4	EL-3
24PS810	Criminal Psychology	3	2		4	

24PS501-GENERAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: The emergence of psychology as a distinct scientific discipline began in the late 19th century with Wilhelm Wundt's establishment of the first experimental psychology lab in 1879, marking a shift from philosophical to empirical methods. This development set the foundation for psychology to evolve into a diverse field encompassing various approaches and specialties.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define psychology and understand its historical development.
- Identify and differentiate between major schools of thought in psychology.
- Analyze the influence of philosophy, science, and culture on the development of psychology.
- Explain the historical context of key psychological concepts.
- Evaluate the impact of psychology on different aspects of society.

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Introduction to the of Psychology - What is Psychology? Definitions and Scope - Early Roots of Psychological Thought, Schools and Fields of Psychology - Methods of Psychology- - Techniques of Psychology: Interview, Questionnaires and Observation Schedule.

UNIT-2

12L+8T+0P=20 Hours

The Sensory System, Types and General Characteristics of Senses - Visual, Auditory Sensation, Theories of Vision and Hearing - Subliminal Perception and Signal Detection Theory. - Basics of Cognitive Psychology: Introduction to Cognitive Processes, Perception, Attention, Memory and Learning, Language and Problem Solving, Cognitive Development – concept of personality.

PRACTICES: Psychology relies on systematic observation and experimentation to understand behavior and mental processes - Early approach focusing on analyzing consciousness into basic elements and their interactions - Emphasizes the adaptive purposes of behavior and mental processes in an organism's evolution - Freudian theory exploring unconscious processes and early life experiences shaping behavior - Studies observable behavior and its conditioning by external stimuli, excluding mental states.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

Definition of learning – Learning theories - Measurement of Learning, Learning Curves. – Intelligence – types – theories, Creativity, Memory - Information Processing Model of Memory - Factors Influencing Memory – Methods of memory - Forgetting- Meaning, Nature and Causes, Methods to Improve Memory

UNIT-2

12L+8T+0P=20 Hours

Motivation - Definition and Types of Motives-- Emotions - Definition and Nature of Emotions, Types of emotions - Theories of Motivation and Theories of Emotions - James - Lange, Cannon-Bard.

PRACTICES: Shift towards understanding mental processes like memory, problem-solving, and perception - Focuses on personal growth, self-determination, and positive aspects of human experience - Considers biological, psychological, and social factors influencing behavior and mental health - Examines how cultural contexts shape psychological processes and behaviors - Investigates the biological basis of behavior and mental processes using brain imaging and genetics.

SKILLS:

- ✓ Understanding the historical context and philosophical roots of psychology.
- ✓ Knowledge of key figures and their contributions to early psychology.
- ✓ Familiarity with the transition from philosophical to scientific approaches in psychology.
- ✓ Recognition of the establishment of the first psychology laboratories.
- ✓ Insight into the development of various schools of thought, such as structuralism and functionalism.
- ✓ Awareness of the impact of early psychological research on contemporary practices.

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 influence of historical and philosophical contexts on the development of psychology.	Apply	1
2	Evaluate the strengths and limitations of early psychological theories.	Analyze	1
3	Evaluate the strengths and weaknesses of early psychological experiments and theories.	Evaluate	2
4	Develop hypotheses on how early psychological principles can be applied to current psychological practices.	Create	2

TEXT BOOKS:

1. A History of Psychology (2019) by Wade Pickren
2. The Story of Psychology (2018) by Donald Hockenbury and Sandra Hockenbury
3. Psychology: A Very Short Introduction (2002) by Richard Gross
4. Becoming a Psychologist (2016) by Stephen Sternberg and Nina Eliasoph
5. Exploring Psychology (2020) by Paul T. Magaro, Ellen J. Diener, and Daniel P. Seligman

REFERENCE BOOKS:

1. Morgan, Clifford. T. King, Richard. A., Weisz, John. R., Schopler, John (1993): Introduction to Psychology, Tata McGraw Hill.
2. Marx, Melvin H. (1976) Introduction to psychology - Problems, Procedures & Principles, MacMillan Publishing Co.
3. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C. (1979): Introduction to Psvcholouv. Harconrt
4. Parameswaran E.G., & Beena "An Invitation to psychology" Neel kamal Publication Hyderabad.

24PS502-DEVELOPMENTAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Developmental psychology involves the study of how people grow and change over the course of their lives, focusing on physical, cognitive, social, and emotional development from infancy through adulthood. Key theories include those of Piaget, Vygotsky, Erikson, and Bowlby, which address stages of cognitive development, social learning, psychosocial development, and attachment.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Explain major theories of human development (e.g., Piaget, Erikson, Vygotsky).
- Describe key milestones in physical, cognitive, social, and emotional development across the lifespan (prenatal, infancy, childhood, adolescence, adulthood, aging).
- Analyze the impact of nature vs. nurture on development.
- Evaluate the influence of family, peers, culture, and socio-economic factors on development.
- Discuss ethical considerations in developmental research.
- Apply knowledge of child development to real-world contexts (e.g., parenting, education).
- Develop critical thinking skills to analyze research and evaluate developmental outcomes.

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Introduction to Developmental Psychology - What is developmental psychology? - Major theories of development (e.g., Piaget's stages, Erikson's psychosocial stages) - Nature vs. nurture debate - Research methods in developmental psychology

Prenatal Development - Conception, stages of prenatal development - Prenatal influences on development (e.g., nutrition, teratogens) - Early brain development

UNIT-2

12L+8T+0P=20 Hours

Infancy and Childhood - Physical development (motor skills, brain development) - Cognitive development (Piaget's stages, language acquisition) - Social and emotional development (attachment, self-concept)

Middle Childhood - Physical development (growth spurts, puberty) - Cognitive development (Piaget's concrete operational stage, information processing) - Social and emotional development (peer relationships, self-esteem).

