



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc./M.A.+Ph.D (Psychology)
Semester IV (Batch 2021-2023)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY401	CC	Clinical Psychology and Health	60	20	20	30	20	3	0	2	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objective (CEOs):

- CEO1: To know the basic concept clinical and health psychology
- CEO2: To learn the glandular effect on behaviour.
- CEO3: To familiar with the different model of health.
- CEO4: To learn the strategies of health enhancing behavior.
- CEO5: To aware with the different system of health care.

Course Outcome (Cos): The students should be able to:

- CO1: Explain realistic impact of a changing healthcare environment and evolving role of Clinical Psychology as a health care specialty.
- CO2: Explore glandular effect on human behaviour.
- CO3: Understand the different model of health
- CO4: Apply the strategies of health enhancing behaviour.
- CO5: Evaluate the different system of health care.

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MAPSY401	CC	Clinical Psychology and Health	60	20	20	30	20	3	0	2	3

MAPSY401
Clinical Psychology
And
Health

Contents

Unit I

Introduction to Clinical & Health Psychology- Concept, Origin and development, Goals of Health Psychology, Understanding behavioral and contextual factors, Applications of Clinical and Health Psychology in preventing illness.

Unit II

Understanding Health-related behavior- Systems of the Body, Nervous Systems, Circulatory Systems, Respiratory Systems, Endocrine Systems.

Unit III

Stress and Health- Bio-psycho-social models of health, Cross-cultural perspectives on health; Health-related Decision Making: An Approach to Decision Making, General and chronic health problems; Causal factors and explanations.

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Unit IV

Applied Health Psychology-Improving doctor–patient communication, Ways of measuring adherence, Managing pain, role of health psychologist, Hospital issues, working in the hospital system, Health promotion programs by government and non-government organizations.

Health enhancing behavior: proper diet, exercise, regular medical checkup for senior citizens, Weight control.

Unit V

Health Psychology and Health Care System- Future of Health Psychology; Indian Scenario, Attitude of Health Professionals, Burnout in health professionals, Community program: For Child and Maternal health, Physical challenged and old age in the Indian context,

List of Practical:

- Anorexia Test
- Autism Distressed Behavioral Scale
- Battery for Learning Disabled Children
- Psychological Well-being
- Behavioral Checklist

Recommended Readings:

- Bennett, P. (2000). **Introduction to Clinical Health Psychology**. Open University Press: Buckingham Philadelphia.
- Taylor, S. (2015). (9th edition). **Health Psychology**. NY: McGraw-Hill.
- Davis, M. Eshelman, E, & McKay, M. (2008). **The Relaxation and Stress Reduction Workbook** (6th Edition). Oakland, CA: New Harbinger.

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MAPSY402	CC	Psychotherapy and Counselling	60	20	20	30	20	3	0	2	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- CEO 1: Understand the basics of psychotherapy.
- CEO 2: Familiarity with different types of Psychotherapy.
- CEO 3: Relate to assessment in psychotherapy.
- CEO 4: Describe basics of the counselling.
- CEO 5: List the special forms of psychotherapy.

Course Outcomes (COs): The students should be able to:

- CO 1: Apply the basic of therapeutic skills.
- CO 2: Compare and contrast the different types of psychotherapy.
- CO 3: Identify the components of assessment in psychotherapy.
- CO 4: Explain the need and scope of counselling.
- CO 5: Apply the knowledge of psychotherapy in special areas.

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MAPSY402	CC	Psychotherapy and Counselling	60	20	20	30	20	3	0	2	3

MAPSY402
Psychotherapy
and
Counselling

Contents

Unit I

Basics of Psychotherapy- Meaning and Definition, History, Goals/Purpose, Code of Ethics and Issues in Psychotherapy, and Client -Therapist Relationship.

Unit II

Psychotherapeutic Interventions- Psychoanalysis and Psychodynamic Therapy, Humanistic-Existential, Gestalt Therapy, Cognitive Behavior Therapy, Rational Emotive Behavior Therapy, Behavior Therapy.

Unit III

Assessment in Psychotherapy- Setting the stage; The intake Interview, Behavioral coding, Case history taking, and Termination of Psychotherapy.

