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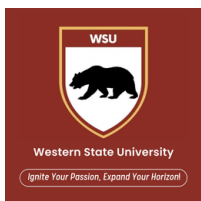
Master of Science in **Psychology**

WELCOME TO WESTERN STATE UNIVERSITY, California.

Shatter Barriers, Unleash Potential

Imagine a gateway to boundless learning, accessible from anywhere across the globe. A vibrant tapestry is woven from passionate minds – students, faculty, and changemakers from every corner of the world – united by a singular desire: to unlock potential and ignite positive change. This is Western State University (WSU), your portal to endless possibilities. At WSU, with our online programs, we carry the potential to provide digital education to a wide range of learners regardless of their location, making education more accessible and flexible. Offering a variety of learning modalities can cater to different learning preferences and schedules, providing a more inclusive and flexible educational experience through online learning, live video lectures, pre-recorded sessions and much more.

Explore the intricate realm of human behavior and the mind with WSU's MS Psychology program. Our curriculum, a rich tapestry of courses, delves into the diverse dimensions of psychology. Whether you're fascinated by the inner workings of the brain, intrigued by social interactions, or curious about factors shaping behavior, our tailored program caters to a myriad of interests in psychology.

Ready to embark on a journey of self-discovery and personal growth? Apply to WSU today, where a supportive community, diverse courses, and flexible learning options await, promising endless opportunities. Join us at WSU, where the path to a brighter future begins now.

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ECICEL (European Centre of Independent Certification in E-Learning)
An international association ensuring standards and promoting best practices in pedagogy for educational organizations worldwide.

ASIC (Accreditation Service for International Schools, Colleges, & Universities)
UK-based council accrediting schools and universities globally.

IACBE (International Accreditation Council for Business Education)
UK-based council accrediting schools and universities globally.

QUALIFI is an Ofqual-recognized Awarding Organization
in the UK, regulating qualifications and exams.

BPPE (Bureau for Private Post secondary Education)
a unit of the California Department of Consumer Affairs regulating private postsecondary institutions in California & it has given exemption status to Western State University.

The International Association for Quality Assurance in Pre-Tertiary and Higher Education (QAHE)
a leading accrediting agency that provides higher education accreditation and training accrediting services.

ELQN (E- Learning Quality Network) is an international organization
committed to advancing e-learning and making a lasting, positive impact on society.

WELCOME TO PHARMSCAPE, India.

Pharmacy School Simplified.

Pharmscape is a global education and training organization dedicated to delivering high-quality, industry-relevant programs in pharmacy and healthcare. With a strong presence in international markets, Pharmscape has established itself as a trusted partner for institutions and individuals seeking to advance their knowledge and skills.

International Programs :

Pharmscape's international programs are designed to bridge the gap between academic learning and professional practice. Our programs are developed in collaboration with leading institutions worldwide, ensuring that students receive a globally recognized education that meets the highest standards. Our international programs include:

- Collaborative degree programs with top-ranked universities
- Study abroad opportunities for students and professionals
- Capacity-building initiatives for healthcare institutions and organizations

Our vibrant team of clinical pharmacists, clinicians, researchers and professionals from wide range of background offers exceptional online and offline programs internationally.

Collaboration with Western State University (WSU)

Pharmscape is proud to collaborate with Western State University, California to offer a joint Master's program in Psychology. This partnership brings together the academic excellence of WSU with Pharmscape's global expertise in healthcare education.

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CONTENT

| MASTER'S IN PSYCHOLOGY

A Gateway to Understanding the Human Mind.

The Master of Science (MS) in Psychology is a dynamic and comprehensive graduate degree that immerses students in the study of the human mind and behavior. This program is designed to blend theoretical knowledge with practical applications, allowing students to engage deeply with the science of psychology while honing the skills necessary for real-world impact. Whether pursuing a career in clinical practice, counseling, research, or academia, the MS in Psychology provides a solid foundation for understanding the complexities of the human experience and contributing to the well-being of individuals and communities.

Curriculum : Bridging Science and Practice

The MS in Psychology curriculum is a rich tapestry of advanced coursework, research opportunities, and hands-on training. Core areas of study often include cognitive psychology, neuropsychology, developmental psychology, and abnormal psychology, alongside elective courses that allow for specialization in areas such as clinical psychology, industrial-organizational psychology, or health psychology. Students are encouraged to engage in independent research projects, collaborate with faculty on cutting-edge studies, and apply their knowledge in clinical or community settings. This balance between scientific inquiry and practical experience is a hallmark of the program, ensuring that graduates are well-prepared to navigate both academic and applied psychological fields.

Developing Critical Skills for the Future

Beyond the theoretical knowledge, an MS in Psychology equips students with a range of critical skills that are invaluable in various professional settings. Analytical thinking, ethical decision-making, research design, data analysis, and therapeutic communication are just a few of the competencies that students develop throughout their studies. These skills are not only essential for clinical practice or research but are also highly sought after in industries such as healthcare, education, human resources, and public policy. The program encourages students to think critically, evaluate evidence-based practices, and contribute innovative solutions to psychological challenges.

Specializations and Career Pathways

The flexibility of the MS in Psychology allows students to tailor their education to their career aspirations. Specializations in areas like clinical psychology, counseling psychology, or forensic psychology open doors to careers in mental health services, where professionals provide therapeutic support to individuals, families, and communities. Alternatively, students may choose to focus on research psychology, exploring the frontiers of psychological science in academic or institutional settings. Those with an interest in organizational behavior can pursue careers in business environments, applying psychological principles to enhance workplace productivity, leadership, and employee well-being. The diversity of pathways ensures that graduates can find fulfilling roles that align with their passions and professional goals.

Impacting Society : The Role of Psychology Professionals

Graduates of an MS in Psychology program are uniquely positioned to make a profound impact on society. By applying their deep understanding of human behavior, cognition, and emotion, they can contribute to the mental and emotional well-being of individuals, influence public health initiatives, and shape policies that address pressing social issues. Whether working as therapists, counselors, researchers, or consultants, psychology professionals play a crucial role in helping people navigate life's challenges, from mental health disorders to stress management and personal development. The program fosters a sense of responsibility and purpose, encouraging students to use their expertise for the greater good.

