

**Sri Satya Sai University of Technology and Medical
Sciences, Sehore**

(Department of M.A. psychology)



**Curriculum
2019-2020**

Sri Satya Sai University of Technology and Medical Sciences, Sehore

Outcome Based Curriculum

Programme : Master of art (Psychology)

(1) Vision: To prepare competent psychologists who would excel in knowledge, orientation and practice of psychology, with high ethical standards and social relevance.

(2) Mission:

Keeping pace with the disciplinary advances the program would address learning about psychological functioning at individual and social levels in an inclusive manner. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. To this end the students will be familiarized with plurality in perspectives, pedagogy and their implications. The course would allow students to nurture their academic interests in specialized domains of psychology, along with quest for personal growth and citizenship.

The Department holds the provision for inclusion of new courses and modification of presented ones during a given academic year. In preparation of the courses the element of interdisciplinary is kept in view and embedded in the courses. Reading material will be made available by concerned faculty.

OBJECTIVES

1. To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.

2. To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

3. To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

(3) Program Educational Preambles (PEO's):

PEO 1: Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PEO 2: Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PEO 3: Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PEO 4: Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PEO 5: Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

(4) Programme Outcomes (PO's) :

PO 1: Students will receive a high quality education in the diverse discipline of Psychology, and learn the skills in communication and critical thinking expected of an individual with graduate-level scientific training. American Psychological Association curriculum standards and guidelines are closely followed, along with professional licensing and relevant (e.g., LCAS and BCBA) specializations and certifications. Graduates must complete and defend an empirical thesis.

PO 2: Students are exposed to high-level applied, active learning experiences in psychology involving research and clinical practice. This exposure is established through internships, practicum placements, research practicum, thesis and oral defense, as well as expected participation in scientific meetings and publication.

PO 3: Graduates are prepared to assume careers in clinical psychology and/or to pursue doctoral training in psychology or related professions/academic disciplines. Data are collected each year as part of program annual report submitted to the Graduate School. Surveys are sent to recent graduates to track their progress in their career goals.

PO 4 Develop knowledge of the core theoretical areas, major models, and basic techniques of counseling and psychology

PO. 5 concepts regarding the diagnosis, assessment, prognosis and treatment of mental disorders, including severe and persistent mental illness

PO. 6 Describe and demonstrate theories and methods of cognitive and personality assessment.

PO. 7 Develop familiarity with cross-cultural mores and values, including knowledge of how couple and family therapy relates to persons from diverse backgrounds and the effects of socioeconomic status and poverty in therapy

PO. 8 Knowledge of career development theories and techniques, including career development decisions making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development

(5) Program Specific Outcomes (PSOs)

PSO1: Understand the nature and basic concepts of basic psychological processes like perception, attention, learning, memory, forgetting, motivation, emotion and intelligence and their biological bases.

PSO2: Describe the experimental methods involved in the research like identification of the problem, hypothesis, variables and various statistical procedures required for the analysis of the data.

(06) Programme PO's and PSO's Mapping

| | | | PO 1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | | |
|-------|----------|--|-----------------------|------------------|--------------------------------|---------------|-------------------|--------------------------|--------------------------------|--------|--------------------------|--------|--------|
| S. No | Program | Courses Category | Engineering Knowledge | Problem Analysis | Design/Development of Solution | Investigation | Modern Tool Usage | The Engineer and Society | Environment and Sustainability | Ethics | Individual and Team Work | PS O 1 | PS O 2 |
| 1 | m.a. psy | Humanities and Social Sciences including Management courses | * | * | | | * | * | | * | | | |
| 2 | | Basic Science courses | * | * | * | * | * | | * | | | | |
| 3 | | Engineering Science courses including workshop, drawing, basics of electrical/mechanical/computer etc. | * | * | * | | * | | | | | | |
| 4 | | Professional core courses | * | * | * | * | | | | | | | |
| 5 | | Professional Elective courses relevant to chosen specialization/branch | * | * | * | * | * | * | | | * | * | |
| 6 | | Open subjects – Electives from other technical and /or emerging *subjects | * | * | * | * | * | * | * | * | * | * | * |
| 7 | | Project work, seminar and internship in industry or elsewhere | | * | * | * | | * | * | * | * | * | |
| 8 | | Specific core subject | | * | * | * | | | | | | | |
| 9 | | Mandatory Course (Non credit) | | | | | | * | * | * | * | | |

Sri SatyaSai University of Technology & Medical Sciences, Sehore (M.P.)