Unit IV

Introduction to Counseling Psychology-Definition, Goals, Historical Development, Professional and Ethical Issues in Counselling; Difference between Counseling and Other Associated Helping Professions- Psychotherapy, Psychiatry, Social Work, and Guidance.

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MAPSY402	CC	Psychotherapy and Counselling	60	20	20	30	20	3	0	2	3

Unit V

Counselling Process- Counselling Skills, Challenges Faced by Counsellor, and Stages of Counselling.

Crisis Intervention: Suicide, Grief, and Sexual Abuse.

List of Practical: (Any Five)

- Personal Values Questionnaire
- Family Environment Scale
- Case Conceptualization and Treatment Planning
- Social skills problem checklist
- Mental Health Battery
- Self-Disclosure Inventory

Recommended Readings:

- Seligman, L. & Reichenberg, L.W. (2010). **Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills**. 3rd Ed. Indian reprint: Pearson
- Corey, G. (2009). **Counselling and Psychotherapy; Theory and Practice**. (7th Ed.) New Delhi: Cengage Learning
- Woolfe, R., Dryden, W., & Strawbridge, S. (2010). **Handbook of counselling psychology** (3rd Ed). London: Sage Publication Ltd.
- Cormier, S., & Hackney, H. (2013). **Counseling strategies and interventions** (8th International Edition). London: Pearson.
- Erford, B. (2013). **Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations** (2nd Ed.). London: Pearson.
- Gladding, S. T. (2014). **Counseling: A comprehensive profession**. New Delhi: Pearson Education.

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MAPSY403	CC	Physiological Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- CEO1: To know the concept of physiological psychology.
- CEO2: To aware with structure and functions of nervous system.
- CEO3: Toknow the various techniques of physiological psychology.
- CEO4: To familiar with the functions of endocrine system.
- CEO5: To aware with the functions of circadian rhythm and sleep.

Course Outcomes (COs): The student will be able to:

- CO1: Explain the basic concept of physiological psychology.
- CO2: Describe the basic structure and functioning of the nervous system.
- CO3: Identify the diverse techniques used in physiological psychology.
- CO4: Describe the basics functions of endocrine system.
- CO5: Understand the basic functions of circadian rhythm and sleep.

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MAPSY403	CC	Physiological Psychology	60	20	20	0	0	3	0	0	3

MAPSY403
Physiological Psychology

Contents

Unit I

Introduction: Concepts, Nature, and Biological Roots Physiological Psychology.
 Neurone: Structure, Types, and Functions, Receptors, Effectors and Conductors.

Unit II

Nervous System: Structure and functions of major parts of the Nervous System;
 Organization and functions of the Central Nervous System and Peripheral Nervous System.

Unit III

Methods of Physiological Psychology: Neuroanatomical, Experimental Ablation,
 Recording the Electrical Activity in the Brain, Stimulating and Inhibiting Neural Activity.
 Hemisphere Specialization- Role of Corpus Callosum, Split- Brain, Lateralization of Language.

Unit IV

Endocrine system: Structure, function, and Abnormalities of major glands: Thyroid,
 Adrenals, Gonads, Pituitary, Pancreas and Pineal glands.

Unit V

Sleep and Circadian Rhythm: Biological rhythms, states of sleep and disorders of sleep.
 Drug and behaviour: Determinants of drug effects; drug abuse and addiction.

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MAPSY403	CC	Physiological Psychology	60	20	20	0	0	3	0	0	3

Recommended Readings:

- Carlson, N. R. (1990). **Physiology of Behaviour**. Boston: Allyn&Bacon.
- Carlson, N. (2013). **Physiology of Behavior**. NJ: Pearson Education Inc.
- Clifford Morgan, T. (1965), **Physiological Psychology**. McGraw; Hill Publication.
- Hall, J.E. (2011). **Guyton & Hall Textbook of medical physiology**. Elsevier.
- Kalat, J.W. (2012). **Biological psychology**. CA: Wards worth Thomson Learning.
- Kolb, B. &Whinshaw, I.Q. (2013). **An Introduction to Brain and Behavior**. New York: Worth Publisher.
- Levinthal, C. F. (1983). **Introduction to Physiological Psychology**. New Delhi:PHI.
- Levitt, R. A. (1981). **Physiological Psychology**. New York:Holt.