A Pathway to Doctoral Studies and Lifelong Learning

For those interested in further academic pursuits, the MS in Psychology serves as an excellent stepping stone to doctoral programs such as a PhD or PsyD in psychology. Many graduates continue their education to specialize further, conduct advanced research, or pursue licensure for clinical practice. The MS in Psychology also cultivates a lifelong love for learning and inquiry, as students are trained to stay abreast of the latest developments in psychological science and practice.

Continuous professional development and engagement with the evolving field of psychology ensure that graduates remain at the forefront of their discipline, ready to meet new challenges and opportunities.

Empowering Minds, Transforming Lives

The MS in Psychology is more than just a degree; it is a journey of personal and professional growth that empowers individuals to transform lives through the science of psychology. Whether addressing mental health issues, advancing research, or enhancing organizational well-being, graduates of this program are equipped to make a lasting impact. With a strong foundation in both theory and practice, and a commitment to ethical and evidence-based approaches, the MS in Psychology paves the way for a rewarding career dedicated to understanding and improving the human experience.

Empower Yourself. Transform Lives. Make A Lasting Impact.

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Your WSU Master of Science in Psychology isn't just a degree; it's a springboard to a fulfilling career and a platform to make a meaningful difference in the world.

Whether you dream of becoming a compassionate counselor, a groundbreaking researcher, or a fierce advocate for mental health awareness, WSU empowers you to forge your own path and leave a lasting positive impact on individuals and communities.

| CURRICULUM

Overview

CODE	COURSE	CREDITS
MSPSY-101	Foundation of Psychology	3
MSPSY -102	Cognitive Psychology	3
MSPSY -103	Biological Foundation of Psychology	3
MSPSY -104	Personality Theories	3
MSPSY -105	Developmental Psychology	3
MSPSY -106	Social Psychology	3
MSPSY -107	Research Methodology	3
MSPSY -108	Counseling Psychology	3
MSPSY -109	Understanding Clinical Psychology & Psychopathology	3
MSPSY -110	Psychological Assessment & Experimental Research	3
MSPSY -111	Child Development & Adolescent Psychology	3
MSPSY -112	Psychotherapy	3
	TOTAL CREDIT	**36**

| COURSE 1

MSPSY 101 - Foundation of Psychology

Course Objectives:

- Explore the nature of psychology and its diverse branches.
- Become acquainted with the key schools of modern psychology.
- Gain an understanding of fundamental concepts and various types of attention.
- Delve into attention theories and current developments, including bottleneck and capacity models.
- Study major perception theories, such as the Gestalt approach and top-down vs. bottom-up processing.
- Examine perceptual disruptions like illusions and their connection to brain function.
- Understand foundational learning concepts, including habituation, classical and instrumental conditioning.
- Explore various approaches to motivation and the different types of motives.
- Analyze the elements and components of emotions.
- Learn about the scope of applied psychology and its applications at the individual, group, and organizational levels.

Learning Outcomes | Upon completion of this course, students will able to:

- Demonstrate a comprehensive understanding of the nature and various fields of psychology.
- Analyze and compare the different schools of modern psychology.
- Identify and explain the basic concepts and types of attention.
- Evaluate theories of perception, such as the Gestalt approach and top-down vs. bottom-up processing.
- Analyze disruptions of perceptions, such as illusions and its relation to the brain.
- Demonstrate an understanding of basic concepts in learning, including habituation, classical conditioning, and instrumental conditioning.
- Demonstrate an understanding of different approaches to motivation and the types of motives.
- Analyze the elements of emotions and their components.

| COURSE 1

MSPSY 101 - Foundation of Psychology | Contents

Unit 1 - Introduction & Schools of Psychology

- Nature of Psychology: Definition, Fields of psychology, Schools of modern psychology,

Unit 2 - Attention & Perception

- Attention: basic concepts and types of Theories and current developments- Filter, Bottleneck, Capacity theories, cocktail party effect, Triesman attenuation model.
- Perception: Theories of Perception: Gestalt approach, Top–Down vs. Bottom Processing, Information Processing; Pattern Recognition theories, Disruptions of Perceptions: Illusions.

Unit 3 - Learning

- Basic concepts in learning: Habituation, Classical Conditioning and Instrumental Conditioning, Paired Associate Learning, Implicit learning.

Unit 4 - Motivation & Emotion

- Approaches to understanding motivation, Theories of motivation and Types of Motives, Elements of Emotions (components), Theories of Emotions.

Unit 5 - Applications of Psychology

- Application of Psychology at individual/ group/ organizational level.

References

- Banyard, P., Davies, M.N.O., Norman, C. & Winder, B. (Eds.) (2010). Essential psychology. NewDelhi: SAGE Publications.
- Baron, R. & Misra.G. (2014). Psychology. New Delhi: Pearson
- Ciccarelli, S.K. & White, J.N. & Misra, G. (2018). Psychology. New Delhi: Pearson Education.
- Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). Introduction to Psychology (7th Ed).McGraw Hills.
- Holt, N., Bremner, A., Sutherland, E., Vliek, M. and Passer, M., & Smith, R. (2015). Psychology:The Science of Mind and Behaviour. London: Tata McGraw-Hill.

| COURSE 2

MSPSY 102 - Cognitive Psychology

Course Objectives:

- Provide a comprehensive overview of cognitive psychology, including its definition, historical emergence, and core concepts like mental representations and stages of processing.

- Explore contemporary approaches, emphasizing the brain-cognition relationship and cognitive neuroscience techniques.

- Understand different types of memory: sensory, short-term, and long-term.

- Examine models of knowledge representation and memory, such as semantic networks and memory for new information.

- Analyze theories of forgetting, memory disorders (e.g., amnesia), and false memories.

