

### Details of the Course

#### Semester I: Compulsory Course

Paper	Course Code	Name of the course	Credit
I	PSY 501	Theories and System of Psychology	3
II	PSY 502	Cognitive Psychology	3
III	PSY 503	Developmental Psychology	3
IV	PSY 504	Research Methodology	3
V	PSY 505	Practical I	3
Total			15

#### Semester II: Compulsory Course

Paper	Course Code	Name of the Course	Credit
VI	PSY 551	Applied Social Psychology	3
VII	PSY 552	Health Psychology	3
VIII	PSY 553	Approaches and Methods of Psychology	3
IX	PSY 554	Statistics and Psychometrics	3
X	PSY 555	Practical II	3
Total			15

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**Semester III: Compulsory and Elective Course (Mental Health)**

Paper	Course Code	Name of the Course	Credit
XI	PSY 601-1	Behavioral Neuroscience	3
XII	PSY 602-1	Psychological Disorders	3
XIII	PSY 603-1	Psychological Assessment	3
XIV	PSY 604-1-1	Clinical Psychology	3
	PSY 604-1-2	Counseling Psychology	
	PSY 604-1-3	Psychosocial Counseling	
XV	PSY 605-1-1	Practical - Clinical Psychology	3
	PSY 605-1-2	Practical - Counseling Psychology	
	PSY605-1-3	Practical - Psychosocial Counseling	
Total			15

**Semester III: Compulsory and Elective Course (I/O Psychology)**

Paper	Course Code	Name of the Course	Credit
XI	PSY 601-2	Organizational Psychology	3
XII	PSY 602-2	Industrial Relations	3
XIII	PSY 603-2	Personnel Psychology	3
XIV	PSY 604-2	Counseling in Workplace	3
XV	PSY 605-2	I/O Psychology Practical	3
Total			15

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**Semester IV: Compulsory and Elective Course (Mental Health)**

Paper	Course Code	Name of the Course	Credit
XVI	PSY 651-1	Psychotherapy and Counseling	3
XVII	PSY 652-1	Disaster Management.	3
XVIII	PSY 653-1	Project Management	3
XIX	PSY 654-1-1	Internship: Clinical Setting	3
	PSY 654-1-2	Internship: Counseling Setting	
	PSY 654-1-3	Internship: Professional Practice and Community Engagement	
XX	PSY655	Thesis	6
Total			18

**Semester IV: Compulsory and Elective Course (I/O Psychology)**

Paper	Course Code	Name of the Course	Credit
XVI	PSY 651-2	Human Factor Psychology	3
XVII	PSY 652-2	Behavioral Finance	3
XVII	PSY 653-2	Consumer Behavior and Organizational Dynamics	3
XIX	PSY 654-2	Organizational Project Management	3
XX	PSY 655	Thesis	6
Total			18

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2. Interpersonal relationship

Unit V. Social Psychology in Clinical and Counseling Settings

(3)

Unit VI. Other Areas

(12)

1. Environmental issues
2. Sports
3. Media
4. Criminal justice
5. Politics

Unit VII. Making Framework for Application (Practical)

(3)

Teaching Methods: Lectures, classroom discussions, brainstorming, case studies, group work, classroom presentations, and project work.

#### Internal Evaluation

Headings	Marks
Attendance	5
Class participation and interaction	5
Home assignment	5
Class presentation	5
Problem-solving framework in a specific application area (any one area)	10
Preboard examination	10
Total marks	40

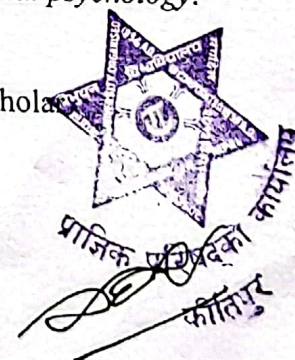
#### Recommended Readings

Gruman, J.A., Schneider, F.W., & Counts, L.M. (Eds). (2017). *Applied social psychology* (3<sup>rd</sup> ed.). Sage Publications, Inc.