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MAPSY404-E1	DSE	Sports Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- CEO1: To know evolving field of sports psychology and exercise psychology
- CEO2: To learn role of personality in sports
- CEO3: To understand the level of motivation and performance in sports.
- CEO4: To learn strategies for enhancing confidence in athlete on ground.
- CEO5: To learn the social and psychological skills for developing a trusting relationship in athletes.

Course Outcomes (COs):

- CO1: Familiarizing with the evolving field of sports and exercise psychology as a profession and having knowledge about its specialties particularly clinical-sport psychology and educational psychology
- CO2: Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
- CO3: Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.
- CO4: Knowing the key aspects of designing and implementing a psychological skills training program and the important psychological skills in training (e.g. focusing attention, arousal regulation, enhancing confidence, and improving motivation.)
- CO5: Developing an effective social and psychological skills for trusting relationship in sportspersons.

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MAPSY404-E1	DSE	Sports Psychology	60	20	20	0	0	3	0	0	3

MAPSY404-E1
Sports Psychology

Contents:

Unit-I

Introduction: Meaning and History of sport and exercise psychology, Sport psychology specialties: Clinical-sport psychology, Role of exercise and sport psychologists – teaching, research and consultation.

Unit-II

Personality and sport: Meaning and Approaches of personality, Personality testing in sport and exercise, Sport personality questionnaire, Personality type and sport performance.

Unit-III

Motivation: Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sportspersons

Unit-IV

Enhancing Performance and Self-Confidence: Psychological skills training (PST): PST knowledge base and its effectiveness, Phases of PST programs: Education and practice, Designing and implementing a PST program: Defining self-confidence, assessing and building self-confidence.

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MAPSY404-E1	DSE	Sports Psychology	60	20	20	0	0	3	0	0	3

Unit-V

Social and Psychological Dimensions: Teams and Team Performance: Aggression, Cohesion and Audience Effect, Leadership in Sports; Competition and Cooperation.

Recommended Readings:

- Cox, R.H (2002) Sport Psychology: Concepts and Applications (5th edition) Boston: McGraw-Hill.
- Robert, G.C., Spink, K.S., and Pemberton, C.L (1999) Learning Experiences in Sport Psychology (2nd edition), Champaign, IL: Human Kinetics. Leunes.
- A and Nation, J.R (2002) Sports Psychology. USA: Thomson Learning. Andersen, M.B. (2005). Sport Psychology in Practice.
- Horn, T. S. (Ed.) (2002). *Advances in sport psychology*. USA: Human Kinetics Publishers.
- Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology*. USA: Human Kinetics Publishers, Inc.

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MAPSY404-E2	DSE	Child Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO 1: Comprehend the concept of child growth and development and the factors influencing it.

CEO 2: Outline stages of prenatal development, birth, and newborn.

CEO 3: Comprehend the development milestones in different areas of development.

CEO 4: Understand the concept of learning through various learning theories.

CEO 5: Discuss the educational approaches care for children with special needs.

Course Outcomes (COs): Students will be able to:

CO 1: Define basic concepts of child psychology.

CO 2: Explain the child development journey from prenatal to newborn.

CO 3: Examine the components of development from infancy to adolescence.

CO 4: Applications of learning theories.

CO 5: Relate with governmental schemes for children with special needs.

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MAPSY404-E2	DSE	Child Psychology	60	20	20	0	0	3	0	0	3

MAPSY404-E2
Child Psychology

Contents

Unit –I

Concept of Child Development- Nature and Scope of Child Psychology; Difference between Maturity, Growth and Learning.

Factors Affecting Child Development- Gender Difference, and Genetics and Environmental Interaction.

Unit-II

Concept of Prenatal Development- Nature, Factors Influencing Prenatal Development, Birth and Newborn.

Unit-III

Developmental Characteristics (0-18 Years)- Physical Development, Cognitive Development, Emotional Development, Social Development, Moral Development, and Language Development.

Unit-IV

Concept of Learning- Nature of Learning, Theory of Trial-and-Error Learning, Theory of Classical and Operant Conditioning.

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MAPSY404-E2	DSE	Child Psychology	60	20	20	0	0	3	0	0	3

Unit-V

Children with Special Needs- Learning Disabilities and Intellectual Disability; Educational Approaches and Government Schemes for Special Children in India.