PRACTICES: Studying how individuals grow and change across their lifespan - Assessing milestones in physical, cognitive, and socio-emotional development - Understanding how genetics and environment influence development - Applying theories like Piaget's stages of cognitive development - Using observational and longitudinal studies to track development.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

Adolescence - Physical development (puberty) - Cognitive development (Piaget's formal operational stage, adolescent egocentrism) - Social and emotional development (identity formation, peer pressure, risk-taking behavior)

Emerging Adulthood - Physical development (peak physical abilities) - Cognitive development (critical thinking, decision-making) - Social and emotional development (intimacy vs. isolation, career choices)

UNIT-2

12L+8T+0P=20 Hours

Middle Adulthood - Physical development (gradual decline in physical abilities) - Cognitive development (stability of cognitive abilities) - Social and emotional development (generativity vs. stagnation, marriage, parenting)

Late Adulthood - Physical development (aging and health) - Cognitive development (changes in memory and processing speed) - Social and emotional development (integrity vs. despair, retirement, grandparenthood)

Death and Dying - Stages of dying (Kübler-Ross model) - Grief and bereavement

PRACTICES: Supporting healthy parent-child relationships for optimal development - Implementing interventions for developmental delays or disorders - Examining the impact of culture on developmental norms and behaviors - Promoting ethical research practices in studying child subjects - Collaborating with educators and healthcare professionals for holistic support.

SKILLS:

- ✓ Proficiency in developmental theories (e.g., Piaget, Erikson).
- ✓ Ability to design and conduct research studies in developmental psychology.
- ✓ Skill in analyzing and interpreting data using statistical methods.
- ✓ Effective communication of complex psychological concepts.
- ✓ Cultural sensitivity and empathy in understanding diverse developmental pathways.

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 influence of historical and philosophical contexts on the development of psychology.	Apply	1
2	Evaluate the strengths and limitations of early psychological theories.	Analyze	1
3	Critique research methodologies used in developmental psychology.	Evaluate	2
4	Develop innovative strategies to promote positive development in communities	Create	2

TEXT BOOKS:

1. Santrock, J. W. (2023). Lifespan Development (18th Edition). McGraw-Hill Education.
2. Berk, L. E., & Blackman, S. (2023). Development Through the Lifespan (8th Edition). Pearson Education.
3. Papalia, D. E., Wendkos Olds, S., & Feldman, R. A. (2023). Human Development (15th Edition). McGraw-Hill Education.
4. Rathus, L. A. (2022). Childhood Development (9th Edition). Cengage Learning

REFERENCE BOOKS:

1. Berk, L.E. (2007), Development through the lifespan (3rd Edition), Pearson Education
2. Feldman, R.S. & Babu. N. (2011). Discovering the Lifespan. Pearson. Page 36 of 48
3. Hurlock, E.B. (1980), Development Psychology: A Life Span Approach (5th Edition), New Delhi: Tata McGraw Hill pub. Co. Ltd.
4. Papalia, D.E. (2004). Human Development. (9th Edition), New Delhi: Tata McGraw Hill
5. Santrock, J.W. (1997), Life Span Development (6th Edition) Chicago: Brown and Bench Mark

24PS503-BIOPSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Biopsychology, also known as behavioral neuroscience, is the study of how the brain and nervous system influence behavior, thoughts, and emotions. It integrates principles from biology and psychology to understand the physiological bases of behavior.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a solid understanding of the nervous system's anatomy and physiology.
- Explore the role of neurotransmitters and hormones in behavior.
- Analyze the neural basis of sensation, perception, motivation, emotion, learning, memory, and sleep.
- Evaluate how physiological factors influence mental disorders.
- Appreciate the relationship between brain and behavior.

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Definition – Where is the Mind? – The Modern Era of Brain Imaging: CT scan, MRI Scan, PET Scan – Approaches to Physiological Psychology: Philosophic Approaches, Clinical Approaches, and Experimental Method.

UNIT-2

12L+8T+0P=20 Hours

The neuron and groups of neurons - The Anatomy of a Neuron – Supporting Cells in the Nervous System – What neurons do? – The Neuron at Rest - The Neuron in Action – Synaptic Communication – What happens when Neurons go wild?

PRACTICES: Examining how biological processes influence behavior and mental processes - Integrating neuroscience and psychology to understand behavior - Conducting experiments to study brain-behavior relationships - Utilizing neuroimaging techniques to map brain activity - Investigating genetic and hormonal influences on behavior.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

The organization of the nervous system - Organization of the Nervous System – Evolution of the Brain – Structures in the Nervous System: The Peripheral Nervous System – The Spinal Cord – The Brain. Brain Disorders: Factors in impairment – Psychological deficit in the Brain injured – Localization of Psychological function in the Brain – The effects of Brain lesions on Psychological functions.

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

Hormones and behavior - How Hormones work – Hormones for cellular functioning: The Thyroid Gland – The Parathyroid Glands – The Pancreas – The Posterior Pituitary – Hormones of Stress: ACTH and 17-OHCS – Stress and the Cardiovascular System – Stress and Stomach Ulcers – Hormones for Growth, Sexual Behavior and Reproduction: Growth Hormone – Sex Hormones – The Pineal Body as a regulator of regulators.

PRACTICES: Analyzing the impact of neurotransmitters on cognitive functions - Applying findings to treat neurological and psychological disorders - Researching the effects of brain injuries on cognitive abilities - Studying evolutionary factors shaping human behavior - Collaborating across disciplines to advance understanding of mind-body connections.

SKILLS:

- ✓ Proficiency in neuroanatomy, including knowledge of brain structures and their functions.
- ✓ Understanding of neurophysiology, including neuronal communication and synaptic transmission.
- ✓ Ability to apply experimental methods and design studies to investigate biological bases of behaviour.
- ✓ Knowledge of genetics and its role in psychological traits and disorders.
- ✓ Understanding of neuroplasticity and its implications for learning, memory, and rehabilitation.
- ✓ Ethical awareness and consideration of ethical issues related to research involving human and animal subjects in biopsychology.