Myers, D.G. & Twenge, J.M. (2018). *Exploring social psychology*. McGraw-Hill Education.

O'Doherty, K.C. & Hodgetts, D. (Eds). (2019). *The Sage handbook of applied social psychology*. Sage Publications.

Runcan, P.L. & Rata, G. (2014) (Eds.). *Applied social psychology*. Cambridge Scholar Publishing.

Steg, L., Buunk, A.P., & Rothengatter, T. (Eds). (2008). *Applied social psychology: Understanding and managing social problems*. Cambridge University Press.

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## HEALTH PSYCHOLOGY

**Semester: II**

**Paper: VII**

**Course Code: PSY 552**

**Credit Hours: 3**

**Teaching Hours: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

Health psychology adopts a biopsychosocial model of health and illness. Health psychology is a discipline that examines the causes and correlates of health, illness, chronic conditions, and (dys) function across persons and populations. This field further studies the interplay between emotional, cognitive, and behavioral/physical factors that can affect the onset, duration, recovery, and prevention (primary, secondary, or tertiary) of chronic conditions and illnesses.

### Course Objectives

This course is intended to,

- Orient the students to the biopsychosocial approach to health and illness
- Familiarize students with the importance of psychology in health promotion.

### Course Content

#### Unit I. Introduction

(9)

1. Relationship between psychology and health
2. Current perspectives on health and illness
3. Relating health psychology to other fields
4. Research methods in health psychology

#### Unit II. Using Health Services

(7)

1. Perceiving and interpreting symptoms
2. Using and misusing health services
3. Adhering to medical advice
4. Using alternative health practices



**Unit III. Stress, Illness, and Coping**

(9)

1. Stress: Concept, sources, and consequences
2. Biopsychosocial aspects of stress
3. Measuring stress
4. Stress-related illnesses: psychophysiological disorders, stress and cardiovascular disorders, stress and cancer
5. Stress coping and stress management

**Unit IV. Pain and Life-Threatening Health Problems**

(10)

1. Nature and symptoms of pain
2. Theories of pain
3. Biopsychosocial aspects of pain
4. Assessing and managing pain
5. Chronic and life-threatening health problems: Coping with chronic illness, impacts of different chronic conditions, psychosocial interventions for people with chronic conditions
6. Heart disease, stroke, cancer, and AIDS: Causes, management, and coping

**Unit V. Health Beliefs and Health Promotion**

(13)

1. Cultural diversity in causal attributions to illness
2. Illness perception
3. Determinants of health-related behavior
4. Factors in health
5. Programs for health promotion

**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments	5
Interaction in class participation and presentation	5
Health behavior awareness program	15
Performance in the term-end examination	10
Total marks	40

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### Recommended Readings

- Banyard, P. (2003). *Health Psychology in Practice: Health*. Hodder Education Group.
- Brannon, L. Updegraff, J.A., & Feist, J. (2018). *Health psychology: An introduction to behavior and health*. Cengage Learning.
- Dimatteo, M.R. & Martin, L.R. (2002). *Health psychology*. Allyn & Bacon.
- Dixit, H. (2005). *Nepal's Quest for Health*. Educational Publishing House.
- Ogden, J. (2023). *Health Psychology* (7<sup>th</sup> ed.). McGraw-Hill.
- Sarafino, E.P., Smith, T.W., King, D.B., & DeLongis, A. (2020). *Health psychology: Biopsychosocial interactions* (2<sup>nd</sup> Canadian ed.). Wiley.
- Subba, S. (2007). *Socio-cultural Construction of Illness*. Subba, U.K.
- Taylor, S.E. (2015). *Health psychology* (9<sup>th</sup> ed.). McGraw-Hill.