| | | | | | | | | | | | | | | | |
|-----------------------|------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| | | | | | | * | | | * | * | * | * | * | | |
| | | | * | * | | | * | * | * | * | | * | * | * | |
| Semester-IIIrd | Health Psychology | * | * | * | * | | | | | | | | | | |
| | Neurodevelopmental Disorders | | * | * | | | | | | | | | | | |
| | Psychoanalytic Psychology | * | * | * | | | | | | | | | | | |
| | Positive Psychology | * | * | * | | | | | | | | | | | |
| | Paradigms | * | * | * | * | | | | | | | | * | | |
| Semester-IVth | Psychology of personality | | | | | | * | * | | * | | | | * | |
| | Community Psychology | * | * | | | | | | | | | | | * | |
| | Analytical psychology | * | * | * | | | | | | | | | | | |
| | Enviromental Psychology | * | * | * | * | | | | | | | | | | |
| | Project/ Intership | * | * | * | | | | | | | | | | | |

MA PSYCHOLOGY FIRST SEMESTER

| SUBJECT CODE | COMPULSORY/ OPTIONAL | SUBJECT NAME | THEORY | | | | | | PRACTICAL | | TOTAL | |
|--------------|----------------------|-------------------------|--------|-----|----------------|-----|-------------|-----|-----------|-----|-------|-----|
| | | | PAPER | | CCE INTERNAL / | | TOTAL MARKS | | MAX | MIN | MAX | MIN |
| | | | MAX | MIN | MAX | MIN | MAX | MIN | | | | |
| PSY-101 | COMPULSORY | COGNITIVE PSYCHOLOGY | 70 | 28 | 30 | 10 | 100 | 38 | 0 | 0 | 100 | 38 |
| PSY-102 | COMPULSORY | THEORIES OF PERSONALITY | 70 | 28 | 30 | 10 | 100 | 38 | 0 | 0 | 100 | 38 |
| PSY-103 | COMPULSORY | RESEARCH METHODOLOGY | 70 | 28 | 30 | 10 | 100 | 38 | 0 | 0 | 100 | 38 |
| PSY-104 | COMPULSORY | PRACTICUM | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 35 | 100 | 35 |

MA – PSYCHOLOGY SECOND SEMESTER

| Code | Subject | CCE/INTERNAL | | Theory | | Practical | | Total | |
|------------------|---|--------------|-----|--------|-----|-----------|-----|-------|-----|
| | | Max | Min | Max | Min | Max | Min | Max | Min |
| PSY-201 | Psychological Assessment | 30 | 12 | 70 | 28 | - | - | 100 | 40 |
| PSY-202 | Clinical and Health Psychology: Basic Psychological Processes in Health and Disease | 30 | 12 | 70 | 28 | - | - | 100 | 40 |
| PSY-203 | Advanced Social Psychology: Issues in Social Behavior | 30 | 12 | 70 | 28 | - | - | 100 | 40 |
| | Choose any one paper from 204 | | | | | | | | |
| PSY-204 A | Forensic Psychology: Study of Criminal Behavior | 30 | 12 | 70 | 28 | - | - | 100 | 40 |
| PSY-204-B | Organizational Behavior: Basics of Organizational Behavior | 30 | 12 | 70 | 28 | - | - | 100 | 40 |

MA – PSYCHOLOGY III SEMESTER

| Code | Subject | CCE/INTERNAL | | Theory | | Practical | | Total | |
|-----------|------------------------------|--------------|-----|--------|-----|-----------|-----|-------|-----|
| | | Max | Min | Max | Min | Max | Min | Max | Min |
| PSY-301 | Health Psychology | 30 | 12 | 70 | 28 | - | - | 100 | 40 |
| PSY-302 | Neurodevelopmental Disorders | 30 | 12 | 70 | 28 | - | - | 100 | 40 |
| PSY-303 A | Psychoanalytic Psychology | 30 | 12 | 70 | 28 | - | - | 100 | 40 |
| | | | | | | | | | |
| PSY-303-B | Positive Psychology | 30 | 12 | 70 | 28 | - | - | 100 | 40 |
| PSY-304 | Practicum | 30 | 12 | 70 | 28 | - | - | 100 | 40 |

MA PSYCHOLOGY FOURTH SEMESTER

| SUBJECT CODE | SUBJECT NAME | THEORY PAPER | | CCE / INTERNAL | | Practical | | TOTAL | |
|-----------------|------------------------------|--------------|-----|----------------|-----|-----------|-----|-------|-----|
| | | MAX | MIN | MAX | MIN | MAX | MIN | MA | MIN |
| PSY-401 | Psychology of Personality | 70 | 28 | 30 | 12 | - | - | 100 | 40 |
| PSY-402 | Community Psychology | 70 | 28 | 30 | 12 | - | - | 100 | 40 |
| PSY-403 | Analytical Psychology | 70 | 28 | 30 | 12 | - | - | 100 | 40 |
| | Choose any one from code 404 | | | | | | | | |
| PSY404-A | Environmental Psychology | 70 | 28 | 30 | 12 | - | - | 100 | |
| PSY404-B | Psychological Assessment | 70 | 28 | 30 | 12 | - | - | 100 | |
| PSY405 | Project/Internship | - | - | - | - | 100 | 40 | 100 | |

E.1. Course Structure:

**Cognitive Psychology
PSY-101**

Objectives----

Max.marks: 70

CCE:30

Provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications. To help learners understand the importance of these cognitive processes in everyday life.