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 effects of hormones on behavior and emotions.	Apply	1
2	Evaluate research methodologies used in biopsychological studies.	Analyze	1
3	Critique the relationship between brain activity and specific mental disorders.	Evaluate	2
4	Develop intervention strategies based on bio psychological principles.	Create	2

TEXT BOOKS:

1. Foundations of Physiological Psychology by Neil R. Carlson (6th Edition)
2. Biological Psychology by James W. Kalat (12th Edition)
3. Discovering Biological Psychology by Laura Freberg (6th Edition)
4. Introduction to Psychobiology by James L. McGaugh (11th Edition)

REFERENCE BOOKS:

1. Filsknow, S.B. and Boll, J.J. (1981). Handbook of clinical Neuropsychology. New York: Johnwiley.
2. Gazzaniga, M.S., Lvey, R.B. and Magun, G.R. (2002) Cognitive Neuroscience: The Biology of the Mind. New York: Norton & Company.
3. Walsh, K. (1994). Neuropsychology: A clinical approach. New Delhi: Churchill Livingstone.
4. Zillmer, E.A. & Spiers Mary V. (2001). Principles of Neuropsychology. Stanford: Wadsworth Thomson.
5. Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th.ed.), New York: McGraw-Hill.
6. Zillmer, E.A., Spiers, M.V. & Culbertson (2008). Principles of Neuropsychology (2nd ed.), Wadsworth: Cengage Learning.
7. Blackmore, S. (2003). Consciousness: An introduction. London: Hodder & Stoughton.
8. Essential Reading / Recommended Reading
9. Walsh K. (2008). Neuropsychology. New Delhi: B.I. Churchill Livingstone Pvt. Ltd

24PS504-PSYCHOPATHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding basic psychological concepts, diagnostic criteria (such as those in the DSM-5 or ICD-10), and the ability to recognize and describe symptoms and behaviors associated with various mental disorders. Additionally, familiarity with foundational theories of mental health and illness, as well as common treatment approaches, is essential.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define abnormal psychology and its key concepts.
- Explore major theoretical perspectives on abnormal behavior e.g., biological, cognitive, behavioral, social).
- Identify and understand the diagnostic criteria for common mental disorders based on the DSM-5.
- Evaluate various assessment methods used in clinical psychology.
- Analyze the evidence-based treatment approaches for different mental disorders.
- Develop critical thinking skills to evaluate research findings in psychopathology.

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Introduction to Psychopathology - Defining abnormal psychology and mental disorders - Historical perspectives on mental illness - The bio-psychosocial model of mental disorders - Cultural considerations in psychopathology.

UNIT-2

12L+8T+0P=20 Hours

Assessment in Psychopathology - Clinical interview and observation techniques - Psychological testing (intelligence, personality, etc.) -Diagnostic criteria and the DSM-5 classification system - Cultural sensitivity in assessment.

Anxiety Disorders - Generalized anxiety disorder - Panic disorder and agoraphobia - Social anxiety disorder - Specific phobias - Treatment approaches for anxiety disorders (CBT, medication)

PRACTICES: Conducting thorough clinical interviews to assess symptoms and history - Utilizing standardized diagnostic tools like DSM-5 or ICD-10 - Implementing evidence-based treatments tailored to specific disorders - Monitoring and assessing treatment progress through regular evaluations - Collaborating with multidisciplinary teams for comprehensive care.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

Mood Disorders - Major depressive disorder - Bipolar disorder - Seasonal affective disorder - Suicide prevention and intervention

Schizophrenia and Other Psychotic Disorders -Symptoms and characteristics of schizophrenia - Other psychotic disorders (schizophreniform disorder, schizoaffective disorder) -Biological and psychological factors in psychosis

Somatic Symptom Disorders and Health Anxiety - Somatization disorder - Conversion disorder - Health anxiety and hypochondriasis

UNIT-2

12L+8T+0P=20 Hours

Personality Disorders - Cluster B disorders (antisocial, borderline, narcissistic) - Cluster C disorders (avoidant, dependent, obsessive-compulsive) - Personality disorders and treatment approaches

Eating Disorders - Anorexia nervosa - Bulimia nervosa - Binge eating disorder - Body image and eating disorder development

Substance Use Disorders - Alcohol use disorder - Drug use disorders (stimulants, opioids, etc.) - Addiction and dependence - Treatment for substance use disorders

PRACTICES: Maintaining confidentiality and adhering to ethical guidelines - Educating clients and families about disorders and treatment options - Conducting research to advance understanding and treatment efficacy - Providing crisis intervention and support during acute episodes - Engaging in continuous professional development and training.

SKILLS:

- ✓ Knowledge of diagnostic criteria and classification systems (e.g., DSM-5, ICD-10).
- ✓ Ability to assess and diagnose various psychological disorders.
- ✓ Skill in conducting comprehensive clinical interviews and assessments.
- ✓ Proficiency in formulating treatment plans based on diagnostic findings.
- ✓ Competence in applying evidence-based interventions and therapies.
- ✓ Ethical sensitivity and awareness when dealing with sensitive and confidential information in clinical 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 case studies to identify symptoms of different mental disorders.	Apply	1
2	Compare and contrast different theoretical perspectives on psychopathology.	Analyze	1
3	Critically evaluate the effectiveness of different treatment approaches for mental disorders.	Evaluate	2
4	Design prevention strategies for reducing the prevalence of mental illnesses.	Create	2

TEXT BOOKS:

1. American Psychiatric Association. (2022). Diagnostic and Statistical Manual of Mental Disorders (5th ed.). [DSM-5] (<https://www.psychiatry.org/psychiatrists/practice/dsm>)
2. Barlow, D. H., & Durand, V. J. (2023). Abnormal Psychology: An Integrated Approach (7th Edition). Nelson Education.
3. Comer, J. S., & Heitz, R. E. (2023). Abnormal Psychology (10th Edition). Worth Publishers.
4. Öst, L. G. (2019). Fundamentals of Cognitive Behavioral Therapy: A Practical Guide for Professionals (7th Edition). Academic Press.
5. Seligman, M. E. P. (2011). Learned Optimism: How to Change Your Mind and Your Life (Third Edition). Random House.

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 Mc Grae Hill, New Delhi.

24PS505-BASICS OF PSYCHOMETRIC ASSESSMENT

L	T	P	C
2	2	2	4

PREREQUISITE KNOWLEDGE: Understanding basic psychological concepts, statistics, and measurement theory to evaluate the reliability and validity of psychological tests.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define psychometric assessment and its applications in various settings (e.g., clinical, educational, industrial).
- Explore the fundamental concepts of reliability, validity, and test bias.
- Analyze different types of psychological tests (e.g., intelligence tests, personality inventories, projective tests).
- Understand the process of test administration, scoring, and interpretation.
- Develop critical thinking skills to evaluate the strengths and limitations of psychometric tests.