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## APPROACHES AND METHODS OF PSYCHOLOGY

**Semester: II**  
**Paper: VIII**  
**Course Code: PSY 553**  
**Credit Hours: 3**

**Teaching Hours: 48**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### Course Description

This course provides a comprehensive overview of foundational psychological theories and empirical studies across six major psychological approaches: Biological, Behavioral, Social, Developmental, Cognitive and Individual Difference. Using the methodology of critical analysis of the key articles, students will learn about the influence of these approaches on the modern perception of human behavior, thought, and feeling. Through the study of these articles, students will gain appreciation of the approaches, theories, and interdisciplinarity of the research in psychology. The course fosters critical thinking, discussion, and practical use of psychological knowledge in various settings.

### Course Objectives

By the end of this course, students will be able to:

- Analyze major psychological approaches and their historical significance, key theories, and foundational research
- Critically evaluate the methodologies and findings of psychological studies, applying them to cultural and societal contexts
- Synthesize knowledge from multiple psychological paradigms to address complex theoretical and practical questions.

### Course Contents

#### Unit I. Introduction to Psychological Research

1. Approaches and perspectives in psychology
2. Research methods and designs in psychology
3. Issues in psychological research
4. Debates in psychology
5. Evaluation framework

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**Unit II. Biological Approach**

1. Sleep and dreaming
2. Stimulus estimation

(6)

**Unit III. Learning Approach**

1. Social learning
2. Learned helplessness

(6)

**Unit IV. Social Approach**

1. Helping behavior
2. Ingroup favoritism

(6)

**Unit V. Developmental Approach**

1. Attachment
2. Childhood maltreatment and mental health

(6)

**Unit VI. Cognitive Approach**

1. Eyewitness testimony
2. Screen time and adolescent mental health

(6)

**Unit VII. Psychology of Individual Difference**

1. On being sane in insane places
2. Twin study

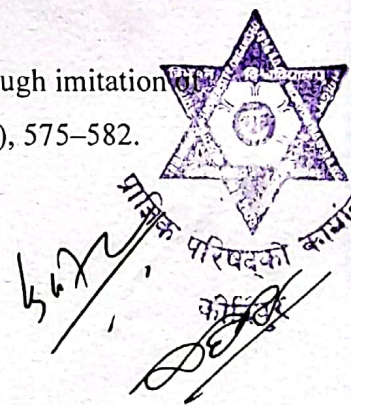
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**Internal Evaluation**

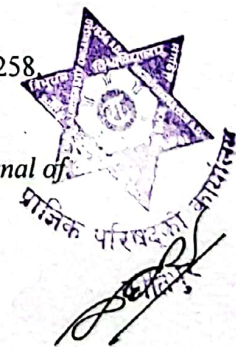
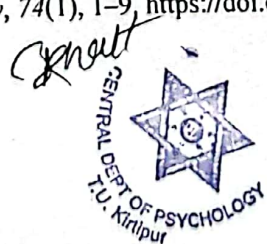
Headings	Marks
Attendance	5
Interaction, class participation	5
Presentation	5
Critical evaluation of an empirical research study	15
End-term evaluation	10
Total marks	40

**Recommended Readings**

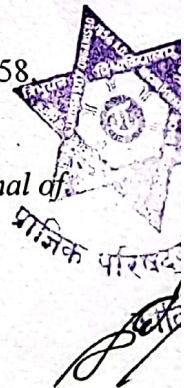
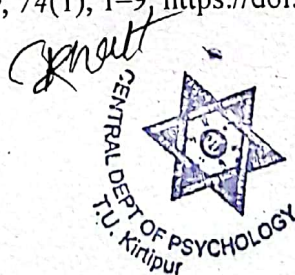
Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63(3), 575–582.  
<https://doi.org/10.1037/h0045925>