Out comes –

The student has basic knowledge of cognitive psychology.

The student has knowledge of the key methods used in modern cognitive psychology research.

The student has knowledge of the key methods used in modern cognitive psychology research.

Unit-I (8 hours) Perceptual Process: Pattern Recognition and Attention

Unit –II (8 hours) Memory : Models of Memory, Sensory memory, short term memory and long term memory

Unit –III (6 hours) General Knowledge : The structure of semantic memory, Schema and Meta Cognition

Unit –IV (6 hours) Language : Comprehension and Production

Unit –V (7hours) Problem Solving

Suggestive Reading:

Galotti, K. M. 1999. Cognitive Psychology in and outside laboratory, Thomason Asia, Mumbai.

Matlin, M. W. 1995. Cognition , 3rd Ed. Prism Books, Bangalore

**Theories of Personality
PSY-102**

Max.marks: 70

CCE:30

Objectives

To enable students to examine relevant concepts of Organizational Behavior and help they evolve a framework of OB.

To help them think critically about Ob concepts and its applications for Indian realities.

To take them through the experiential routes of understanding and appreciating OB by use of case analysis, group exercises and writings of thinkers. Analysis, group exercises and writings of thinkers.

Outcomes:

Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.

Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.

Analyze the complexities associated with management of the group behavior in the organization.

Unit- I (8 hours) Personality : Definition and nature of Personality, Characteristics of good a personality theory and their evaluation, ideographic and Nomothetic approaches.

Unit-II Psychoanalytic and Neo-psychoanalytic theory

- I. Sigmund Freud
- II. Carl Jung
- III. Alfred Adler
- IV. Eric Karen Horney
- V. Erickson

Unit –III (6 hours) Learning, Cognitive, Humanistic existential approaches to personality

- I. Dollard, Miller and Rotter Model
- II. Kelly's Constructive approach
- III. Maslow, Rogers

Unit –IV (7 hours) Trait Approach-I

R.B. Cattell, G. Allport, Eysenck, Costa and McCrae Cross – Cultural research in personalit

Suggestive Reading :

Allport G.W. 1961. Pattern and Growth in personality, Holt Rinecent& Winton

Research Method

PSY-103

Max.marks: 70

CCE:30

Objectives :

To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formulative research studies);

To portray accurately the characteristics of a particular individual, situation or a group(studies with this object in view are known as descriptive research studies);

To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as diagnostic research studies);

Outcomes:

- Assess critically the following methods: literature study, case study, structured surveys, interviews, focus groups, participatory approaches, narrative analysis, cost-benefit analysis, scenario methodology and technology foresight.
- Critically assess research methods pertinent to technology innovation research.

Unit-I (8 hours) Meaning, purpose and Dimensions of Research, Paradigms of research : Quantitative and Qualitative, Ethical Problems and Principals.

Unit –II(7 hours) Introduction to Psychological Assessment, measurement : Test construction : Steps in test development and standardization : Reliability and Validity.

Unit-III (8hours) Sampling, Hypothesis, Experimental and Non –Experimental research and Qusai experimental Approaches.

Unit-IV (7 hours) Meaning and Characteristics of a research design, purpose of research design, types of research design, Advantage and disadvantage of experimental design and criteria of Research Design

Unit –V (7 hours) Research Report : Steps involved in presenting research report.

Suggestive Readings:

Chandha , N. K. 2009. Applied Psychometry, Sage, New Delhi.

Practicum

PSY-104

Max.marks: 100

Learning Objectives: • To impart training regarding designing, execution and reporting of Laboratory experiments. • To impart training regarding administration, interpretation and reporting of psychological tests. • To familiarize the students with graphical representation and descriptive, inferential and correlational analysis by using statistical software.

Learning Outcomes: • Students would be able to design, conduct and report experimental research. • Students would acquire the ability to administer, interpret and report psychological tests. • Students would gain proficiency in data analysis using statistical software. Based on theory papers two practical to be conducted in laboratory.

