Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
Autonomous
Department of Psychology
SYBA Syllabus
To be implemented from 2023-2024

S. Y. B. A. PSYCHOLOGY SEM. III

	Paper Code	Title of the Paper	Credits
Core Course	**UAPS231**	**Social Psychology- I**	**03**
Discipline specific elective Course	**UAPS232**	**Abnormal Psychology- I**	**03**
	UAPS233	**Growth and Development Psychology- I**	**03**
Skill Enhancement Course (SEC)	**UAPSSEC1**	**Health Psychology**	**02**
Total Credits			**11**

Core Course Paper Code: UAPS231
Title of Paper: Social Psychology -I

A) Learning Objectives:
1. To impart knowledge of the basic concepts and modern trends in SocialPsychology.
2. To foster interest in Social Psychology as a field of study and research.
3. To introduce students to research and empirical findings in socialpsychology.
4. To make the students aware of the applications of the various concepts inSocial Psychology in the Indian context.
5. Identify compliance techniques and their applications in social influence.
6. Explore the relationship between attitudes and behavior.
7. Apply techniques to reduce prejudices in various social contexts.

B) Learning Outcomes:
CO1. Gain knowledge of the basic concepts and modern trends in SocialPsychology.

CO2. Using research knowledge and aptitude acquired in the course of studyfor solving socially relevant problems.

CO3. Developing problem analysis skills and knowledge and applying thesame in social life situation.

CO4. Apply social psychology principles to analyze and address issues in family, law, health, and industry.

CO5. Evaluate the influence of self-concept, gender, and group dynamics on individual and collective behavior.

CO6. Apply knowledge of attitudes, prejudice, and social influence to real-world situations.

CO7. Develop critical thinking skills in assessing social psychological phenomena and their applications.

TOPICS/CONTENTS:
UNIT 1: Understanding Social Psychology   (12 L)
1.1 Definition, Nature and Scope.

1.2 Importance of social Psychology in today's context.

1.3 Methods to study social behavior.

1.4 Role of theory in Social Psychology.

1.5 Application: Family, Law, Health and Industry.

UNIT 2: Understanding Self and Gender   (12 L)
2.1 Nature of Self, Self-Concept, Self-Knowledge.

2.2 Concepts related to self – Self-Presentation, Self-Regulation, Self-Efficacy.

2.3 Gender and Gender Role Development.

2.4 Gender Differences in Self Esteem.

2.5 Impression Formation and Impression Management.

UNIT 3: Group Behavior and Social Influence   (12 L)
3.1 Groups: Nature and functions. Social facilitation, social loafing.

3.2 Group Decision Making, Cooperation v/s Competition

3.3 Leadership and its Style.

3.4 Conformity- nature and factors, Obedience.

3.5 Compliance- Concept and techniques to gain compliance.

UNIT 4: Attitudes and Prejudice   (12 L)

4.1 Attitude and Behavior.

4.2 Attitude Formation and Change.

4.3 Resistance to Persuasion, Cognitive Dissonance, Hypocrisy.

4.4 Prejudice and Discrimination: It's Causes.

4.5 Techniques to Reduce Prejudices.

Books for reading:

1) Baron, R., Byrne, D., Branscombe, N. (2014). *Social Psychology, 13th edition,* Pearson Publications, New Delhi.

2) Baron, R., Byrne, D., Branscombe, N., Bharadwaj, G. (2009). *SocialPsychology,* Indian adaptation, Pearson, New Delhi.

3) Taylor, Pepleau and Sears (2005). *Social Psychology, 12th edition,* Pearson, New Delhi.

4) Natu, S. A., Vaidya, A. Rajhans, M. (2012). *Samajik Manasshastra.* Pearson Publications, New Delhi.

5) Golwilkar, S, Abhyankar, S, Kher, T. (2012). *Samajik Manasshastra.* Narendra Prakashan, Pune.

6) Gadekar., (2013). *Pragatik Samajik Manasshastra.* Diamond Publications, Pune.

7) Deshpande, Sinharay, Vaidya, (2002). *Samajik Manasshastra Part 1 and 2.* Uma Prakashan, Pune.

8) Tadsare, Tambake, Patil, Darekar (2008). *Samajik Manasshastra,* Phadke Prakashan, Pune.

9) Weiten, W. and Lloyd, M. (2007). *Psychology applied to modern life:Adjustment in the 21st century.*Indian Edition 8th .Thomson.