- rd, P., & Grayson, A. (2000). *Introducing psychological research*. Macmillan Press.
- ard, T. J., Jr., Lykken, D. T., McGue, M., Segal, N. L., & Tellegen, A. (1990). Sources of human psychological differences: The Minnesota study of twins reared apart. *Science*, 250(4978), 223–228. <https://doi.org/10.1126/science.2218526researchgate.net>
- nt, W., & Kleitman, N. (1957). The relation of eye movements during sleep to dream activity: An objective method for the study of dreaming. *Journal of Experimental Psychology*, 53(5), 339–346. <https://doi.org/10.1037/h0048189researchgate.net>
- al, S., Niraula, S., Sharma, N. P., Sthapit, S., Bennett, E., Pandey, R., ... & Lau, J. Y. F. (2019). History of abuse and neglect and their associations with mental health in rescued child labourers in Nepal. *Australian & New Zealand Journal of Psychiatry*, 53(12), 1199–1207. <https://doi.org/10.1177/0004867419853882>
- ss, R. (2007). *Key studies in psychology* (2nd ed.). Hodder Education.
- low, H. F., & Zimmermann, R. R. (1959). Affectional responses in the infant monkey. *Science*, 130(3373), 421–432. <https://doi.org/10.1126/science.130.3373.421>
- ftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13(5), 585–589. [https://doi.org/10.1016/S0022-5371\(74\)80011-3](https://doi.org/10.1016/S0022-5371(74)80011-3)
- agata, J. M., Al-Shoabi, A. A. A., Leong, A. W., Zamora, G., Testa, A., Ganson, K. T., & Baker, F. C. (2024). Screen time and mental health: A prospective analysis of the Adolescent Brain Cognitive Development (ABCD) Study. *BMC Public Health*, 24(1), 2686. <https://doi.org/10.1186/s12889-024-20102-x>
- Piliavin, I. M., Rodin, J., & Piliavin, J. A. (1969). Good Samaritanism: An underground phenomenon? *Journal of Personality and Social Psychology*, 13(4), 289–299. <https://doi.org/10.1037/h0028433>
- Pradhan, P. L., & Hoffman, P. J. (1963). Effect of spacing and range of stimuli on magnitude estimation judgments. *Journal of Experimental Psychology*, 66(6), 533–541. <https://doi.org/10.1037/h0041492researchgate.net>
- Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179(4070), 250–258. <https://doi.org/10.1126/science.179.4070.250>
- Seligman, M. E. P., & Maier, S. F. (1967). Failure to escape traumatic shock. *Journal of Experimental Psychology*, 74(1), 1–9. <https://doi.org/10.1037/h0024514>



- Banyard, P., & Grayson, A. (2000). *Introducing psychological research*. Macmillan Press.
- Bouchard, T. J., Jr., Lykken, D. T., McGue, M., Segal, N. L., & Tellegen, A. (1990). Sources of human psychological differences: The Minnesota study of twins reared apart. *Science*, 250(4978), 223–228. <https://doi.org/10.1126/science.2218526researchgate.net>
- Dement, W., & Kleitman, N. (1957). The relation of eye movements during sleep to dream activity: An objective method for the study of dreaming. *Journal of Experimental Psychology*, 53(5), 339–346. <https://doi.org/10.1037/h0048189researchgate.net>
- Dhakal, S., Niraula, S., Sharma, N. P., Sthapit, S., Bennett, E., Pandey, R., ... & Lau, J. Y. F. (2019). History of abuse and neglect and their associations with mental health in rescued child labourers in Nepal. *Australian & New Zealand Journal of Psychiatry*, 53(12), 1199–1207. <https://doi.org/10.1177/0004867419853882>
- Gross, R. (2007). *Key studies in psychology* (2nd ed.). Hodder Education.
- Harlow, H. F., & Zimmermann, R. R. (1959). Affectional responses in the infant monkey. *Science*, 130(3373), 421–432. <https://doi.org/10.1126/science.130.3373.421>
- Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13(5), 585–589. [https://doi.org/10.1016/S0022-5371\(74\)80011-3](https://doi.org/10.1016/S0022-5371(74)80011-3)
- Nagata, J. M., Al-Shoaibi, A. A. A., Leong, A. W., Zamora, G., Testa, A., Ganson, K. T., & Baker, F. C. (2024). Screen time and mental health: A prospective analysis of the Adolescent Brain Cognitive Development (ABCD) Study. *BMC Public Health*, 24(1), 2686. <https://doi.org/10.1186/s12889-024-20102-x>
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- Pradhan, P. L., & Hoffman, P. J. (1963). Effect of spacing and range of stimuli on magnitude estimation judgments. *Journal of Experimental Psychology*, 66(6), 533–541. <https://doi.org/10.1037/h0041492researchgate.net>
- Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179(4070), 250–258. <https://doi.org/10.1126/science.179.4070.250>
- Seligman, M. E. P., & Maier, S. F. (1967). Failure to escape traumatic shock. *Journal of Experimental Psychology*, 74(1), 1–9. <https://doi.org/10.1037/h0024514>