Psychological Assessment
PSY201

Max.marks: 70

CCE:30

Objectives -Psychological assessment is the attempt of a skilled mental health professional to use techniques and psychological tools to learn specific and/or general facts about an individual in order to inform others about how they currently function and/or to predict the individual's behavior and functioning in the future.

Outcomes:

- Students would be able to understand depth perception, movement perception and illusions along with theoretical basis of pattern recognition.
- Students would demonstrate knowledge about the techniques of quantification of sensation and application of subliminal perception in daily life.
- Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations.
- Students would be able to use the experimental knowledge of verbal learning and memory for research and its applications in everyday situations.

Unit-I (8 hours)

Introduction to Psychological Assessment, Theory and Practice challenges of Psychological measurement.

Unit-II (7 hours)

Test construction: Steps in test development and standardization.

Unit-III (8 hours)

Applications of Psychological testing: clinical, organizational and business, Educational counseling, military and career guidance settings.

Unit-IV (7 hours)

Ethical Issues in Psychological Testing: International guidelines and challenges of cultural applications.

REFERENCE :

- Kaplan, R.M. and Saccuzzo, D.P. (2005).
- Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cenegage. Chadha, N.K. (2009).
- New Delhi: Sage Publication Pvt. Ltd.

**Clinical & Health Psychology: Basic Psychological Processes in Health and Disease
PSY202**

Max.marks: 70

CCE:30

Objectives:

1. Understanding, explaining, developing and testing theory (for example: what is the role of behaviour in the etiology of illness? Can we predict unhealthy behaviour by studying beliefs?).
2. Putting theory into practice (for example: if we understand the role of behaviour in illness, can unhealthy behaviours be targeted for intervention? if we change beliefs and behaviour, can we prevent illness onset?)

Outcomes:

1. Demonstrate understanding of the biological, behavioral, cognitive and social determinants of health, and risk factors for health- compromising behaviors and strategies for their modification, across the lifespan.
2. Demonstrate advanced knowledge of individual, group and community-based approaches to the prevention and management of major identifiable health conditions (both acute and chronic).
3. Demonstrate the capacity to critically evaluate research in health psychology and use this knowledge to explain mind-body interactions to health-care consumers and professionals.

Unit-I (8 hours) Introduction to Models of Psychopathology: Psychoanalytic, Behavioural, Cognitive, Information processing and Biological Models. Socio-biology of health and Disease, Diagnostic classification of mental and behavioural disorders.

Unit-II (7 hours) Case-history taking and mental status examination: Disorders of attention, perception, thought movement, Psych diagnosis of major Mental Disorders of the Adults and their treatment: Stress and Anxiety Disorders, and Schizophrenia, Affective Disorders, Psychosomatic Disorders, Personality Disorders and Substance abuse.

Unit-III (8 hours) Mental Disorders of Children and their treatment, Mental Retardation, Learning Disability, Attention Deficit Disorders and Hyperactivity, Autism, Fears and Phobias, Conduct disorders.

Unit-IV(7 hours) Supervised Practicum: Students will be provided demonstrations of psychodiagnostic procedures in laboratory and clinical settings and visit institutions providing specialized services and produce at least 5 case records for internal evaluation .

REFERENCE : Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) The Clinical Psychology Handbook Pergamon. New York Sweet, J. J. , Rozensky, A. & Tovian, S. M. (1991) Handbook of Clinical Psychology in Clinical Practice. New York: Plenum.

Advanced Social Psychology: Issues in Social Behaviour PSY203

Max.marks: 70

CCE:30

Objective: The **goal** of social psychology is to understand cognition and **behavior** as they naturally occur in a social context, but the very act of observing people can influence and alter their **behavior**. For this reason, many social psychology experiments utilize deception to conceal or distort certain aspects of the study.

Outcomes:

- Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice.*
- Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations.*
- Explain how human behavior is influenced by such social factors as groups, authority figures, in-group bias, gender roles, cognitive dissonance, etc.

Unit-I (8 hours) Introduction to the changing nature of social psychology: Antecedents and Emergent Perspectives.

Unit-II (7 hours) Individual group and Relationships: People in groups, social loafing, minority influence, experience of marginalization, group roles and polarization, risky shift.

Unit-III (8 hours) Conflict, Collaboration and Competition, Discrimination, Stigma and Relative Deprivation: Culture and Self and its implications for group.

Unit-IV (7 hours) Pro-social Behavior: Bystander effect,, Compliance and persuasion, Negotiation and bargaining in group, Aggression and Obedience.