10) Kool, V. and Agarwal, R. (2006). *Applied Social Psychology: A GlobalPerspective.* Atlantic Publishers and Distributors Pvt. Ltd. Delhi.

Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Sem. III)   **Subject:** Psychology
Course: Social Psychology-I   **Course Code:** UAPS 231
Weightage: 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				3		3		
CO 2						2		
CO 3	3							3
CO 4		3					3	
CO 5		3						
CO 6			3		3			
CO 7			3			3		3

Justification for the mapping

PO1: Research Related Skills

CO3: Research-related skills are essential in social psychology. The courses focusing on research methods, literature review, and empirical research projects align with PO1, ensuring that students gain proficiency in conducting and understanding research in social psychology.

PO2: Effective Citizenship and Ethics

CO4 & CO5: Courses addressing ethical considerations in research and the application of social psychology principles in promoting effective citizenship directly contribute to PO2, emphasizing the importance of ethical conduct and responsible citizenship.

PO3: Social Competence

CO6 & CO7: Courses focusing on the analysis and interpretation of social interactions align with PO3, emphasizing the development of social competence through the application of social psychology principles in real-life situations.

PO4: Disciplinary Knowledge

CO1: directly addresses the acquisition of disciplinary knowledge in social psychology, aligning with the broader PO4.

PO5: Personal and Professional Competence

CO6: Apply knowledge of attitudes, prejudice, and social influence to real-world situations.

PO6: Self-directed and Life-long learning

CO1, CO2, & CO7: Self-directed and life-long learning start with a strong foundation in basic concepts, fostering a continuous pursuit of knowledge. The application of research knowledge in solving real-world problems is a practical manifestation of self-directed and life-long learning. Critical thinking skills are essential for self-directed learning, enabling individuals to critically assess and apply knowledge in various contexts.

PO7: Environment and Sustainability

CO4: Applying social psychology principles to address issues contributes to environmental and societal sustainability by promoting informed decision-making and positive social change.

PO8: Critical Thinking and Problem Solving

CO3, CO7: Developing problem analysis skills and knowledge and applying the same in social life situations. Develop critical thinking skills in assessing social psychological phenomena and their applications.

Discipline specific elective
CourseUAPS232
Abnormal Psychology I

OBJECTIVES:
 1. To acquaint students with the recent classification of abnormality.
 2. To help students to acquire the knowledge about the causes, symptoms andtreatments of various types of psychological disorders.
 3. Examine the DSM-5 and ICD-11 classifications of abnormal behavior.
 4. Investigate the etiology and treatment approaches for Schizophrenia.
 5. Examine suicide, its types, causes, and prevention.
 6. Explore the etiology and treatment of depression.
 7. Explore coping mechanisms for stress.

OUTCOMES:
CO1.Examine multiple probable causes and correlates of behavior.
CO2.Understand critiques, limitations and implications of diagnosis and
classification of psychological diseases.
CO3.Create awareness about mental health problems in society.
CO4.Trace the historical development of Abnormal Psychology and analyze the current
classifications in DSM-5 and ICD-11.
CO5.Recognize the symptoms, stages, and types of Schizophrenia, along with its etiology and
treatment options.
CO6.Analyze suicide types, causes, and preventive measures.
CO7.Apply knowledge of abnormal psychology to real-world scenarios and cases.

Unit-1 Abnormal Psychology: An Overview   **(12L)**
    1.1 Definition of mental disorder and criteria of abnormal behavior.
    1.2 History of Abnormal Psychology
    1.3Brief history of DSM 5 & ICD 11 classification of abnormalbehavior.
    1.4 Perspectives (paradigms) of psychopathology.
            l) Psychoanalytical
            ii) Biological
            iii)Cognitive
            iv) Behavioristic
            v) Humanistic & Existential
            vi) Diathesis-Stress model.

Unit: 2 Schizophrenia and Other Psychotic Disorders   **(12L)**
    2.1 Definition and symptoms of Schizophrenia.
    2.2 Stages of Schizophrenia.
    2.3 Type of Schizophrenia.
    2.4 Etiology and Treatment of Schizophrenia.
    2.5 Other types of Psychotic Disorder.

Unit: 3-. Mood Disorders (12L)

3.1 Definition and symptoms of depression.

3.2 Types of depression: i) Minor Depression, ii) Major Depression, iii)Dysthymia and Premenstrual and postpartum depression.