Turner, J. C., Brown, R. J., & Tajfel, H. (1979). Social comparison and group interest in ingroup favouritism. *European Journal of Social Psychology*, 9(2), 187-204.

<https://doi.org/10.1002/ejsp.2420090207>

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## STATISTICS AND PSYCHOMETRICS

**Semester: II**

**Paper: IX**

**Course Code: PSY 554**

**Credit Hours: 3**

**Teaching Hours: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

This course provides a foundational introduction to statistics and psychometrics in psychology, covering essential topics such as methods for describing and analyzing data. Students will learn about the nature and scope of statistics and psychometrics, focusing on key statistical techniques like correlation, regression, and various parametric and non-parametric tests. The course also explores principles of test construction and adaptation, as well as the importance of reliability and validity measures.

### Course Objectives

This course aims to,

- Provide a concept of statistical methods applied in different fields of psychology and psychometrics
- Analyze data and use appropriate statistical tools while developing or adapting psychological tests.

### Course Content

#### Unit I. Introduction to Statistics and Psychometrics

(6)

1. Statistics: Concept and scope in psychology
2. Psychometrics: Concept and scope in psychology
3. Nature of measurement in psychology
4. Types of measurement scale: Nominal, ordinal, continuous scale (interval and ratio)

#### Unit II. Basic Statistics

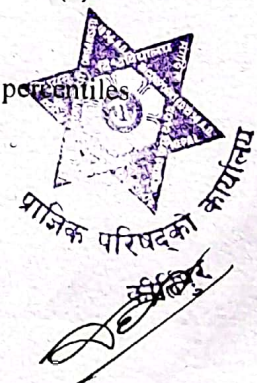
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1. Data types: Individual, discrete, and continuous data
2. Method of describing data: Percentage, mean, standard deviation, quartiles, percentiles
3. Correlation: Types, assumptions, and their applications
4. Regression: Simple and multiple, assumptions, and their applications

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**Unit III. Parametric and Non-parametric Statistics**

(15)

1. Concept of parametric and non-parametric tests
2. Characteristics of normally distributed data, standard normal curve, testing normality of the data, Z-score, Concept of the  $p$ -value
3. Estimation of population parameters from statistics
4. Independent and dependent sample  $t$ -test, effect size
5. One-way ANOVA, factorial ANOVA
6. Non-parametric alternatives to mean difference tests
7. Chi-square test: Goodness of fit and test of independence

**Unit IV. Approaches to Test Construction and Related Statistics**

(12)

1. Rational or logical approach
2. Empirical approach (Criterion-keyed method)
3. Factor analytic approach: Test construction using Exploratory Factor Analysis (EFA)
4. Item analytic approach: Classical test theory (CTT), Item Response Theory (IRT)

**Unit V. Test Adaptation and Related Statistics**

(6)

1. Test adaptation and its significance, guidelines for test adaptation
2. Steps of test adaptation
3. Reliability and validity evidence
4. Confirmatory Factor Analysis (CFA): Concept and its application

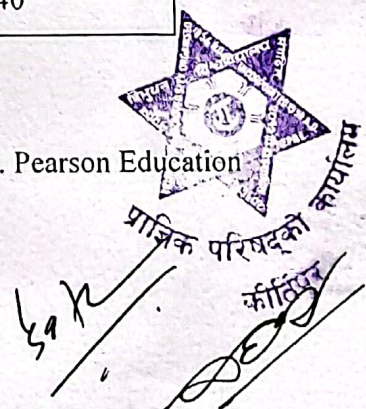
**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments: five papers	5
Interaction in-class participation and presentation	10
Adaptation of a selected Psychological Test	10
Performance in the term-end examination	10
Total marks	40

**Recommended Readings**

Aron, A., Aron, E., & Coups, E. (2014). *Statistics for Psychology* (6<sup>th</sup> ed.). Pearson Education Limited.