REFERENCE :

Burke, P. J. (2006). Contemporary Social Psychological Theories. Stanford Social Sciences Delamater, J. (2003) Handbook of Social Psychology. New York: Kluswer Academic. **Sri Satya Sai University of Technology & Medical Sciences, Sehore**

A. Forensic Psychology: Study of Criminal Behavior (Optional)

PSY204A

Max.marks: 70

CCE:30

Objective:

To survey the major areas of interests shared by psychology and the law

To become familiar with the types of forensic evaluations conducted in criminal and civil cases

To become familiar with the landmark legal cases that impact forensic psychology

To understand the various career opportunities and the education and training needed to become a forensic psychologist

Outcomes:

a. Describe the major areas of interests shared by psychology and the law

b. Describe the types of forensic evaluations conducted in criminal and civil cases

c. Describe the landmark legal cases that impact forensic psychology

d. Describe the various career opportunities and the education and training needed to become a forensic psychologist

Unit-I (8 hours) Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology, Education and Training.

Unit-II (7 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.

Unit-III (8 hours) Psychological impacts of violence and sexual offences, Post-traumatic stress disorder, Family violence and victimization, Psychology of the bystanders.

Unit-IV (7 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.

REFERENCE :

Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage.

Blackburn, R., (1993) The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons.

Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage.

Harari, L. (1981) Forensic psychology. London: Batsford Academic. **Sri Satya Sai University of Technology & Medical Sciences, Sehore**

B. Organizational Behavior: Basics of Organizational Behavior (Optional)

PSY204B

Max.marks: 70

CCE:30

Objectives----

To enable students to examine relevant concepts of Organizational Behavior and help them evolve a framework of OB.

To help them think critically about Ob concepts and its applications for Indian realities.

To take them through the experiential routes of understanding and appreciating OB by use of case analysis, group exercises and writings of thinkers. Analysis, group exercises and writings of thinkers.

Outcomes:

Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.

Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.

Analyze the complexities associated with management of the group behavior in the organization.

Unit-I (8 hours) Dynamics of organizations: Understanding and predicting OB, traditional and modern organizational models of OB, concepts of OB, management theories of organizational behaviour.

Unit-II (7 hours) Behaviour in organizations: Human perception and motivation, human learning and problem solving, people are unique, groups in organizations, leader and group effectiveness.

Unit-III (6 hours) Organizational Change and Development: Individual approaches to change, interpersonal and organizational.

Unit-IV (7 hours) Organizations as System: Open and close systems, Internal integration and external adaptation.

REFERENCE :

Newstrom, J. W. and Davis, K. (2002). Organizational Behaviour – Human Behaviour at Work (10th ed.). New Delhi: Tata McGraw Hill. **Sri**

Supervised Practicum: Students will be provided demonstrations of psychodiagnostic procedures in laboratory and clinical settings and visit institutions providing specialized services and produce at least 5 case records for internal evaluation .

REFERENCE :

Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) The Clinical Psychology Handbook Pergamon. New York Sweet, J. J. , Rozensky, A. & Tovian, S. M. (1991) Handbook of Clinical Psychology in Clinical Practice. New York: Plenum.

COMPULSORY
Health Psychology
PSY-301

Max.marks: 70

CCE:30

Learning Objectives:

- Students should be able to understand nature and research methodology of Health Psychology.
- Students should be able to understand Macro-socio Environmental and Cultural influences on Health.
- Familiarize the students with biopsychosocial issues relating to Diabetes, Cardiovascular diseases and Substance abuse.
- To acquaint the students with physiology and Management of Pain, and become aware about future challenges of Health Psychology.

Learning Outcomes:

- Students would be able to understand the nature and research methodology of Health Psychology.
- Students would be able to understand the role of Macro-socio Environment and Culture in Health.
- Students would demonstrate understanding of biopsychosocial aspects of Diabetes, Cardiovascular diseases and substance abuse.
- Students would gain knowledge about the techniques of Pain Management and will be able to work in the area of Health Psychology

UNIT 1 (8 hours) Health Psychology – Nature, Scope and its interdisciplinary and socio-cultural Contexts. The relationship of health psychology with clinical psychology behavioural medicine, gender and health.

UNIT 2 (7 hours) Models of Health: Biopsychosocial model, Health behaviours model, self-efficacy model. Concept of Bhagvadgita. Yoga and meditation.

UNIT 3(6 hours) Health promotion and disease prevention and behavioural risk factors.

UNIT 4. (7 hours) Stress personality and social support as psycho-social linkages of health,

UNIT 5 (6 hours) Cardio-vascular disorders and Psychology and pain.