MODULE-1

UNIT-1

8L+8T+8P=24 Hours

Psychological Testing – Definition, Uses of Psychological Tests, Characteristics of a Good Test, Differences between psychological testing and psychological assessment Test Administration, scoring and interpretation of tests, Effects of Examiner and Situational Variables, Effects of training on Test performance

Practical – Serial Learning, Memory Span

UNIT-2

8L+8T+8P=24 Hours

Test Construction – Steps in the process of test construction: Item Construction and Scaling. Item Analysis – Nature, Item difficulty, Item discrimination

Practical – Short term memory test, Paired association test

PRACTICES: Administering standardized psychological tests to measure individual differences - Developing reliable and valid assessment tools for various psychological constructs - Interpreting test scores using normative data and statistical analyses - Ensuring ethical practices in test administration and scoring - Conducting item analysis to evaluate the quality of test items.

MODULE-2

UNIT-1

8L+8T+8P=24 Hours

Reliability – Meaning, Methods of reliability: Test – Retest, Internal Consistency. Validity – Meaning, Methods of Estimation: Content – Description procedures and Criterion – prediction procedures.

Practical – word recall and recognition test

UNIT-2**8L+8T+8P=24 Hours**

Norms – Meaning and Purpose, Raw score Transformation, Standard Scores Special Issues in Testing – Computer – aided psychological assessment, Ethical issues - Protection of privacy, Confidentiality, Communicating test results

Practical – Span of attention, Wiggly blocks,

PRACTICES: Utilizing computer-based testing platforms for efficient assessment - Implementing techniques to minimize test bias and increase fairness - Providing feedback and reports based on psychometric results - Integrating multiple assessment methods for a comprehensive evaluation - Staying updated with advances in psychometric theories and practices.

SKILLS:

- ✓ Expertise in psychometric theories and principles.
- ✓ Administering and scoring psychological tests accurately.
- ✓ Interpreting test results with precision.
- ✓ Addressing ethical issues in psychometric testing.
- ✓ Adapting psychometric methods for diverse populations.
- ✓ Developing and validating new assessment instruments.

COURSE OUTCOMES:

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

CO No.	Course Outcomes	Blooms Level	Module No.
1	Interpret test scores considering factors like reliability and validity.	Apply	1
2	Analyze psychometric data to assess the reliability and validity of test results.	Analyze	1
3	Select appropriate psychometric assessments based on specific needs and populations.	Evaluate	2
4	Design and develop a new psychometric instrument tailored to a specific research question.	Create	2

TEXT BOOKS:

1. Experimental Psychology (7th Edition) by Anne Myers
2. Methods and Statistics in Experimental Psychology (3rd Edition) by Robert F. Loftus and Geoffrey R. Loftus
3. Thinking: An Introduction to Cognitive Science (11th Edition) by David Hurley and Elizabeth Spelke
4. Neuroscience: Exploring the Brain (6th Edition) by Mark F. Bear, Barry Connors, and Michael A. Paradiso
5. Stevens' Handbook of Experimental Psychology (2004) edited by John Wixted

REFERENCE BOOKS:

1. Pashler, H. E. (1998). *The psychology of attention*. MIT press. (This is a book reference)
2. Schacter, D. L., Richert, S., Brugger, P., & Steffens, M. C. (1995). False remembering: Increasing confidence in conjunction with the misinformation. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 21(3), 594-604.
3. Simons, D. J., & Chabris, C. F. (1999). Gorillas in our midst: Sustained in attentional blindness for dynamic events. *Perception*, 28, 1059-1074.
4. Chaube. S.P. (1985): *Experimental Psychology*, Laxmi Narain Publishers COURSE
5. Anastasi, A., and Urbina, S. (2003) *Psychological Testing*, New Delhi: Pearson Education. (Indian Reprint)
6. Gregory, R.J. (2004) *Psychological Testing: History, Principles and Applications* (4thEd.) New Delhi: Pearson Education.
7. -Singh, A.K. (2008) *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Bharati Bhawan.
8. Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.) New Delhi: Pearson Education.
9. Gregory, R. J. (2005). *Psychological testing: History, principles, and applications* (5th edition). New Delhi: Pearson Education.

24PS506-SOCIAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding basic psychological concepts and theories, research methods, and foundational social psychology topics such as social perception, attitudes, group behavior, and social influence.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define social psychology and its key concepts (e.g., social influence, social cognition, attitudes, conformity).
- Analyze various theoretical perspectives in social psychology (e.g., social learning theory, social exchange theory, attribution theory).
- Explore classic and contemporary research on social influence (conformity, obedience, persuasion).
- Understand the psychology of social perception (person perception, stereotypes, prejudice).
- Examine the dynamics of social groups (group formation, leadership, groupthink).

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Introduction to Social Psychology - Defining social psychology and its core concepts - The social self and self-presentation - Social cognition: how we think about the social world

Social Perception - Person perception: forming impressions of others -Attributions: explaining the causes of behavior - Stereotypes, prejudice, and discrimination

UNIT-2

12L+8T+0P=20 Hours

Social Influence - Conformity: yielding to group pressure - Obedience to authority - Persuasion: changing attitudes and behavior

Group Processes - Group formation and development - Social loafing and groupthink - Leadership styles and their impact

PRACTICES: Synthesizing research findings across studies to identify patterns and trends - Examining behavior over time to understand developmental and contextual influences - Utilizing controlled settings to test hypotheses and establish causal relationships - Exploring in-depth narratives and meanings to understand subjective experiences - Mapping and analyzing relationships to study influence and information flow.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

Social Interaction - Nonverbal communication and social interaction - Social exchange theory and relationship dynamics - Altruism and pro-social behavior.

Social Cognition and Attitudes - Cognitive dissonance and attitude change - Heuristics and biases in social judgment - The psychology of prejudice –

UNIT-2

12L+8T+0P=20 Hours

Social Identity - Social identity theory: self-categorization and group behavior - In-group favoritism and intergroup conflict - The psychology of prejudice

Social Influence in the Digital Age - The impact of social media on social interaction - Online conformity and persuasion techniques - The rise of misinformation and "fake news"

PRACTICES: Accounting for nested data structures to understand individual and group dynamics - Comparing behaviors across different cultures to identify universal and culturally specific factors - Directly observing behavior in natural settings to validate theoretical constructs - Using brain imaging and physiological measures to link neural processes with social behavior - Designing and testing strategies to promote positive social change and well-being.