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- Chadha, N. K. (2009). *Applied psychometry*. Sage publication.
- Dancey, C. P. & Reidy, J. (2020). *Statistics without Maths for Psychology (8<sup>th</sup> ed.)*. Pearson Education.
- Furr, R. M. (2018). *Psychometrics: An Introduction (3<sup>rd</sup> ed.)*. Sage publication.
- Goss-Sampson, M. A. (2022). *Statistical analysis in JASP: A guide for students*, Fifth edition, The Netherlands, <https://jasp-stats.org/>
- Rust, J., Kosinski, M. & Stillwell, D. (2021). *Modern psychometrics: the science of psychological assessment*, (4<sup>th</sup> ed). Routledge.



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## PRACTICAL II

**Semester: II**

**Paper: X**

**Course Code: PSY 555**

**Credit Hours: 3**

**Teaching Hours: 48**

**Practical Evaluation: 100**

### Course Description

This course equips students with practical skills in conducting tests, computer-based data analysis, research, and test adaptation work to tackle psychological studies in today's rapidly evolving computerized world. Students will learn to analyze quantitative and qualitative data for their research pursuits. This course emphasizes the development of practical skills aligned with the theoretical concepts covered in the semester.

### Course Objectives

- To make students competent in quantitative data analysis using computer software.
- To familiarize students with qualitative data analysis software.
- To develop the ability to adapt and validate tests.
- To develop skills in assessment in health psychology.
- To acquire intervention skills in social settings.

### Course Contents

#### Unit I. Data Analysis with Computer Software (12)

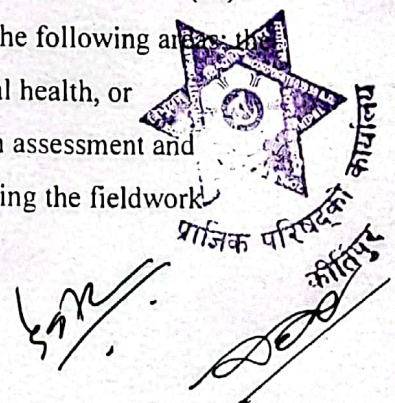
1. Quantitative Data Analysis
2. Qualitative Data Analysis

#### Unit II. Psychological Testing (12)

1. Health locus of control
2. Assessment of Well-being
3. Assessment of pain

#### Unit III. Supervised Field Visit to Study Social Behavior (12)

Students are required to plan a four-day fieldwork focused on one of the following areas: the application of social psychology in educational settings, health, mental health, or environmental issues. As part of the fieldwork, students will design an assessment and intervention framework for one of these settings and implement it during the fieldwork.



period. Faculty members will supervise the planning and execution of the interventions, ensuring quality and relevance.

An orientation training session, lasting three hours, will be conducted by faculty members on the first day of the fieldwork. To enhance learning, the training will follow a 15:1 student-to-trainer ratio. Fieldwork supervision will also adhere to the same 15:1 ratio to maintain effective guidance and support.

#### Unit IV. Development of a Research Proposal

(12)

Students have to draft a research proposal incorporating all methodological and practical concerns and a justifiable consideration of limitations.

#### Evaluation

The practical marks for each of the four groups will be 25, and the practical examination will be held on separate days. Students have to pass each group of practicals to pass this course. The external evaluator will assess students for 10 marks, and the internal evaluator will assess against 15 marks for each component.

#### Note:

1. Each section of the practical work contains a team of 15 students.
2. One professor facilitates practical activities for one section at a time.
3. A lab assistant will assist each practical class.

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