Reading List:

Mishra, G. (1999) Psychological Perspectives on Stress and Health. New Delhi, Concept Publication

COMPULSORY

Neurodevelopmental Disorders

PSY-302

Max.marks: 70

CCE:30

Objectives----

To provide knowledge and understanding of brain, mind and behaviour relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples
To facilitate a dynamic understanding of the field by discussing neuroimaging techniques, case examples, current researches
Challenging the students to examine the field of neuropsychology as a framework for understanding behavior and mental processes.

UNIT 1 (8 hours) Learning Disabilities—Theoretical Framework; Types, diagnostic procedures, early identification aetiology; associated problems, assessment and interventions

UNIT 2 (7 hours) Attention-Deficit Hyperactivity Disorder—Theoretical Framework; types, diagnosis, aetiology, Diagnostic Criteria, Developmental Course and adult outcomes, assessment and interventions, assessment, interventions

UNIT 3(6 hours) Autistic Spectrum Disorders—Theoretical Framework, Levels, aetiology, assessment and interventions

UNIT 4(8 hours) Dementias—Types and Classifications; Alzheimer's Disease: Histologic Markers, Neuropsychological profile, Treatment for Cognitive Enhancement; Subcortical Dementials with special reference to Parkinson's Disease, its neuropathology, neuropsychological profile and Treatment

Reading List:

1. Barkley, R.A. & Murphy, K.R. (2006). Attention-Deficit Hyperactivity Disorder: A clinical workbook (3rd ed.). New York: The Guilford Press.
2. Gupta, Ashum (2004). Reading difficulties of Hindi-speaking children with developmental dyslexia. Reading and Writing: An Interdisciplinary Journal, 17, 79-99.

OPTIONAL

Psychoanalytic Psychology

PSY-303 A

Max.marks: 70

CCE:30

Objectives----

1. A theoretical introduction to the depth of the human psyche as understood in the psychoanalytic tradition will form the basic course content. Students opting for this paper will be acquainted with the psychoanalytic perspective in some detail. Beginning with Freud, the discussions would also include the thoughts and contributions of later psychoanalytical clinicians.
2. The course content is geared towards familiarizing the participants with understandings on states of human distress. Psycho dynamically inclined ways of responding to emotional distress will be taken up in classes.

UNIT 1 (8 hours) A look at the person within—The flow between the conscious and the unconscious & their vicissitudes. The unfolding psyche: a look at the free associative principle. Dreams, symptoms, symbols & myths: Their relationship to individual (intrapsychic) & cultural processes.

UNIT 2 (7 hours) On the origins of psychoanalysis: a special focus on Hysteria, Freud and women's sexuality.

UNIT 3 (8 hours) Approaching the psychodynamics of psychoneurosis. A detailed exploration of any one amongst the following: Phobias or obsessive-compulsive disorder.

UNIT 4(7 hours) The method and place of psychodynamic work with children.

Reading List:

Freud, S. (1933) New Introductory Lectures, Standard Edition 12: 112-135.

Sri Satya Sai University of Technology & Medical Sciences, Sehore

M.A.(PSY-III)

OPTIONAL
Positive Psychology
PSY-303 B

Max.marks: 70

CCE:30

Learning Objectives: • To orient the students to the nature and eastern perspectives on Positive Psychology.

- Students should be able to understand the conceptual and theoretical basis of human virtues and positive emotional states.
- To impart conceptual knowledge about positive cognitive states
- To acquaint the students with the importance of Close relationships and Pro-social behaviour

Learning Outcomes:

- Students would gain knowledge about the nature of Positive Psychology.
- Theoretical knowledge about human virtues and positive emotional states would enable the students to understand the relationship of these concepts with wellbeing and undertake research in this area.
- Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.
- Students would understand the relevance of close relationships and benefits of pro social behaviour.

UNIT 1(10 hours)

Perspectives on happiness and well being

UNIT 2(8 hours) Identifying and measuring strengths: Positive self, traits, emotional strength, and flow.

UNIT 3(6 hours)

Promoting positive relationships: Compassion, Forgiveness, Gratitude, Empathy

UNIT 4(7 hours)

Applications of positive psychology: Ageing, Health, Work, Education, Environment.

Reading List:

1. Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge.
2. Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.

Sri Satya Sai University of Technology & Medical Sciences, Sehore

M.A.(PSY-III)

COMPULSORY

**Paradigms in Counselling Psychology
PSY-304**

Max.marks: 70

CCE:30

UNIT 1 (8 hours) Humanistic and Gestalt Approaches

UNIT 2 (7 hours) Cognitive and Behavioural Interventions

UNIT 3 (6 hours) Depth, Analytical, and Transpersonal Approaches

UNIT 4(8 hours) Indian and Integral Approaches

Reading List:

Fadiman, J., &Frager, R. (2005).Personality & Personal Growth. 6th Edition

NY:Prentice Hall

Compulsory Psychology of Personality

PSY401

Max.marks: 70

CCE:30

Objectives----

To enable students to examine relevant concepts of Organizational Behavior and help them evolve a framework of OB. To help them think critically about OB concepts and its applications for Indian realities. To take them through the experiential routes of understanding and appreciating OB by use of case analysis, group exercises and writings of thinkers. Analysis, group exercises and writings of thinkers.