SKILLS:

- ✓ Critical analysis: Ability to evaluate and interpret complex social psychology research.
- ✓ Advanced research methodology: Skills in designing and conducting rigorous social psychology experiments.
- ✓ Understanding social influence: Knowledge of how social factors shape behavior and attitudes.
- ✓ Application of theoretical concepts: Ability to apply social psychology theories to real-world situations.
- ✓ Cultural competence: Sensitivity to cultural differences and their impact on social interactions.

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 influence of social factors on individual behavior.	Apply	1
2	Compare and contrast different theoretical perspectives.	Analyze	1
3	Critically assess the impact of social psychology research on real-world issues.	Evaluate	2
4	Develop strategies for applying social psychology principles in interventions	Create	2

TEXT BOOKS:

1. Social Psychology, 15th Edition by Elliot Aronson, Robin M. Judd, and Timothy D. Wilson
2. Psychology: A Journey (Mind Tap Course Mate Included), 12th Edition by James W. Kalat
3. The Social Animal, 14th Edition by Elliot Aronson
4. Social Psychology: Global Perspectives, 9th Edition by Justin J. Fein
5. Social Psychology: High Impact Cases, 7th Edition by Robert A. Baron, Norman Miller

REFERENCE BOOKS:

1. Morgan, Clifford.T. King, Richard.A., Weisz,John.R.^ Schopler, John (1993). Introduction to Psychology, Tata McGraw Hill.
2. Marx, Melvin H. (1976). Introduction to Psychology - Problems, Procedures & Principles, MacMillan Publishing Co.
3. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich. Inc.

24PS507-RESEARCH METHODOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding basic statistical concepts and familiarity with different research designs and methods (qualitative and quantitative) used in psychological research.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define the nature and purpose of research in different fields.
- Identify the key steps involved in the research process.
- Develop critical thinking skills to formulate sound research questions and hypotheses.
- Explore various research designs (quantitative, qualitative, mixed methods) and their applications.
- Understand research methods for data collection (surveys, interviews, observations, etc.).
- Learn basic statistical analysis techniques for quantitative data.

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Introduction to Research Methodology - Defining research and its importance in various fields - Understanding the research process (formulating questions, literature review, etc.) - Ethical considerations in research (informed consent, data privacy)

Research Design - Exploring different research designs (quantitative, qualitative, mixed methods) - Choosing the appropriate research design for your research question

UNIT-2

12L+8T+0P=20 Hours

Formulating Research Questions and Hypotheses - Developing clear, concise, and researchable research questions - Constructing well-defined hypotheses

Literature Review - Techniques for conducting a comprehensive literature review - Evaluating and synthesizing existing research on your topic.

PRACTICES: Formulating clear and concise research questions or hypotheses - Conducting thorough literature reviews to establish theoretical frameworks - Designing research studies with appropriate methodologies and procedures - Selecting representative and random samples for unbiased data collection - Employing various data collection techniques, such as surveys, experiments, and observations.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

Quantitative Research Methods - Introduction to quantitative research methods (surveys, experiments) - Designing questionnaires and surveys - Sampling techniques and sample size determination

Qualitative Research Methods - Introduction to qualitative research methods (interviews, focus groups, observation) - Interview techniques and data collection methods - Strategies for analyzing qualitative data

UNIT-2

12L+8T+0P=20 Hours

Introduction to Data Analysis - Descriptive statistics (measures of central tendency, dispersion)- Basic statistical analysis techniques for quantitative data - Introduction to data analysis software (optional)

Research Project Development - Students work on their research projects (formulating proposals, developing research instruments) - Instructor provides guidance and feedback on research proposals

Data Collection and Analysis - Students conduct their research projects (collecting and analyzing data) - Workshops or in-class sessions may be offered for data analysis techniques.

PRACTICES: Ensuring ethical standards are met, including informed consent and confidentiality - Analyzing data using statistical tools and software - Interpreting results in the context of existing theories and literature - Writing comprehensive research reports and papers - Presenting and disseminating research findings through conferences and publications.

SKILLS:

- ✓ Knowledge of creating effective and structured research plans.
- ✓ Skills in gathering accurate and relevant data through various methods.
- ✓ Proficiency in using statistical tools to analyze and interpret data.
- ✓ Ability to critically assess the validity and reliability of research findings.
- ✓ Understanding and applying ethical standards in conducting research.

COURSE OUTCOMES:

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

CO No.	Course Outcomes	Blooms Level	Module No.
1	Evaluate different research designs (e.g., experimental, quasi-experimental, correlational) for their suitability to address specific research questions.	Apply	1
2	Analyze research findings using statistical tools and techniques.	Analyze	1
3	Critically assess the validity and reliability of research findings.	Evaluate	2
4	Develop a research proposal outlining research objectives and methodology.	Create	2

TEXT BOOKS:

1. Writing for Social Science Research by Carol Grbich (2014)
2. Essentials of Research Methods by Gregory J. Wimmer and Richard R. Dominick (2011).
3. Understanding Research Methods by Neil J. Salkind (2012)
4. Research Methods in Psychology by Rajiv Jhangiani, Richard Price, and Isabella Chiang (2015)
5. Publication Manual of the American Psychological Association (7th ed.) by American Psychological Association (2020)

REFERENCE BOOKS:

1. Singh, A.K., Tests, Measurements and Research Methods in Behavioral Sciences.
2. Coolican, H., Research Methods and Statistics in Psychology. II Edition, Hodder and Stoughton
3. Grbich, C. (2014). Writing for social science research (7th ed.). Sage Publications.
4. Wimmer, R. J., & Dominick, R. R. (2011). Essentials of research methods (7th ed.). Wadsworth Cengage Learning.
5. Jhangiani, R., Price, P. C., & Chiang, I. (2015). Research methods in psychology. Open Textbook Library. <https://kpu.pressbooks.pub/psychmethods4e/>

24PS508-ADVANCED CLINICAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: An understanding of psychological theories, diagnostic criteria, and therapeutic techniques to assess and treat mental health disorders. Knowledge in psychopathology, psychometrics, and evidence-based treatments is essential.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define clinical psychology and its role in mental health care.
- Explain major theoretical perspectives in abnormal psychology.
- Identify common mental disorders based on the DSM-5.
- Describe various psychological assessment methods.
- Discuss evidence-based treatment approaches for different disorders.
- Develop critical thinking skills to evaluate research findings in clinical psychology.