3.3 Etiology and treatment of depression.

3.4 Suicide, types, its causes and Prevention.

Unit: 4 -Anxiety Disorders, OCD and Stress Disorder (12L)

4.1 Definition, symptoms of anxiety disorder.

4.2 Types of anxiety disorders:
   i) Generalized Anxiety Disorder.
   ii) Phobia.
   iii) Panic Disorder.
   iv) OCD.

4.3 Stress: Post traumatic and acute stress disorder.

4.4 Coping with stress.

BOOKS FOR READING:

1. Alloy, L. B., Riskind. J. H., & Manos, M. J. (2005) *Abnormal Psychology: Current perspectives.* 9th Edn. Tata McGraw- Hill: NewDelhi, India.

2. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, DSM -5th, Fifth Edition.*

3. Barlow, D. H. &Durand, V. M. (2005). *Abnormal Psychology, (4 th ed)* Pacific Grove: Books/Cole.

4. Butcher. J. N., Mineka Susan, & Hooly Jill M, (2014). *Abnormal Psychology (15th Ed).* Dorling Kindersley, (India).

5. Carson, R.C.; Butcher, J.N.; Mineka, S. and Hooley, J. M. (2007). *Abnormal Psychology, 13th ed.* N. D.: Pearson Edu.

6. Capuzzi, D and Gross, D. R. (2007). *Counseling & Psychotherapy: Theories and Intervention,* N.D. Pearson.

7. Comer, R. J. (2007). *Abnormal Psychology. (9th Edn)* New York; Worth Publishers. Davison, G. C., Neal, J. M., & Kring. A. M. (2004) *Abnormal Psychology.* (9th Edn)New York; Wiley.

8. Fauman, M. A. (1996) *Study guide to DSM-IV,* Jaypee Brothers.

9. First. M. B. & Tasman, A. (2004). *DSM-IV-TR mental disorders:*

Diagnosis, Etiology and treatment, New York: Wiley.

10. Nelson- Hoeksema, S. (2004) *Abnormal Psychology, 3rd Ed.* McGraw -Hill; New York; Wiley.

11. Oltmanns, T. F., Emery, R. E. (1995) *Abnormal Psychology,* PrenticeHall.

12. Puri, B. K., Laking, P. J. & Treasaden, I. H. *Text book of psychiatry,*
New York: Churchill Livingston.

13. Sarason, I. G. and Sarason, B. R. 11th Edn. (2005). *Abnormal Psychology: The problems of maladaptive behavior.* N. D.: Pearson Edu.

14. Sue, D., Sue, D. W., & Sue, S. (2006) *Abnormal Behaviour.* (8th Edn), Houghton Mifflin Company.

15. World Health Organization (1992). *The ICD 10: Classification of mental and Behavioral disorders: Clinical descriptions and diagnostic guidelines,* Delhi: Oxford University Press.

16. Gray, S.W. & Zide, M.R. (2008). *Psychology Pathology: A Competency based assessment model for social workers.* Cengage learning, India Edition.

Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Sem. III) **Subject:** Psychology
Course: Abnormal Psychology-I **Course Code:** UAPS 232
Weightage: 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1							3	2
CO 2					3		3	1
CO 3		3	3				3	3
CO 4	3			3			2	3
CO 5	2			3			2	2
CO 6	3						1	3
CO 7		3			2		3	3

Justification for the mapping

PO1: Research Related Skills
CO4. CO5 & CO6: Research skills are crucial for understanding the historical context of abnormal psychology and staying updated with current classifications like DSM-5 and ICD-11. Research skills are needed to understand the complexities of Schizophrenia, its symptoms, etiology, and treatment options. Research skills are essential to delve into the multifaceted aspects of suicide, including its types, causes, and preventive measures.

PO2: Effective Citizenship and Ethics
CO3 & CO7: Effective citizenship and ethical considerations are crucial when creating

awareness about mental health issues, as it involves sensitive topics that require responsible communication. Application of knowledge in real-world scenarios involves ethical considerations and an understanding of citizenship, as it affects individuals' well-being.

PO3: Social Competence

CO3: Social competence is integral when addressing mental health problems in society as it involves understanding and navigating social dynamics.

PO4: Disciplinary Knowledge

CO4 & CO5: Disciplinary knowledge is fundamental for understanding the historical context and current classifications within abnormal psychology. Disciplinary knowledge is essential for recognizing and understanding the complexities of mental disorders like Schizophrenia.