- Explore decision-making models, focusing on complex decisions and overconfidence.

- Introduce problem-solving strategies and factors influencing creativity and functional fixity.

Learning Outcomes | Upon completion of this course, students will able to:

- Demonstrate a thorough understanding of the key principles and historical development of cognitive psychology.

- Explain foundational concepts in cognitive psychology, including mental representations and processing stages.

- Understand the various types of memory—sensory, short-term, and long-term—and their roles in cognitive processes.

- Critically evaluate models of knowledge representation and memory, applying them to the study of cognitive processes.

- Analyze theories of forgetting and memory disorders, such as amnesia and false memories, and their effects on cognitive functioning.

- Assess the role of concepts and categories in reasoning and decision-making.

- Apply different problem-solving strategies to tackle complex issues and assess factors influencing problem-solving effectiveness.

- Utilize principles of creativity across contexts, exploring the creative process and overcoming functional fixity.

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| COURSE 2

MSPSY 102 - Cognitive Psychology | Contents

Unit 1 - Introduction

- Introduction to Cognitive Psychology: Definition; History of Cognitive Psychology; Core Concepts: Mental Representations, Stages of processing, Memory stores; Contemporary approaches to Cognitive Psychology; Emergence of Cognitive Neuroscience.

Unit 2 - Memory

- Definition and Nature of Memory, Sensory memory, Short term memory /Working Memory; Long Term Memory, Autobiographical and eyewitness memories; Semantic Network and Knowledge Representation, Models of memory for new information; Forgetting meaning. Theories of forgetting.

Unit 3 - The Brain and Cognition

- Cerebral Cortex and Parallel Processing; Brain structures in Memory, Metacognition: Metamemory, TOT, Meta-comprehension, Disorders and disruptions of memory: amnesia, traumatic and false memories, Confabulation.

Unit 4 - Thinking & Decision Making

- Function of concepts, Structure of Natural Object Categories, Use of categories in reasoning. Decision Making: Models and Theories; Complex, Overconfidence.

Unit 5 - Problem Solving

- Types & Strategies of Problem-Solving Problem- Solving Approaches: Gestalt, Newell and Simon's theory, Factors that influence Problem Solving; Creativity: Creative process, Creativity and Functional Fixity, Investment theory of Creativity..

References

- Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition. Wadsworth. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. Sage Publications. Matlin M. W. (2005) Cognition. Wiley & Sons, Inc.
- Smith, E.E. & Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
- Solso, R. L. (2001). Cognitive Psychology. 6th Edition. Pearson Education.

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| COURSE 3

MSPSY 103 - Biological Foundations of Psychology

Course Objectives:

- Introduce the origins and nature of biopsychology, focusing on its relationship with the mind and brain.

- Provide an understanding of neuron structure, function, synaptic conduction, and neurotransmitters.

- Offer an overview of the nervous system, including the meninges, ventricles, and cerebrospinal fluid.

- Introduce the peripheral nervous system, covering cranial and spinal nerves, and the autonomic nervous system.

- Explore emotions, such as fear and anger, and their recognition and expression.

- Examine fear conditioning and the role of the amygdala.

- Understand consciousness, sleep, biological clocks, and REM sleep mechanisms.

- Study hunger, thirst, sexual development, and related neural and hormonal mechanisms.

Learning Outcomes | Upon completion of this course, students will able to:

- Demonstrate a deep understanding of the key principles and the historical development of cognitive psychology.

- Explain foundational concepts in cognitive psychology, including mental representations and stages of information processing.

- Explore the various types of memory, such as sensory, short-term, and long-term memory, and their significance in cognitive functions.

- Assess models of knowledge representation and memory, and their relevance in understanding cognitive processes.

- Analyze theories of forgetting and memory disorders, such as amnesia and false memories, and examine their effects on cognitive functioning.

- Evaluate the role of concepts and categories in reasoning and decision-making.

- Apply diverse problem-solving strategies to tackle complex issues, while considering the factors that influence problem-solving effectiveness.

- Utilize the principles of creativity in different contexts, examining both the creative process and the concept of functional fixedness.

| COURSE 3

MSPSY 103 - Biological Foundations of Psychology | Contents

Unit 1 - Introduction and Neurons

- The origins of biopsychology, Nature of biological psychology, Mind Brain relationship, Methods of study of research in biopsychology; Structure of neurons, types, functions, neural conduction, Synaptic conduction & Neurotransmitters.

Unit 2 - Nervous System

- Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions of Brain & spinal cord.

Unit 3 - Biopsychology of Emotion, Emotions as response patterns

- Fear, Fear conditioning: Neural Mechanism & amygdala anger and aggression; Types of Aggressive behaviour, Testosterones and aggression link, Stress and health: The stress response and gastric ulcers, stress and the hippocampus; Psychoneuroimmunology

Unit 4 - Biopsychology of Arousal

- Consciousness and sleep, Factors affecting consciousness. Sleep: Rhythms of sleeping and waking, neural basis of biological clocks, Stages of sleep, brain mechanisms of REM sleep and dreaming, disorder of sleep.

Unit 5 - Problem Solving

- Hunger –theories, Thirst-neural mechanisms; Human obesity. Sex- hormones and sexual development, neural mechanism of sexual behavior, sexual orientations, hormones and the brain.

References

- Carlson, N.R. (2004). Physiology of behaviour (8th.ed.). Boston: Allyn & Bacon.
- Kalat, J.W. (2004). Biological psychology (8th.ed.). Belmont: Wadsworth/Thomson learning. Pinel,
- J.P.J. (2000). Biopsychology (4th .ed.). Boston: Allyn & Bacon.
- Schneider M Alles (1990). An introduction to Physiological Psychology (3rd Edition) USA: Random House.
- Wagner, H., & Silber, K. (2004), Physiological Psychology, Garland Science, Abingdon: UK.

| COURSE 4

MSPSY 104 - Personality Theories

Course Objectives:

- To provide students with a solid foundation in the key concepts and theories of personality psychology.
- To examine the influence of heredity, environment, and other factors in shaping personality development.
- To expose students to diverse psychological perspectives and their relevance in understanding human behavior and personality.
- To foster critical thinking and analytical abilities by evaluating and comparing various personality theories and approaches.