Outcomes:

Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.

Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.

Analyze the complexities associated with management of the group behavior in the organization.

Unit-1 (8 hours) Introduction: The Concept of Personality, Theoretical Approaches to Personality, Psychoanalytic,

Constitutional, Trait approach, cognitive; Determinants of Personality

Unit-2 (7 hours) Psychoanalytic theory: Freud, Adler, Jung, Neofreudian, Horney, Erickson

Unit-3 (8 hours) Dispositional Theories: Allport, Cattell and Eysenck; Social learning theory: Albert Bandura.

Unit-4 (7 hours) Humanistic theories: Maslow & Rogers; Murray's Need Theory, Kelley's Cognitive Theory.

Unit-5 (8 hours) Behavioristic and contemporary theories Michel, Miller & Dollard and Seligman, Big five personality theory, Personality Assessment: Inventories.

Recommended Books-

Liebert R.M. & Spiegler. M.D. Personality: Strategies and issues.

Pacific Grove, California.

Hall. C.S., & Lindzey. G.(1978) Theories of personality. (3 rd Ed.) New York: J Willey & Sons.

Hjelle, L.A. & Zeigler, D.J.(1991). Personality theories: basic assumption, research & application.

McgrawHill, International book Co.

**M.A. (PSY-IV SEM) Compulsory
Community Psychology**

PSY402

Max.marks: 70

CCE:30

Objective: Community psychologists seek to understand the quality of life of individuals within groups, organizations and institutions, **communities**, and society. Their **aim** is to enhance quality of life through collaborative research and action.

Outcomes :

By bringing together an understanding of individual experience with a recognition of the role played by broader truths and experiences, **analytical psychology** hopes to work toward an integrated human consciousness.

Unit-1(8 hours) Field of Social Psychology, Approaches, Methods of Social Psychology, Relationship of Social

Psychology with other disciplines.

Unit-2 (7 hours) Attitude: Nature and Functions, Process of Attitude Change, Cognitive dissonance theory, Persuasive communication.

Unit-3 (8 hours) Social Motives: Affiliation,. Power, Achievement, Approval, Attribution-Concept, Theories- Kelley, Jones & Davis and Weiner.

Unit-4 (7 hours) Meaning of group, group Formation, Social leadership, Theories & styles. Conformity-nature & Determinants

Unit-5 (8 hours) Interpersonal Attraction: situational determinants and theoretical explanation, Aggression: Theories & management, Prosocial behaviour, nature & Determinants.

Recommended readings

Baron and Byrne(1998) Social Psychology, New Delhi: Prentice Hall.

Baron (2001) Samajik Minovigyan (9 th ed), New Delhi: Pearson..

Feldman R.S. (1998) Social Psychology, Singapur: Mcgraw Hill.

Myres D.G. (1998) Social Psychology, Singapore: McGraw Hill.

Compulsory

Sri Satya Sai University of Technology & Medical Sciences, Sehore

M.A. (PSY-IV SEM)

**Analytical Psychology
PSY403**

Max.marks: 70

CCE:30

Objectives----

A theoretical introduction to the depth of the human psyche as understood in the psychoanalytic tradition will form the basic course content. Students opting for this paper will be acquainted with the psychoanalytic perspective in some detail. Beginning with Freud, the discussions would also include the thoughts and contributions of later psychoanalytical clinicians.

The course content is geared towards familiarizing the participants with understandings on states of human distress. Psycho dynamically inclined ways of responding to emotional distress will be taken up in classes.

Outcomes: -

Unit-1(8 hours) Definition, history and field of clinical psychology. Models of clinical psychology: Psychodynamic,behavioral phenomenological, interpersonal perspective.

Unit-2(7 hours) Examination of psychiatric patient, psychiatric interview, psychiatric history and mental status examination, Typical Symptoms of psychiatric illness.

Unit-3 (6 hours) Projective techniques: Origin and classification of projective techniques, various projective techniques: Rorschach, TAT, Draw a person test, clinical use of projective test.

Unit-4(6 hours) Clinical assessment: Nature and purpose. Clinical Interview, case study, mental status examination. Collecting, processing and communicating assessment findings.