Recommended Readings:

- Harwood, R. Miller, S. A., R. (2008). **Child Psychology: Development in a Changing Society**. John Wiley & Sons Inc.
- Santrock, J.W. (2011). **A Topical Approach to Life-Span Development**. New Delhi: Tata McGraw-Hill Edition.
- Shenk, D. (2010). **The Genius in All of Us**. New York: Doubleday/Random House.
- Dixon, W. E. (2003). **Twenty Studies that Revolutionized Child Psychology**. Upper Saddle River, NJ: Prentice Hall.
- Lerner, R. M. (Series Ed.) (2015). **Handbook of Child Psychology and Developmental Science**. Volumes I, II, III and IV. Hoboken, New Jersey: Wiley.
- Bornstein, M.H. & Lamb, M.E. (2018). **Developmental Science: An Advanced Textbook** (6th Ed.), New York: Psychological Press.
- Salkind, N. J. (2004). **An Introduction to Theories of Human Development**. SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781483328676>

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc./M.A.+Ph.D (Psychology)
Semester IV (Batch 2021-2023)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY404-E3	DSE	Consumer Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- CEO1: To know the basic concepts of consumer psychology.
- CEO2: To aware with consumer attitude and personality.
- CEO3: To concepts underlying advertising and social influence.
- CEO4: To importance of self and online identity in the virtual world.
- CEO5: To understand online search and advertising in relation to consumer behavior.

Course Outcome (Cos): The students will be able to:

- CO1: Define basic concepts related to qualitative marketing research.
- CO2: Explain the consumer attitude and personality.
- CO3: Elaborate the concepts of consumer behavior and social influence.
- CO4: Demonstrate a deeper understanding of behavior in the virtual world and use of social media for brand management.
- CO5: Analyze online advertising and retail consumer behavior with respect to decision making.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY404-E3	DSE	Consumer Psychology	60	20	20	0	0	3	0	0	3

MAPSY404-E3

Consumer

Psychology

Contents

Unit I

Introduction to Consumer Psychology: Definition, Nature and Methods of Consumer Psychology,

Qualitative Consumer and Marketing Research, Approaches to Qualitative Data analysis, Online Observation.

Unit II

Consumer Attitudes and Personality Attitudes: Introduction, Models of Attitude, Attitude Formation and Change, Personality: Introduction, Theories of personality, Personality and Understanding Consumer Diversity, Components of Communication.

Unit III

Consumer behavior and Social Influence, products prime social networks, Influencing Socially Normative Behaviors

Unit IV

Online Consumer Behavior, Self in the virtual world: online identity, authenticity in online communications, Social media, brand management

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY404-E3	DSE	Consumer Psychology	60	20	20	0	0	3	0	0	3

Unit V

Advertising: Online advertising and online search behavior, Retail consumer behavior, Post-decisional Information Search, Family Decision Making, Digital Forum: The Power of Advertising.

Recommended Readings:

- Belk, R. W. & Fischer, E & Kozinets R. V. (2013). **Qualitative Consumer and Marketing Research** Los Angeles: SAGE Publications Ltd.
- Heath, R. (2012). **Seducing the Subconscious, The Psychology of Emotional Influence in Advertising**. West Sussex: Wiley-Blackwell.
- Howard, D., Kirmani, A. & Rajagopal, P. (2012). **Social Influence and Consumer Behavior**. Psychology Press(iv).

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY405	P/D/I	Major Research Project-II	0	0	0	100	0	0	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

MAPSY405
Major Research Project-II/
Dissertation

Course Educational Objectives (CEOs):

- CEO1: To train special degree the students in Counseling Psychology writing of their final year research proposals, with emphasis on research problems, hypotheses, literature review and research designs.
- CEO2: To enable the students to learn practical aspects of research.
- CEO3: To train the students in the art of behavioral science analysis and writing.

Course Outcomes (Cos): At the successful completion of this course students will be able to:

- CO 1: Review and analyze critically research in a specific area of clinical psychology.
- CO 2: Acquire knowledge and competency in the design and completion of research studies in counseling psychology.
- CO 3: Explain and apply skills in critical analysis.
- CO 4: Learned in the classroom as well as through practical exposure methods and techniques of field research.

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