Learning Outcomes | Upon completion of this course, students will able to:

- Grasp the concept of personality and its significance within the realm of psychology.
- Examine how both genetic and environmental factors contribute to shaping personality traits and characteristics.
- Differentiate between various psychodynamic, trait, and type theories in their approach to understanding personality development.
- Explore the influence of behavioral theories on human behavior and personality, with a focus on the role of environmental factors.
- Evaluate the contributions of humanistic theories in explaining self-actualization and personal growth.
- Utilize theoretical insights to practical situations, showcasing how personality theories are applied in real-world contexts.

| COURSE 4

MSPSY 104 - Personality Theories | Contents

Unit 1 - Introduction to Personality

- Concept and Definition of personality, Role of Factors in the Development of Personality (heredity and environment) Assessment of personality.

Unit 2 - Psychodynamic Theories

- Psychoanalytic Theory: Freud, Neo -Freudian Theories: Alfred Adler, Carl Jung.

Unit 3 - Type & Trait Theories

- Type approaches: Hippocrate's Typology, Kretschmer's typology, Sheldon Typology, Holland Typology. Trait: Allport, Cattell, Eysenck.

Unit 4 - Learning & Behavioural Theories

- Operant conditioning theory: Skinner; Stimulus Response Theory: Dollard and Miller, Social Learning Modelling Theory: Bandura, Attachment Theory: Bowlby

Unit 5 - Cognitive & Humanistic Theories

- Kelly: Fundamental Postulate, Rogers: self- actualization, fully functioning person; Maslow: Hierarchy of Needs.

References

- Carpara, G.V & Cervone, D. (2000). Personality: Determinants, dynamics and potentials. Cambridge University Press.
- Ewen,R.B.(1980). An Introduction to theories of personality. Academic Press, Inc. (London).
- Freud, S. (1949). An outline of psychoanalysis.
- Friedman, H.S. & Schustack, M.W. (2004). Personality, 2ND edition. Pearson Education Pvt.Ltd. India.
- Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). Theory of personality, 4TH edition. John Wiley and Sons
- Hergenhann, B.R & Olson, M.H (1999). An Introduction to Theories of Personality, 5th Edition, Prentice Hall, Upper Saddle River, New jersey
- Palombo, J., Bendicsen, H. K., & Koch, B. J. (2009). Guide to psychoanalytic developmental theories. New York, NY: Springer.

| COURSE 5

MSPSY 105 - Developmental Psychology

Course Objectives:

- Introduce the concept of human development and its multiple interpretations within the field of psychology.
- Explain the key factors that shape human development, including genetic, environmental, and socio-cultural influences.
- Familiarize students with Freud's and Erikson's developmental stages, highlighting their contributions to understanding psychological and social development.
- Introduce students to Ecological Systems Theory and its importance in explaining how environmental factors influence childhood development.
- Present various theories of moral development and examine their cultural implications.
- Discuss sex differences, gender roles, stereotypes, and the formation of gender identity.
- Explore the stages of adulthood, covering young, middle, and late adulthood.
- Analyze common developmental challenges such as the mid-life crisis, menopause, aging, and degenerative disorders.

Learning Outcomes | Upon completion of this course, students will able to:

- Define the concept of development and its significance within the field of psychology.
- Examine how genetic and environmental factors interact to shape individual developmental paths.
- Assess the influence of Freud's and Erikson's theories on psychological and social development throughout the lifespan.
- Explore the role of the ecological system in influencing childhood behavior and development.
- Compare different moral development theories and assess their relevance across various cultural settings.
- Investigate how societal factors contribute to the formation of gender roles and stereotypes.
- Analyze the challenges and opportunities that arise at different stages of adulthood.
- Gain insight into the psychological and physiological changes associated with mid-life crises, menopause, aging, and degenerative disorders.
- Evaluate the impact of social and environmental influences on the development and well-being of adults.

| COURSE 5

MSPSY 105 - Developmental Psychology | Contents

Unit 1 - Introduction to Developmental Psychology

- Meaning, Determinants, characteristics, and issues in development & Research Methodologies.

Unit 2 - Prenatal & Childhood Development, Physical development

- Stages, Pattern & Barriers in Prenatal & Childhood Development, Physical changes in Childhood, Adolescence & adulthood.

Unit 3 - Cognitive Development

- Jean Piaget A constructivist approach; Vygotsky: A social contextual approach; Social Development: Freud; Erikson: Stages of Development; Ecological System Theory. Childhood, Identity and Society.

Unit 4 - Moral Development and Development of Gender Roles

- Moral Development: Theories, Culture, Self-control; Sex differences and Gender roles; Gender stereotyping; Gender identity.

Unit 5 - Development in Adulthood

- Life stages: Young, middle & late adulthood; Mid Life Crisis; Menopause; Aging, Degenerative Disorders.

References

- Berk, L. E. (2003). Child development (6th ed.) Pearson Education: Delhi.
- Burman, E. (2008). Deconstructing Developmental Psychology. Routledge: London.
- Fenichel,O. (1972). The psychoanalytic theory of neurosis. New York: W.W. Norton.
- Gaddini, E. (1992). A Psychoanalytic Theory of Infantile Experience: Conceptual and Clinical Reflections. Psychology Press.
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- Feldman, R. (2010). Development across the Lifespan. Pearson Education: Delhi. Kail,
- R. V. (2001). Children and their development. Prentice Hall Inc.
- Palombo, J., Bendicsen, H. K., & Koch, B. J. (2009). Guide to psychoanalytic developmental theories. New York, NY: Springer.

| COURSE 6

MSPSY 106 - Social Psychology

Course Objectives:

- Introduce students to the core concepts and theories of social psychology.

- Examine how social factors shape individual behavior and thought processes.