PO5: Personal and Professional Competence

CO2 & CO7: Personal and professional competence is developed through understanding the critiques, limitations, and implications associated with the diagnosis and classification of psychological diseases. Personal and professional competence is demonstrated through the practical application of abnormal psychology knowledge to real-world scenarios.

PO6: Self-directed and Life-long learning

CO1. CO2, CO3. CO4, CO5, CO6 & CO7: All COs can contribute to self-directed and life-long learning as they involve continuous exploration, analysis, and application of knowledge in the field of abnormal psychology.

PO7: Environment and Sustainability

PO8: Critical Thinking and Problem Solving

CO1. CO2, CO3. CO4, CO5, CO6 & CO7: All COs can contribute to critical thinking and problem-solving as they involve analyzing, understanding, and applying knowledge to address complex issues in abnormal psychology.

UAPS233
Growth and Development Psychology-I

Course Objectives:

1. Gain insight into the importance of studying life-span development.
2. Explore the genetic basis of development, including collaborative genes, chromosomes, genetic principles, and the impact of chromosomal and gene-linked abnormalities.
3. Examine the stages of prenatal development, assess the influence of nature and nurture, and identify potential hazards during the prenatal period.
4. Investigate the process of birth, understand birth complications, and explore postnatal development, including postnatal adjustment and associated complications.
5. Analyze physical growth, neural and brain development, and motor development during infancy.
6. Understand Physical, Cognitive, and Psychosocial Development in Early Childhood
7. Analyze Physical, Cognitive, and Social Development in Middle Childhood.

Course Outcomes:

CO1. Students will be able to articulate the importance of studying life-span development.

CO2. Students will be able to explain collaborative genes, describe genetic principles, and identify chromosomal and gene-linked abnormalities that can impact development.

CO3. Students will be able to assess the different stages of prenatal development, and analyze the interplay between nature and nurture.

CO4. Students will be able to discuss the process of birth, identify common birth complications, and analyze postnatal development, including adjustment and complications.

CO5. Students will be able to describe the physical growth, neural and brain development, motor development, and cognitive development in infancy. They will recognize the significance of nutrition during this stage.

CO6. Students will be able to evaluate physical growth, brain development, cognitive changes, Piaget's cognitive development approach, Erickson's psychosocial development theory, and factors influencing psychosocial development. They will understand the importance of family development and effective parenting.

CO7. Students will be able to analyze physical and motor development, health considerations, cognitive development theories (Piaget and Vygotsky), information processing, and social development in middle childhood. They will address the challenges of learning disabilities in school-going children.

Unit-I   Growth, Development and Beginning of Life   **(12L)**

   1.1   The Life-Span Perspective: The Importance of Studying Life- Span Development, Characteristics of the Life-Span Perspective, Some Contemporary Concerns.

   1.2 How life begins: Genetic foundation of Development: The Collaborative Genes, Genes and Chromosomes, Genetic Principles, Chromosomal and Gene linked Abnormalities Genes and Chromosomes.

   1.3 Pre-natal development stages and hazards, Nature and Nurture.

   1.4 Birth and Birth Complications.

   1.5 Post Natal Development:

       i) Post Natal Adjustment.

       ii) Complications.

Unit-II   Infancy   **(12L)**

   2.1 Physical Growth Development in Infancy-

    i) Physical growth and Neural and Brain development.

    ii) Motor Development.

   2.2 Piaget's theory of Cognitive Development.

   2.3 Development of language.

   2.4 Importance of Nutrition in Infancy.

Unit-III Early Childhood   **(12L)**

   3.1 Physical Development –

    i) Physical growth and brain development.

    ii) Cognitive Changes.

   3.2 Piaget's Approach to Cognitive Development – Pre operational thinking.

   3.3 Psychosocial development in early childhood.

    i) Erickson's theory of psychosocial development.

    ii) Factors contributing to psychosocial development.

   3.4 Family Development and Effective Parenting.

Unit IV Middle Childhood   **(12L)**

  4.1 a) Physical and Growth Development

      b) Motor Development.

      c) Health in Middle Childhood.

  4.2 Cognitive Development

    i) Piaget's and Vygotsky Cognitive Development theory.

    ii) Information processing in middle childhood.

  4.3 Social Development

  i) Friendship Development.

  ii) Family development in middle childhood.