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Introduction to Clinical Psychology - Definition and history of clinical psychology - The role of clinical psychologists in mental health care - Ethical considerations in clinical practice - Cultural competence in clinical psychology

UNIT-2

12L+8T+0P=20 Hours

Theoretical Perspectives in Clinical Psychology - Psychodynamic theory (Freud, Jung, Adler) - Behavioral theory (Skinner, Bandura) - Cognitive theory (Beck, Ellis) - Humanistic theory (Maslow, Rogers) - Biological and evolutionary perspectives.

PRACTICES: Conducting comprehensive psychological assessments and evaluations - Developing and implementing individualized treatment plans - Providing psychotherapy to individuals, couples, and groups - Utilizing evidence-based interventions and therapeutic techniques - Diagnosing mental health disorders based on DSM-5 criteria.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

Assessment in Clinical Psychology - Clinical interview and observation techniques - Psychological testing (intelligence, personality, etc.) - Assessment of specific disorders - Cultural considerations in assessment

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

Treatment Approaches in Clinical Psychology - Overview of evidence-based treatment approaches - Cognitive-behavioral therapy (CBT) - Psychodynamic therapy - Humanistic therapy - Group therapy and family therapy - Emerging treatment approaches

PRACTICES: Collaborating with other healthcare professionals for integrated care - Engaging in crisis intervention and emergency mental health services - Offering psycho-education to clients and their families - Monitoring and documenting client progress and treatment outcomes - Participating in continuing education and supervision for professional development.

SKILLS:

- ✓ Knowledge of creating effective and structured treatment plans.
- ✓ Proficiency in using various therapeutic techniques and interventions
- ✓ Strong interpersonal and communication skills for building therapeutic relationships.
- ✓ Ability to work with diverse populations and understand cultural differences.
- ✓ Proficiency in maintaining detailed and accurate clinical records.

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 a specific case scenario, considering diagnosis and evidence-based interventions	Apply	1
2	Analyze case studies to formulate evidence-based treatment plans.	Analyze	1
3	Compare and contrast the strengths and limitations of different therapeutic techniques	Evaluate	2
4	Design innovative approaches to psychotherapy tailored to individual client needs.	Create	2

TEXT BOOKS:

1. APA Handbook of Clinical Psychology (7th Ed.) by C. R. Pfeiffer & J. C. Norcross (Eds.). (2019).
2. Abnormal Psychology (13th Ed.) by Ronald J. Comer. (2023). Worth Publishers
3. The Corsini Encyclopedia of Psychology (4th Ed.) by Irving B. Weiner & W. Edward Craighead (Eds.). (2010). John Wiley & Sons
4. Foundations of Mental Health Practice (8th Ed.) by Elizabeth M. Neukrug. (2022). Pearson Education

REFERENCE BOOKS:

1. Barlow, D. H., & Durand, V. J. (2023). *Abnormal Psychology: An Integrated Approach* (7th Edition). Nelson Education.
2. American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). [DSM-5] (<https://www.psychiatry.org/psychiatrists/practice/dsm>)
3. Corey, G. (2023). *Theory and Practice of Counseling and Psychotherapy* (10th Edition). Cengage Learning.
4. Öst, L. G. (2019). *Fundamentals of Cognitive Behavioral Therapy: A Practical Guide for Professionals* (7th Edition). Academic Press.

24PS509-COGNITIVE PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: The study of mental processes such as perception, memory, problem-solving, and decision-making. It involves understanding how people acquire, process, and store information.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define cognitive psychology and its core concepts (attention, memory, language, decision-making).
- Explore major theoretical perspectives in cognitive psychology (information processing, cognitive neuroscience).
- Analyze the processes involved in perception, from sensory input to meaningful experience.
- Understand different types of memory and how information is encoded, stored, and retrieved.
- Examine how we learn and acquire new knowledge and skills.

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Introduction- Definition, nature and scope of cognitive psychology Attention and Perception- Attention-Span of Attention, division, distraction, factors influencing attention. Perception- definition, constancies, illusions, factors influencing perception.

UNIT-2

12L+8T+0P=20 Hours

Memory and Forgetting -Types of Memory, Models of memory- Information processing model of memory Forgetting- Definition, Theories of forgetting, causes of forgetting, Methods of improving memory

PRACTICES: Utilizing cognitive behavioral therapy (CBT) techniques to address mental health issues - Applying memory improvement strategies in educational settings - Conducting experiments to understand decision-making processes - Using cognitive assessments to evaluate mental functions - Implementing problem-solving exercises to enhance cognitive skills.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

Learning-Nature and definitions, Theories of Learning-Conditioned Learning-Classical and Operant, Cognitive Learning -trial & error, insight, Observational learning curve, transfer of learning, efficient methods of learning

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

Thinking-Definition and Nature of thinking, Tools of thinking - Images, Concepts and Language Reasoning - Types of reasoning, Problem Solving- Strategies for problem solving, Stages of problem solving, Creative Thinking- Definition, Characteristics of creative people, Stages in creative thinking.

PRACTICES: Designing interventions to improve attention and concentration - Developing cognitive rehabilitation programs for brain injury patients - Employing perception and sensation tests to study sensory processing -Creating educational tools based on cognitive learning principles - Analyzing thought patterns to identify cognitive distortions and biases.

SKILLS:

- ✓ Knowledge of cognitive theories and models.
- ✓ Skills in designing and conducting cognitive experiments.
- ✓ Understanding of brain-behavior relationships and cognitive processes.
- ✓ Strong background in statistical methods for cognitive research.
- ✓ Skills in applying cognitive principles to real-world problems.
- ✓ Competence in using cognitive therapies and interventions.