- Investigate the dynamics of group behavior and its effects on social interactions.

- Understand the psychological mechanisms behind attitude development, persuasion, and social influence.

- Explore the intricacies of intergroup relations, including prejudice and discrimination.

- Apply social psychological theories to real-world scenarios and societal challenges.

- Cultivate critical thinking and analytical skills by evaluating research in social psychology.

- Promote an understanding of ethical considerations in the study of social behavior and interactions.

Learning Outcomes | Upon completion of this course, students will able to:

- Define and explain fundamental concepts and theories in social psychology, such as social perception, attribution, and social influence.

- Analyze how social context and norms affect individual behavior and decision-making processes.

- Evaluate how group dynamics and social identity influence individual attitudes and actions.

- Understand the cognitive mechanisms involved in forming, changing, and persuading attitudes.

- Critically examine the effects of prejudice, stereotypes, and discrimination on intergroup relations and societal structures.

- Apply social psychological theories and research to real-world situations, including understanding social phenomena and addressing social issues.

- Demonstrate effective communication skills through presentations, discussions, and written assignments, reflecting a thorough grasp of social psychological concepts and their practical applications.

- Engage in ethical discussions about research and practice in social psychology, showcasing an awareness of the ethical challenges involved in studying human behavior and interactions.

| COURSE 6

MSPSY 106 - Social Psychology | Contents

Unit 1 - Introduction to Social Psychology

- The definition and nature of social psychology; Growth of social psychology; Development of social psychology; Current status of the discipline; Research Methods in Social Psychology: Experimental, Observation, Co-relational, Survey, Field study, Cross-Cultural, Sociometry.

Unit 2 - Social Interaction

- Social cognition and impression management Self and identity.; Attribution- theories, biases and errors; Formation of attitudes and Change; persuasion and propaganda techniques; Prejudice, Stereotypes and Discrimination.

Unit 3 - Inter-Group Relations

- Groups and its types; Formation of Groups; Group dynamics; leadership style and effectiveness; Conflicts and resolution.

Unit 4 - Social Relations and Influence

- Nature, and dynamics of Interpersonal attraction; Sexuality and intimacy; Aggression: Theories and individual differences in aggression; Violence, sexual, terrorism, genocide.

Unit 5 - Current Social Problems & Applications of Social Psychology

- Social consciousness and cyber world issues; Issues of gender, poverty, unemployment, marginalization and social suffering; Facilitating wellbeing and self-growth in diverse cultural and socio-political contexts, Social psychological perspectives on health and illness.

References

- Aronson, E., Wilson, T.D., and Akert, R.M. (1999). Social Psychology (3rd ed.). New York: Longman.
- Baron, R. A., & Byrne, D. (2000). (8th ed.). Social psychology. New Delhi: Prentice Hall of India.
- Billig, M. (1976). Social psychology and intergroup relations. NY: Academic Press.
- Dalal, A.K., & Misra, G. (Ed.) (2001). New directions in Indian psychology, Vol. 1: Social psychology. New Delhi: Sage.
- Burke, Peter J. (2006). Contemporary social psychological theories. Stanford: Stanford social sciences.
- Fraser, C., and Burchell, B. (2001). Introducing Social Psychology. Cambridge: Polity.
- Parker, L., and Shotter, T. (Eds.). (1990). Deconstructing social psychology. London: Routledge.

| COURSE 7

MSPSY 107 - Research Methodology

Course Objectives:

- Provide a thorough understanding of research's meaning, scope, and significance across disciplines.
- Familiarize students with various research types and processes, including problem formulation and objective setting.
- Distinguish between qualitative and quantitative research, highlighting their unique features.
- Introduce methods for collecting primary and secondary data, such as observation, surveys, and psychometric tests.
- Explain sampling concepts, design, and determining sample size.
- Cover different measurement scales: nominal, ordinal, interval, and ratio.
- Teach data classification and presentation using charts, frequency distributions, and graphs.
- Discuss measures of central tendency, variability, and the normal probability curve.
- Detail the steps for hypothesis testing, including significance levels and type I and II errors.
- Differentiate between parametric and non-parametric tests, and introduce statistical tests like t-tests, chi-square tests, Spearman's and Karl-Pearson's correlations, and ANOVA.
- Outline the structure and significance of research reports for communicating findings.
- Emphasize the importance of research ethics in maintaining ethical standards throughout the research process.

Learning Outcomes | Upon completion of this course, students will able to:

- Demonstrate a thorough understanding of research types, processes, problem formulation, and objective setting.
- Apply research methodologies across disciplines and understand their use in social, psychological, political, and business sciences.
- Differentiate and apply qualitative and quantitative research methods appropriately.
- Utilize data collection methods such as observations, surveys, and psychometric tests effectively.
- Conduct literature reviews and analyze qualitative and quantitative data critically.
- Apply sampling concepts and designs to ensure representative samples and accurate sample sizes.
- Present data using charts, frequency distributions, and graphs, and analyze measures of central tendency and variability.
- Use statistical tests like t-tests, chi-square tests, and correlation measures for accurate data analysis.
- Create clear, structured research reports and apply ethical principles to protect participants' rights and maintain research integrity.

| COURSE 7

MSPSY 107 - Research Methodology | Contents

Unit 1 - Introduction to Research

- Definition of research; scope and importance; Types of research, The process of research, Research problem and Objective formulation, Types of variables, Research applications in psychology; Features of a Good research study, Qualitative Vs. Quantitative Research.

Unit 2 - Method of Data Collection and Sampling

- Types and methods of Primary and secondary data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests; Review of Literature; Qualitative and Quantitative data; Sampling: Sampling concepts- Sample vs Census, Sampling vs Non - Sampling error; Sampling Design- Probability and Non - Probability Sampling design; Determination of Sample size.