Unit-5 (8 hours) Psychotherapies: Psychoanalytic, Client Centred, cognitive therapy. Behavioral therapy: Behavior

modification, desensitization, Assertive training.

Recommended Readings:

Carson, R.C. & Butcher J.N. (1992)

Abnormal psychology and modern life.

Harper Collins. Hecker. (2003) Introduction

to clinical psychology. Delhi. Pearson.

Korchin. S.J. (1986) Modern Clinical psychology. Delhi CBS.

Sri Satya Sai University of Technology & Medical Sciences, Sehore

M.A. (PSY-IV SEM)
Optional (A)
Environmental Psychology
PSY404 A

Max.marks: 70

CCE:30

Learning Objectives:

- Students should be able to understand the nature of Environment psychology and theoretical bases of Environment –Behaviour relationship.
- Students should be able to understand the relation between personality, crowding and environment.
- Acquainting the students about nature and psychological impacts of natural disasters, noise and air pollution.
- Students should be able to understand environmental issues and strategies for saving the environment

Learning Outcomes:

- Students would gain knowledge about Environment psychology and theoretical bases of Environment –Behaviour relationship.
- Students would understand the relation between personality, crowding and environment.
- Students would become sensitized to the psychological impacts natural disasters, noise and air pollution.
- Students would gain knowledge of strategies for conservation of environment and understand the economic, political and legal implications of environmental issues.

Unit-1 (8 hours) Introduction: Nature and characteristics of Environmental Psychology. Historical Overview of environmental psychology. Research methods in environmental Psychology, Environmental perception, cognition and attitudes.

Unit-2 (7 hours) Theoretical approach to Environmental psychology: Arousal, Environmental load, Under stimulation approach, optimal stimulation, Behaviour constraint, Barker's ecological approach.

Unit-3 (6 hours) Environmental Stress: Natural disaster and technological catastrophe, noise, heat and air pollution. Crowding and Urban stress.

Unit-4 (8 hours) Personal space, Territoriality, architecture and behaviour.

Unit-5(7 hours) Changing behaviour to save the environment, Pro-environmental behaviour: Promoting ro-environmental behaviour. Environmental ethics and

Recommended Books:

- Fisher, J.D., Bell, P. Baum. A.(1984). Environmental Psychology (2 nd Ed.). New York: Holt, Rinehart & Winston.
- Holahan, C.J. (1982) Environmental Psychology: New York: Random House. Mirilla, B. and Gianfranco, S. (1995). Environmental Psychology: A Psycho-Social. Introduction, London: Sage Publications.
- Nagar, D. (2006). Environmental Psychology. New Delhi: Concept Publishing Company.

Sri Satya Sai University of Technology & Medical Sciences, Sehore

M.A. (PSY-IV SEM)Optional (B)

**Psychological Assessment
PSY404 B**

Max.marks: 70

CCE:30

Learning Objectives: • To impart training regarding designing, execution and reporting of Laboratory experiments. • To impart training regarding administration, interpretation and reporting of psychological tests. • To familiarize the students with graphical representation and descriptive, inferential and correlational analysis by using statistical software.

Learning Outcomes: • Students would be able to design, conduct and report experimental research. • Students would acquire the ability to administer, interpret and report psychological tests. • Students would gain proficiency in data analysis using statistical software.

Unit-1 (8 hours) Nature of psychological test: Nature and definition, characteristics, setting and purpose of tests.

Characteristics of examinee, effects of examiner, Reliability and Validity concepts and types.

Unit-2 (7 hours) Types of tests: Test for Intelligence and Cognition: individual and group test. Verbal and non-verbal tests.

Unit-3(6 hours) Personality Assessment: History and development. Evaluation of frequently used personality inventories/ questionnaires. Projective tests: Inkblot test (Rorschach). TAT, Draw a person test, Sentence completion test.

Unit-4 (8hours) Tests for special population: Tests for infants, motor and speech handicaps, learning disabilities, mental sub normality and learning handicapped

Unit-5 (7 hours) Personal Orientation Test and Rating scales: Types A behavior, locus of control. Attitude scales. Ethical Issues and Social Consideration in testing.

Recommended Readings:

Anastasi, A. (2005) Psychological Testing. New York. McMillan.

Freeman, F.S. (1978) Theory and practice of psychology testing. Oxford.

Shalini Bharat (1996). Family measurement in India, Sage: New Delhi.

Singh, A.K. (1998) Testing and Measurement in Psychology. New Delhi. Tata McGrawhill.

Kapil, H.K. (1995) Anusandhan Parichay, Agra.

Marphy, K.R. & David Soafer, C.O. (1998) Sri