COURSE OUTCOMES:

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

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze how cognitive processes influence everyday behaviors.	Apply	1
2	Analyze research methodologies used in cognitive psychology..	Analyze	1
3	Critically assess the strengths and limitations of cognitive research methods.	Evaluate	2
4	Propose innovative applications of cognitive principles in technology or education.	Create	2

TEXT BOOKS:

1. Cognitive Psychology (8th Edition) by Nelson Cowan (2018)
2. Thinking: Psychology and Cognitive Science (7th Edition) by Daniel T. Willingham (2020)
3. Cognitive Psychology: Observing the Thinking Mind (7th Edition) by E. Bruce Goldstein (2018)
4. Introduction to Cognitive Psychology: Processes and Applications (2nd Edition) by Andreas Gleitman, Arthur Shimamura, and Richard Gross (2019)
5. Cognitive Psychology (7th Edition) by Michael Gazzaniga, Richard B. Mangun, and George R. Reynolds (2014)

REFERENCE BOOKS:

1. Eysenck, M. W., & Keane, M. T. (2015). *Cognitive Psychology: A Student's Handbook* (7th Edition). Psychology Press.
2. Gazzaniga, M. S. (2019). *The Fabric of Mind* (Fourth Edition). W. W. Norton & Company.
3. Goldstein, E. B. (2018). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th Edition). Nelson Education.
4. Schacter, D. L., Addis, D. R., & Buckner, R. L. (2019). *Memory* (7th Edition). Allyn & Bacon.

24PS510-PSYCHOMETRIC ASSESSMENT

L	T	P	C
	2	5	4

PREREQUISITE KNOWLEDGE: Understanding basic psychological concepts, statistics, and measurement theory to evaluate the reliability and validity of psychological tests.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define psychometric assessment and its applications in various settings (e.g., clinical, educational, industrial).
- Explore the fundamental concepts of reliability, validity, and test bias.
- Analyze different types of psychological tests (e.g., intelligence tests, personality inventories, projective tests).
- Understand the process of test administration, scoring, and interpretation.
- Develop critical thinking skills to evaluate the strengths and limitations of psychometric tests.

MODULE-1

UNIT-1

0L+8T+20P=28 Hours

- C.P.M
- DBDA
- WISC
- Thurston Interest Schedule Scale
- 16PF
- Bell's Adjustment Inventory
- Emotional intelligence scale

UNIT-2

0L+8T+20P=28 Hours

- SPM
- WAIS
- Rorschach Ink blot test
- ADSS
- ADHD
- BDI
- Retro and Proactive inhibition

PRACTICES: Administering standardized psychological tests to measure individual differences - Developing reliable and valid assessment tools for various psychological constructs - Interpreting test scores using normative data and statistical analyses - Ensuring ethical practices in test administration and scoring - Conducting item analysis to evaluate the quality of test items.

MODULE-2

UNIT-1

0L+8T+20P=28 Hours

- Aggression Scale
- STAI
- Autism Scale
- Big five personality
- DAT
- TAT
- Wiggly blocks

UNIT-2

0L+8T+20P=28 Hours

- BKT
- CAT
- MBTI
- Sentence completion test
- Seguin form board
- VSMS
- DSP

PRACTICES: Utilizing computer-based testing platforms for efficient assessment - Implementing techniques to minimize test bias and increase fairness - Providing feedback and reports based on psychometric results - Integrating multiple assessment methods for a comprehensive evaluation - Staying updated with advances in psychometric theories and practices.

SKILLS:

- ✓ Expertise in psychometric theories and principles.
- ✓ Administering and scoring psychological tests accurately.
- ✓ Interpreting test results with precision.
- ✓ Addressing ethical issues in psychometric testing.
- ✓ Adapting psychometric methods for diverse populations.
- ✓ Developing and validating new assessment instruments.

COURSE OUTCOMES:

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

CO No.	Course Outcomes	Blooms Level	Module No.
1	Interpret test scores considering factors like reliability and validity.	Apply	1
2	Analyze psychometric data to assess the reliability and validity of test results.	Analyze	1
3	Select appropriate psychometric assessments based on specific needs and populations.	Evaluate	2
4	Design and develop a new psychometric instrument tailored to a specific research question.	Create	2

TEXT BOOKS:

1. Experimental Psychology (7th Edition) by Anne Myers
2. Methods and Statistics in Experimental Psychology (3rd Edition) by Robert F. Loftus and Geoffrey R. Loftus
3. Thinking: An Introduction to Cognitive Science (11th Edition) by David Hurley and Elizabeth Spelke
4. Neuroscience: Exploring the Brain (6th Edition) by Mark F. Bear, Barry Connors, and Michael A. Paradiso
5. Stevens' Handbook of Experimental Psychology (2004) edited by John Wixted

REFERENCE BOOKS:

1. Pashler, H. E. (1998). The psychology of attention. MIT press. (This is a book reference)
2. Schacter, D. L., Richert, S., Brugger, P., & Steffens, M. C. (1995). False remembering: Increasing confidence in conjunction with the misinformation. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 21(3), 594-604.
3. Simons, D. J., & Chabris, C. F. (1999). Gorillas in our midst: Sustained in attentional blindness for dynamic events. *Perception*, 28, 1059-1074.
4. Chaube. S.P. (1985): Experimental Psychology, Laxmi Narain Publishers COURSE
5. Anastasi, A., and Urbina, S. (2003) Psychological Testing, New Delhi: Pearson Education. (Indian Reprint)
6. Gregory, R.J. (2004) Psychological Testing: History, Principles and Applications (4thEd.) New Delhi: Pearson Education.
7. -Singh, A.K. (2008) Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.
8. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education.
9. Gregory, R. J. (2005). Psychological testing: History, principles, and applications (5th edition). New Delhi: Pearson Education.

24PS601-ADVANCED POSITIVE PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: People strive for happiness and flourishing by focusing on strengths, virtues, and positive experiences rather than solely on pathology or dysfunction. It explores factors that contribute to well-being and optimal functioning.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define positive psychology and its core concepts (e.g., happiness, well-being, flourishing).
- Explore different theoretical perspectives within positive psychology.
- Identify and understand positive emotions (joy, gratitude, hope, etc.) and their impact on well-being.
- Examine character strengths and virtues, and their role in a meaningful life.
- Analyze the influence of positive institutions (family, community, work) on well-being.
- Develop personal well-being interventions based on positive psychology principles.
- Foster a growth mindset and cultivate optimism for a fulfilling life.
- Apply positive psychology concepts to real-world contexts (e.g., personal life, relationships, work).

MODULE-1

UNIT-1

12L+8T+0P=20 Hours

Introduction to Positive Psychology - What is positive psychology and why is it important? - Historical foundations and core concepts of positive psychology - Subjective well-being, happiness, and flourishing - The PERMA model of well-being (Positive emotions, Engagement, Relationships, Meaning, Accomplishment).