Unit 3 - Measurement and Scaling and Basic Statistics

- Types of Measurement Scales (Nominal, Ordinal, Interval, Ratio); Rating and Ranking Scales, Measurement Error, Criteria for Good Measurement; Classification and presentation of data through charts, Frequency distribution and graphs; Measures of Central Tendency and Variability; Normal Probability Curve- Nature, Characteristics, and Applications.

Unit 4 - Testing of Hypothesis

- Steps in testing of hypothesis, Levels of significance, Type - I and Type - II errors, one-and two tailed tests; Basic concepts and difference in parametric and non-parametric tests; T-test, Chi Square test, Correlation: Spearman's correlation coefficient, Karl-Pearson's correlation, ANOVA.

Unit 5 - Research Report Writing and Ethics in Research

- Types & Structure of the research report, Ethics in Research: Meaning of Research Ethics; Clients Ethical code; Researchers Ethical code; Ethical Codes related to respondents; Responsibility of ethics in research.

References

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| COURSE 8

MSPSY 108 - Counseling Psychology

Course Objectives:

- Define the concept of counseling, its objectives, and its historical evolution within philosophy, medicine, and psychology.
- Examine and discuss the ethical considerations and challenges involved in counseling practice.
- Introduce the diverse settings where counseling occurs and outline the stages of the counseling process.
- Emphasize the importance of the therapeutic relationship in counseling and identify the essential skills and qualifications necessary for effective practice.
- Introduce key concepts and techniques from the psychodynamic and humanistic approaches to counseling.
- Explore the principles and methodologies of various counseling approaches.
- Understand how these principles and techniques are applied in practical counseling settings.
- Provide an overview of specialized counseling areas, including corporate, family, terminal illness, crisis and trauma, and educational and vocational counseling.

Learning Outcomes | Upon completion of this course, students will able to:

- Trace the historical development and evolution of counseling, understanding its meaning and goals.
- Differentiate counseling from other helping professions by exploring their unique methods, objectives, and ethical standards.
- Examine the counseling process stages and their role in fostering client growth and change.
- Assess the impact of the therapeutic relationship on the counseling experience and the skills needed for effective counseling.
- Explore key concepts and techniques in psychodynamic and humanistic counseling approaches.
- Analyze the use of psychoanalytic and Adlerian methods to address psychological issues.
- Understand existential, client-centered, and gestalt counseling principles and their diverse applications.
- Evaluate cognitive and behavioral counseling techniques and their practical use.
- Examine the role of feminist and modern counseling approaches in addressing emotional and psychological needs.
- Explore the use of creative arts therapies, crisis counseling, and vocational guidance in specific settings like corporate, family, and trauma counseling.

| COURSE 8

MSPSY 108 - Counseling Psychology | Contents

Unit 1 - Introduction to Counselling

- Meaning, Definition & Goals; Historical Background: Origin of Counselling within Philosophy and Medicine, Influence from Psychology, Mental health development, the guidance movement and other influences;
- Difference between counselling and other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.); Ethical Issues in Counselling.

Unit 2 - Counselling Process

- Settings for counselling; Stages & Steps in counselling; Therapeutic relationship: The importance of relationship, components of relationship, Facilitative conditions for the counselling relationship; Skills & Educational Qualification required for effective counsellor.

Unit 3 - Counselling Approaches I

- Psychodynamic Approach: Psychoanalytic, Adlerian; Humanistic Approach: Existential, Client Centered Approach, Gestalt Approach; Cognitive Approach; Behavioral Approach; Feminist Approach.

Unit 4 - Areas of Counselling I

- Educational & Vocational Counselling; School Counselling; Corporate Counselling.

Unit 5 - Areas of Counselling II

- Counselling for terminal disease patients: Cancer and HIV /AIDS; Crisis & Trauma Counseling.

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| COURSE 9

MSPSY 109 - Understanding Clinical Psychology & Psychopathology

Course Objectives:

- Provide overview of the history & key theoretical models of psychopathology, encouraging critical evaluation.

- Analyze the complexities and cultural variations in defining normality and abnormality, focusing on DSM-5 and ICD-11 classifications, highlighting their features, similarities, and differences.

- Introduce clinical assessment methods, stressing the importance of accurate assessment in diagnosing psychopathological conditions such as dementia, delirium, head injury, epilepsy, and amnestic syndromes.

- Explore mood disorders, including unipolar and bipolar types, and eating disorders, analyzing their clinical characteristics.

- Examine the clinical features, comorbidities, and etiology of addictions, stressing comprehensive assessment.

- Analyze sexual preference, deviation, and orientation disorders, along with sexual function disorders, focusing on psychological, social, and cultural influences.

- Explore anxiety disorders, including generalized anxiety, social anxiety, panic disorder, phobias, and agoraphobia, focusing on clinical features and etiology.

- Examine cluster A, B, and C personality disorders, emphasizing their clinical characteristics, etiology, and comorbidities.

- Explore schizophrenia, stressing early intervention and comprehensive treatment approaches.

Learning Outcomes | Upon completion of this course, students will able to:

- Evaluate the historical progression of major psychopathology models and their relevance to modern clinical practice. Compare the DSM-5 and ICD-11 classification systems, noting strengths, limitations, and diagnostic implications.

- Understand clinical assessment methods and their significance in diagnosis.

- Analyze neuropsychological conditions and their impact on cognitive and behavioral functions. Examine anxiety disorders' etiology and clinical features, focusing on cognitive, behavioral, and biological factors.

- Evaluate mood and eating disorders, highlighting the importance of holistic, evidence-based treatment. Understand the psychological and physiological components of addiction and the need for comprehensive treatment.

- Explore social, cultural, and psychological factors affecting sexual preferences and orientation, emphasizing non-judgmental, culturally sensitive approaches.

- Analyze the complexities of diagnosing and treating personality disorders, considering ethical challenges in management.

- Understand schizophrenia's clinical features, etiology, and its impact on quality of life.

| COURSE 9

MSPSY 109 - Understanding Clinical Psychology & Psychopathology | Contents

Unit 1 - Understanding Abnormality

- History and Major theoretical models of psychopathology; Critical evaluation; Issues in defining Normality and Abnormality; Classification: Systems of classification, basic features; DSM-5, ICD-11, similarities, differences and critical evaluation; Nature & Methods of Clinical Assessment.