  4.4 Problem of School going Children's: Learning disabilities.

Books for Reading

1. Berk, L. E. (2006). *Child Development. (7 Ed).* New Delhi: PearsonEducation Dorling Kindersley India pvt ltd.
2. Berk, L. E. 3rd ed. (2004). *Development through the life span.* N.D.:Pearson
3. Cook, J. L., & Cook, G. (2009). *Child Development: Principles and Perspectives.* Boston: Pearson Education
4. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). *Human Development*
5. Dacey, J. S. & Travers, J. F. (2004). *Human Development across the lifespan. (5 Ed).* McGraw Hill co.
6. Feldman R. S. 4th ed. (2006). *Development across the life span.* London:Pearson Education.
7. Feldman R. S. and Nandita Babu (2011). *Discovering the life span:* Pearson Education.
8. Hurlock, E. (1996). *Developmental Psychology.* Tata McGraw-Hill
9. Jadhav, K. M. (2012). *Vaikasik Manasshastra,* Diamond Publication,Pune.
10. Khalane shashikant (2014) *vaikasik manasshatra,*Atharve Publication
11. Kumathekar, Borude, (2012).*Vaikasik Manasshastra,* Pune Vidyarthi Gruha Prakashan, Pune.
12. Lynn M. Shelly (2014). *Handbook of Psychology: Developmental Psychology, Volume V* Viva Books, New Delhi.
13. Martha Lally and Suzanne Valentine-French (2019). *Life span development: a psychological perspective second edition.* Creative commons attribution
14. Santrock, J. W. (2007). *Adolescence. 11th ed.* N.D.: Tata M.C. - GrawHill.
15. Shaffer, D. R. and Kipp, K. 7th ed. (2007). *Development psychology: Childhood and adolescence.* Haryana: Thomson.
16. Thambirajah M.S. and Lalitha lakshmi Ramanujan. *Essential of learningDisabilities and other developmental disorders.* sage publications.

Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Sem. III)　　　　　　　　　**Subject:** Psychology
Course: Growth & Develoment Psychology-I　　　**Course Code:** UAPS 233
Weightage: 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				3		3		2
CO 2	3			1		3		2
CO 3	3			2		2		3
CO 4				2		2		3
CO 5				3		1		3
CO 6		3		3	3	3		1
CO 7			3	3		3		1

Justification for the mapping

PO1: Research Related Skills

CO2 & CO3: Research related skills are crucial to understand and explain genetic principles and abnormalities impacting development. Research skills are essential for assessing different stages of prenatal development and analyzing the complex interplay between nature and nurture.

PO2: Effective Citizenship and Ethics

CO3: Effective citizenship and ethics are crucial when evaluating the impact of various factors on psychosocial development and understanding the importance of family development and effective parenting.

PO3: Social Competence

CO7: Social competence is crucial for addressing the challenges of learning disabilities and understanding social development in middle childhood.

PO4: Disciplinary Knowledge

CO1. CO2, CO3. CO4, CO5, CO6 & CO7: All COs contribute to disciplinary knowledge as they cover various aspects of life-span development and provide a comprehensive understanding of the subject.

PO5: Personal and Professional Competence

CO6: Personal and professional competence is developed through understanding the impact of various factors on psychosocial development and the importance of effective parenting.

PO6: Self-directed and Life-long learning

CO1. CO2, CO3. CO4, CO5, CO6 & CO7: All COs contribute to self-directed and life-long learning as they involve continuous exploration, analysis, and understanding of various stages of life-span development.

PO7: Environment and Sustainability

PO8: Critical Thinking and Problem Solving

CO1. CO2, CO3. CO4, CO5, CO6 & CO7: All COs contribute to critical thinking and problem-solving skills as they require students to analyze, evaluate, and understand complex issues related to life-span development.

SEC- 1 A: **Skill Enhancement Course (SEC)** – (2 Credits)

UAPSSEC1: HEALTH PSYCHOLOGY
Learning objectives:
1) Understand the role of psychology in health.
2) To know the nature of stress and coping.
3) To understand various factors related to health and diseases.
4) To understand quality of life and promoting the good health.
5) Understand and advocate for primary prevention and health promotion strategies, including changing health habits and beliefs.
6) Enhance skills related to the role of psychology in health, emphasizing practical applications.
7) Comprehend and apply the bio psychosocial model of health in analyzing health-related issues.

Learning Outcomes: After the completion of this course students will be able to:

CO1. Understand health psychology and arrive at the introduction to the role ofpsychology in health.