Positive Emotions - The science of positive emotions (joy, gratitude, hope, etc.) - The broaden-and-build theory of positive emotions - Cultivating positive emotions in daily life.

UNIT-2

12L+8T+0P=20 Hours

Character Strengths and Virtues - Identifying and understanding character strengths - The VIA Character Strengths framework - Using character strengths for personal growth and well-being.

Positive Relationships - The importance of social connection for well-being - Building and maintaining healthy relationships - The power of kindness and social support.

PRACTICES: Practicing gratitude through daily journaling of things you are thankful for - Engaging in regular acts of kindness to enhance personal well-being and social connections - Setting and pursuing meaningful goals to increase a sense of purpose and achievement - Fostering

positive relationships by spending quality time with loved ones - Developing mindfulness through meditation and present-focused activities.

MODULE-2

UNIT-1

12L+8T+0P=20 Hours

Meaning and Purpose in Life - Exploring different sources of meaning and purpose - Setting goals and living a life of purpose - Intrinsic motivation and finding fulfillment

Positive Psychology Interventions - Introduction to evidence-based well-being interventions - Gratitude exercises, mindfulness practices, and savoring techniques - Designing and implementing your own well-being plan.

UNIT-2

12L+8T+0P=20 Hours

Positive Psychology and Work - Applying positive psychology principles to increase work satisfaction and productivity - Fostering strengths-based leadership and a positive work environment - Building resilience and managing stress in the workplace.

Positive Psychology and Education - Promoting well-being and character development in educational settings. - Fostering a growth mindset and student motivation. -Creating a positive learning environment for academic

PRACTICES: Cultivating optimism by focusing on positive outcomes and reframing negative thoughts - Practicing self-compassion and self-acceptance to improve self-esteem and resilience - Engaging in regular physical activity to boost mood and overall well-being - Enhancing strengths and talents by identifying and utilizing them in daily life - Participating in community service or volunteer work to increase a sense of belonging and purpose.

SKILLS:

- ✓ Understanding the principles and theories of positive psychology.
- ✓ Applying positive psychology interventions to enhance well-being.
- ✓ Measuring constructs like happiness, resilience, and strengths.
- ✓ Designing programs to promote positive mental health.
- ✓ Conducting research on positive psychological outcomes.

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 positive psychology interventions based on individual needs.	Apply	1
2	Analyze research studies in Positive Psychology for methodological strengths and weaknesses.	Analyze	1

3	Critically assess the scientific evidence supporting positive psychology interventions.	Evaluate	2
4	Develop a personalized Positive Psychology intervention plan.	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. Achor, H. (2011). The Happiness Advantage: How Positive Psychology Can Transform Your Work, Your Relationships, and Your Life (Harper Perennial).
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. Fredrickson, B. L. (2009). Positivity: Groundbreaking Research Reveals the Power of Positive Emotions to Embrace Life (Crown Publishing Group).
5. McGonigal, K. (2015). The Upside of Stress: Why Stress Is Good for Us and How to Get More from It (Penguin Books).
6. Peterson, C., & Seligman, M. E. P. (2004). Character Strengths and Virtues: A Handbook and Classification (Oxford University Press).
7. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
8. 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.
9. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
10. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

24PS602-ADVANCED 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

24PS605-MENTAL HOSPITAL AND SCHOOL VISIT – case studies

Lab Based Course

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.

UNIT-2

0L+0T+28P=28 Hours

Gathering Information (Maintaining Confidentiality): - Collaboration with the treatment team: Work with the clintt's treatment team (therapist, psychiatrist, nurses) to gather information about the clintt's history, diagnosis, and treatment plan. Ensure you have their permission to access the clintt's medical records / teacher information (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

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 at Hospitals and Schools: - Presenting background information: Provide a general context of the clintt'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.

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

TEXTBOOKS:

1. Barlow, D. H., & Durand, V. M. (2015). *Abnormal Psychology: An Integrative Approach* (7th ed.). Cengage Learning. Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology: An integrative approach* (7th ed.). Cengage Learning.
2. Mash, E. J., & Wolfe, D. A. (2018). *Abnormal Child Psychology* (7th ed.). Cengage Learning. Mash, E. J., & Wolfe, D. A. (2018). *Abnormal child psychology* (7th ed.). Cengage Learning.
3. Kauffman, J. M., & Landrum, T. J. (2018). *Characteristics of Emotional and Behavioral Disorders of Children and Youth* (11th ed.). Pearson. Kauffman, J. M., & Landrum, T. J. (2018). *Characteristics of emotional and behavioral disorders of children and youth* (11th ed.). Pearson.
4. Morrison, J. (2014). *The First Interview* (4th ed.). Guilford Press. Morrison, J. (2014). *The first interview* (4th ed.). Guilford Press.

REFERENCES:

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Publishing.
2. Jensen, P. S., & Hoagwood, K. (2008). *Improving Children's Mental Health Through Parent Empowerment: A Guide to Assisting Families*. Oxford University Press.
3. Walker, H. M., & Gresham, F. M. (2013). *Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders*. Guilford Press.
4. Rutter, M., Bishop, D. V. M., Pine, D. S., Scott, S., Stevenson, J., Taylor, E. A., & Thapar, A. (2010). *Rutter's Child and Adolescent Psychiatry* (5th ed.). Wiley-Blackwell.
5. Nolen-Hoeksema, S. (2013). *Abnormal Psychology* (6th ed.). McGraw-Hill Education.

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

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

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 sports 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 Sports Psychology - Cognitive-behavioral approach (managing thoughts, emotions, and behaviors) - Motivational theories in sports (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 Sports - 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 sports (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 sports - 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 sports 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 sports 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 sports 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 sports psychology.	Evaluate	2
4	Develop a personalized mental training plan to address a specific athlete's needs.	Create	2

TEXT BOOKS:

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

REFERENCE BOOKS:

1. Carmichael, C., Swain, E. B., & Swann, C. (2019). Self-efficacy in sports 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 sports psychology.
4. Vickers, J. N., & Williams, J. M. (2020). Handbook of applied sports psychology: Mental training for peak performance. Routledge.
5. Weinberg, R. S., & Gould, D. (2019). Foundations of sports and exercise psychology. Human Kinetics.
6. Hanin, Y. L. (2023). Essentials of Sports 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 Sports (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).