Unit 2 - Psychopathology of Neuropsychological Conditions

- Dementia; Delirium; Head Injury; Epilepsy; Other Amnestic Syndromes.

Unit 3 - Anxiety Disorders and Mood Disorders

- Generalized Anxiety Disorder, Social Anxiety Disorder, Panic Disorders, Specific Phobia, Agoraphobia and other anxiety disorders; Mood Disorders: Unipolar and Bipolar Disorders & its types; Eating disorders.

Unit 4 - Psychopathology of Addiction and Sexual Disorders

- Clinical characteristics & comorbidities, etiology, types of addiction; assessment in addiction. Clinical characteristics, etiology of sexual preferences, deviation and orientation disorder and overview of sexual function disorders.

Unit 5 - Psychopathology of Adult Personality Disorders & Schizophrenia

- Clinical characteristics, etiology, comorbidity and treatments of cluster A, B and C personality disorders; Schizophrenia: Clinical features and etiology of Schizophrenia.

References

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| COURSE 10

MSPSY 110 - Psychological Assessment and Experimental Research

Course Objectives:

- Introduce the principles and practices of psychological assessment.

- Familiarize students with key concepts and challenges in psychological measurements.

- Explore techniques and tools for psychological assessment, highlighting applications and limitations.

- Cover test development, standardization, reliability, and validity processes.

- Examine diverse applications of psychological testing in clinical, organizational, educational, counseling, military, and career settings.

- Address ethical considerations and cultural guidelines in testing.

- Familiarize students with common assessments for memory, intelligence, aptitude, and special needs.

- Introduce personality assessments and projective techniques.

- Explore experimental designs for controlling variance and error, including single-case, control group, and quasi-experimental designs.

Learning Outcomes | Upon completion of this course, students will able to:

- Understand the fundamental principles and purposes of psychological assessment in various settings.

- Analyze challenges and ethical considerations in psychological measurements.

- Evaluate the strengths and limitations of assessment tools in measuring psychological constructs.

- Analyze the key steps in constructing psychological tests and measures.

- Evaluate the importance of reliability and validity in psychological test results.

- Understand the role of psychological testing in assessment and decision-making across various settings.

- Evaluate ethical challenges in the cultural application of psychological testing.

- Analyze the use of assessments in memory, intelligence, aptitude, and children with special needs.

- Understand the principles and applications of personality assessments and projective techniques.

- Understand principles of experimental design and their role in controlling variance in psychological research.

- Analyze key terminologies and components of experimental designs, highlighting their strengths and limitations.

| COURSE 10

MSPSY 110 - Psychological Assessment and Experimental Research | Contents

Unit 1 - Introduction to Psychological Assessment

- Assessment; Psychological Measurements Practice & Challenges.

Unit 2 - Test Construction

- Steps in test development and standardization

Unit 3 - Applications of Psychological Testing

- Clinical, Organizational and Business, Educational Counselling, Military and Career guidance settings; Ethical issues in psychological testing: international guidelines and challenges of cultural applications.

Unit 4 - Frequently Used Assessments

- Memory, Intelligence, Aptitude, Assessment of children with special needs, frequently used assessments: Personality & Projective Techniques.

Unit 5 - Introduction to Experimental Designs

- Experimental designs as variance control, error variance; Types: Single case experimental design, Experimental design, Control group, Experimental group, Quasi experimental designs; and Basic terminologies in experimental design.

References

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- Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage Publication Pvt. Ltd.
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| COURSE 11

MSPSY 111 - Child Development and Adolescent Psychology

Course Objectives:

- Understand fundamental genetics concepts, including genes, chromosomes, and sex cells.
- Examine multiple offspring production, genetic inheritance patterns, childbirth stages, and adaptation, including potential complications.
- Comprehend physical development principles, growth, maturation, puberty changes, and hazards.
- Recognize common motor skills in childhood, factors in learning them, and potential developmental hazards.
- Explore childhood emotions, emotional dominance, catharsis, and hazards in emotional development.
- Define intelligence, explore theories related to heredity, environment, and emotional intelligence.
- Examine language development theories (behaviorist, nativist, interactionist), prelinguistic development, language components, and speech development, including hazards like bilingualism.
- Analyze family dynamics, parenting styles, and family transitions (e.g., divorced, adoptive, single-parent, LGBTQ+).
- Investigate peer influence, dating, romantic relationships, and the impact of school, teachers, and media on adolescents.
- Address challenges in adolescence, including sexual issues, substance abuse, developmental disabilities, eating disorders, and overall health.

Learning Outcomes | Upon completion of this course, students will able to:

- Demonstrate a deep understanding of genetic foundations, childbirth, and developmental processes.
- Analyze and evaluate the impact of physical, motor, and emotional development on individuals. Apply knowledge of intelligence and language development theories in practical contexts.
- Recognize and understand various developmental abnormalities.
- Evaluate the role of different agents of socialization in shaping adolescent behavior.
- Critically analyze and address challenges faced by adolescents in diverse family and social contexts.
- Apply theoretical knowledge to recognize and address hazards in development across various domains.
- Develop a comprehensive understanding of human development from conception to adolescence.

| COURSE 11

MSPSY 111 - Child Development and Adolescent Psychology | Contents

Unit 1 - Genetic Foundations and Child Birth

* Genetic Foundations: Gene, Chromosomes, Sex cells, Multiple offspring, Patterns of genetic inheritance; Child Birth: Stages of child birth, Baby's adaptation to Labour and delivery, Approaches to child birth, Birth complications.

Unit 2 - Foundations of Development: Physical, Motor, and Emotional

* Physical Development: Principles of development, Physical growth and Maturation, Puberty changes, Hazards in Physical development ; Motor Development: Principles of motor development, Sequence of motor development, Some common motor skills of childhood ,Essentials in learning motor skills, Hazards in motor development; Emotional Development: Characteristics of childhood emotions, Common emotional patterns in childhood, Role of childhood emotions in personal and social adjustments, Emotional dominance, Emotional catharsis, Hazards in emotional development.