CO2. Understand the nature of stress and coping

CO3. Understand various factors related to health and diseases.

CO4. Understand quality of life and promoting the good health.

CO5. Students will be capable of participating in and organizing awareness programs on global health days, demonstrating their commitment to promoting health behaviors in the community.

CO6. Students will demonstrate the ability to apply psychological principles in real-world health scenarios, showcasing effective communication and intervention skills.

CO7. Students will be able to critically evaluate health problems through the lens of the bio psychosocial model, demonstrating an integrative approach to health.

Unit-I: An Introduction to Health Psychology
1.1 Health Psychology – Definitions, Nature, Aims
1.2 Bio psychosocial Model of Health
1.3 Skills Enhancement: Role of Psychology in Health

Unit-II: Stress
2.1 Stress – Definitions, Nature & Types
2.2 Sources of Stress: Person, Family, Community and Society
2.3 Skills Enhancement: Measurement of Stress and its Effects.

Unit-III Management of Chronic Illness
3.1 Chronic Health Disorders – Denial, Anxiety & Depression
3.2 Major Chronic Health Problems- Heart Disease, Hypertension, Type IIDiabetes &

HIV/AIDS

3.3 Skills Enhancement: Participate in awareness program on prevention ofHIV/AIDS and Suicide.

Unit-IV: Primary Prevention & Health Promotion
4.1 Quality of life and Health Behaviour - Changing Health Habits & HealthBeliefs

4.2 Health Promoting Behaviours - Diet, Exercise, Sleep, Rest, Vaccination andScreening, Accident prevention.

4.3 Skills Enhancement: Participate in awareness program on world mental healthday, world diabetes day and world heart day.

Source Books

1. Ogden, J. (2017). *Health psychology: A textbook (4th ed.).*McGraw HillEducation.

2. Sarafino, Edward, P. and Smith, Timothy, W. (2012). *Health Psychology -Bio psychosocial Interaction (7th ed).* Wiley India Edition.

3. Taylor, Shelley E. (2018). *Health Psychology (10th ed.).* McGraw HillHigher Education. Indian Edition

4. Weiten, W. and Lloyd, M. (2007). *Psychology applied to modern life:Adjustment in the 21st century, Indian Edition 8th.* Thomson

5. Darekar, Deshmukh & Nikam. (2020). *Aarogyache Manasshastra.* Prashant Publication, Jalgaon.

6. Rajhans Manasi (2020). *Manasshastra Aarogyache.* Unmesh Prakashan.

Mapping of Program Outcomes with Course Outcomes
Class: SYBA (Sem. III)   **Subject:** Psychology
Course: Health Psychology   **Course Code:** UAPSSEC1
Weightage: 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				3				
CO 2				3				
CO 3				2				
CO 4				1				
CO 5		3					3	
CO 6	3		3		3			
CO 7				3		3		3

Justification for the mapping

PO1: Research Related Skills

CO6: This course outcome requires students to practically apply their research-related skills in real-world health scenarios, emphasizing effective communication and intervention, thus aligning with the development of research-related skills.

PO2: Effective Citizenship and Ethics

CO5: Participating in and organizing awareness programs on global health days reflects a commitment to promoting health behaviors in the community, demonstrating effective citizenship and ethical responsibility.

PO3: Social Competence

CO6: Social competence is reflected in the effective communication and intervention skills required to apply psychological principles in real-world health scenarios.

PO4: Disciplinary Knowledge

CO1. CO2, CO3. CO4, & CO7: These course outcomes directly address the disciplinary knowledge related to health psychology, stress, coping, factors related to health and diseases, quality of life, and the bio psychosocial model, contributing to the overall understanding of the discipline.

PO5: Personal and Professional Competence

CO6: The application of psychological principles in real-world health scenarios requires personal and professional competence, especially in terms of effective communication and intervention skills.

PO6: Self-directed and Life-long learning

CO7: The critical evaluation of health problems through an integrative approach reflects the ability to engage in self-directed and life-long learning, staying updated on the latest models and perspectives in health psychology.

PO7: Environment and Sustainability

CO5: Organizing awareness programs on global health days involves a commitment to promoting health behaviors, indirectly addressing environmental and sustainability aspects within the community.

PO8: Critical Thinking and Problem Solving

CO7: Critical evaluation of health problems through an integrative approach demonstrates critical thinking skills and effective problem-solving within the context of health psychology.