Unit 3 - Intelligence and Language Development

* Intelligence: Concept of Intelligence, Theories of Intelligence, Heredity, environment and intelligence, Emotional Intelligence; Language Development: Theories of language development, Prelinguistic development (Getting ready to talk), Components of language development, Metalinguistic awareness, Bilingualism, Hazards in speech development.

Unit 4 - Development & Abnormality

* Chromosomal Abnormalities, ADHD, ASD, Learning Disability, Intelligence Disability, Speech Disorder, Physical Disability.

Unit 5 - Agents of Socialization, Problems and Challenges of Adolescents

* Family as a social system, Parenting styles, Parent adolescent relationships and conflict, Relationships with siblings, Family lifestyles and transitions (Divorced families, Adoptive families, Step families, Single parent families, Gay and lesbian families, etc.); Peer groups, Peer pressure and conformity, Dating and Romantic relationships; School , School transitions in adolescents, Teacher, Student interaction; Media, Traditional, digital and social media influence on adolescents; Adolescents sexual problems, Substance abuse, Adolescents with developmental disabilities, Eating disorders, Adolescent health.

References

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| COURSE 12

MSPSY 112 - Psychotherapy

Course Objectives:

- Methods of psychotherapy, including psychodynamic therapy.
- Training and supervision of psychotherapists.
- Behavioral therapies, focusing on techniques like systematic desensitization and contingency management.
- Humanistic therapies, including client-centered, existential, and gestalt approaches.
- Mindfulness-based therapies, such as acceptance and commitment therapy.
- Cognitive-behavioral therapy (CBT) and rational emotive behavior therapy (REBT).
- Supportive and brief therapies.
- Major theories and techniques in family and couple therapy.
- Art-based therapies, including art, dance/movement, music, and drama therapies, and their applications and effectiveness.

Learning Outcomes | Upon completion of this course, students will able to:

- Demonstrate an understanding of various psychotherapeutic methods and their theoretical foundations.
- Apply the principles of psychodynamic therapy in clinical scenarios.
- Evaluate the goals and techniques of behavioral therapies, including systematic desensitization and contingency management.
- Assess the principles and applications of humanistic therapies, such as client-centered, existential, and gestalt therapies.
- Apply mindfulness-based therapeutic techniques, particularly in acceptance and commitment therapy.
- Demonstrate a working knowledge of cognitive-behavioral therapy (CBT) and rational emotive behavior therapy (REBT).
- Apply supportive therapies and brief therapies in appropriate clinical contexts.
- Evaluate major theories and techniques in family therapy and couple therapy.
- Understand the principles and applications of art-based therapies, including art therapy, dance/movement therapy, music therapy, and drama therapy.
- Demonstrate the ability to choose and apply appropriate therapeutic approaches based on the client's needs and the therapeutic context.
- Develop effective communication and counseling skills necessary for conducting psychotherapy across various modalities.
- Critically evaluate ethical considerations and challenges in psychotherapeutic practice.

| COURSE 12

MSPSY 112 - Psychotherapy | Contents

Unit 1 - Introduction & Training Issues
- Introduction to various Methods, Training & Supervision of individual psychotherapists; Psychodynamic Therapy

Unit 2 - Behavioral Therapies
- Nature, Goal and Scope of the therapy; Systematic Desensitization, Implosive, Flooding, Contingency Management; Humanistic & Mindfulness based Therapies: Client-Centered, Existential, Gestalt therapies & Acceptance and commitment therapy.

Unit 3 - Cognitive Behavioral and Supportive Therapies
- Introduction and Applications of CBT, REBT, Supportive Therapies & Brief therapies.

Unit 4 - Family and Couple Therapy
- Major Dominant theories and techniques of Family Therapy and couple therapy.

Unit 5 - Art Based Therapies
- Art therapy; Dance/Movement Therapy; Music Therapy; Drama Therapy

References

- Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: rooks/Cole.
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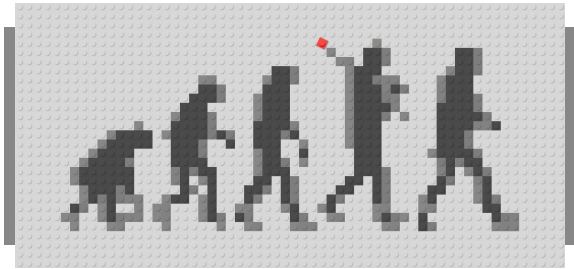
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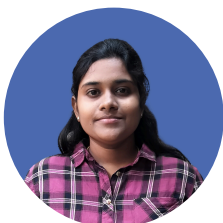
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- Award Amount: Up to $400
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| Leadership & Community Service Scholarship

- Award Amount: Up to $100
- Criteria: For students who have demonstrated strong leadership skills and have been actively involved in community service or social work, particularly in areas related to mental health.

| Financial Need Scholarship

- Award Amount: Up to $200
- Criteria: For students with documented financial hardship, aimed at supporting those who may otherwise struggle to afford tuition and educational expenses.

| Research Potential Scholarship

- Award Amount: Up to $100
- Criteria: For students who have shown strong research skills, either through publications, conference presentations, or academic projects, with an emphasis on psychological or behavioral studies.

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- Award Amount: Up to $350
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- Award Amount: Up to $100
- Criteria: For students with significant professional experience in psychology or mental health-related fields, rewarding their real-world contributions and achievements.

| Psychology Innovator Scholarship

- Award Amount: Up to $200
- Criteria: For students who have contributed innovative ideas, projects, or initiatives in the field of psychology, whether through research, practical work, or entrepreneurial endeavors.

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- Criteria: For Indian students, aimed at supporting global talent and diversity in the MS in Psychology program. This scholarship is considered after other vital scholarships.

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