**BPHES’**

**CSRD Institute of Social Work and Research  
Ahmednagar, Maharashtra**

***Teaching Plan***

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***Course Summary***

**Course Number:** G 2

**Course Title:** Psychology for social work (syllabus downloadable at www.csrd.edu.in)

**Semester & Year:** I, 2018-19

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**Course Description:** This course on ‘Psychology for social work’ helps students to gain insight into human behaviour and work efficiently with individuals at interpersonal, group and community settings.

**Course Objectives:**

1. Understand the fundamental components of human behaviour.
2. Gain insight into factors contributing to development of personality.
3. Understand growth and development of individual at various stages in the life span.
4. Understand the processes of adjustment and not-adjustment and its impact on human behaviour.

**Expanded Description:**

This course on ‘Psychology for social work’ deals with nature and scope of Psychology applicable for social work practice. It helps the learners to understand major perspectives, branches and fields of psychology. Major perspectives on psychology are structural, functional and behavioural schools. Important fields and branches of psychology are abnormal, clinical, educational, industrial, experimental, developmental, child and adult psychology and social psychology.

This course teaches the learners the fundamentals of psychology. Psychology is the science of human behaviour. It explains the concept and factors of human behaviour. Factors influencing human behaviour are heredity, environment, intelligence, needs and motives. Developmental psychology is the most useful branch of psychology for social workers. By completing this course, the learners shall develop understanding about the characteristics, needs, tasks and problems of stages in life from conception to old age. The most popular theories of human development are Freud’s Psycho-Analytical Theory and Erickson’s Psycho-Social Theory

It is very useful for social workers to understand the psychological and social processes in behaviour, such as, learning, motivation, emotions, perception, attitudes, prejudice, biases and stereotyping. This course deals with all these psychological and social processes.

Social work intervention is essentially a psychological process of adaptation and adjustment. This course on psychology for social work explains the concepts and processes of adjustment, stress, frustration, conflict, defence mechanisms and coping mechanisms.

Problems of mal-adjustment in children, adults and intervention are the subject matters of social work practice. This course deals with the nature and types of psychological problems and the method and types of psycho social interventions.

Thus this course on ‘psychology for social work’ imparts the basic psychological information required for social work practice at individual, group and community levels.

***Readings:***

**Required texts (Recommended Readings):**

1. American Psychiatric Association (2013) *Diagnostic And Statistical Manual Of Mental Disorders* - *Fifth Edition* (DSM-5), Washington: American Psychiatric Publishing (pdf).
2. Clifford T Morgan, Richard A King, John R Weisz and John Schopler (1986) *Introduction to Psychology*, New York: McGraw Hill Inc
3. Colman, James C (1971) *Psychology and Effective Behaviour* (Indian Ed.), Mumbai: D. B. Taraporevala Sons and Co. Pvt. Ltd.
4. Gordon Ira J. (Ed.) (1965) *Human Development – Readings in Research,* Mumbai: D. B. Taraporevala Sons and Co. Pvt. Ltd.
5. Hurlock, Elizabeth (1980) *Developmental Psychology – A Life Span Approach*, 5th Ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
6. IGNOU (2010) *B1 U4 Personality Theories* (e-book)
7. IGNOU (2010) *B4 U4 Psychotherapy* (e-book)
8. Mukherjee Nilambar (2004) *Social Psycholog,* New Delhi: Dominant Publishers & Distributors
9. Murphy Gardner (1964) *An Introduction to Psychology* (Indian Ed.), Calcutta: Oxford and IBH Publishing Co
10. Newcomb, Theodore M., Rurner Ralph H., Conlerse Philipe E. (1965) *Social Psychology* – *The Study of Human Interaction*, New York: Holt, Rinehart & Winston, Inc.
11. WHO (1992) *The ICD-10 Classification of Mental and Behavioural Disorders - Clinical descriptions and diagnostic guidelines* (Blue Book) retrieved on 07 December 2016 from http://www.who.int/classifications/icd/en/bluebook.pdf?ua=1

**General References:**

1. Atkinson, John (1966) An Introduction to Motivation, New York: D. Van Nostrand Co. Inc.
2. Bee Helen L., Mitchell Sandra K.(1984)The Developing Person: A Lifespan Approach, New York: Harper and Row Publishers
3. Berry, John W., Mishra R. C., Tripathi R. C. (2003) Psychology in Human and Social Development – Lessons from Diverse Cultures, New Delhi: Sage Publications
4. Bhattacharya Srinibas (1972) Psychometrics and Behavioural Research, New Delhi: Sterling (P) L. T. D.
5. Bischof Ledbord J. (1970) Interpreting Personality Theories, New York: Harper International
6. Cameron Norman (1969) Personality Development and Psychopathalogy, Bombay: Vakils, Feffer and Simons Pvt. Ltd.
7. Cofer, C.N., Applay M.H (1980) Motivation Theory and Research, New Delhi: Wiley Eastern Ltd.
8. Daniel Robert S. (1965) Contemporary Readings in General Psychology, Boston: Houghton Mifflin Co.
9. Fairweather George W. (1964) Social Psychology in Treating Mental Illness, Sydney: John Wiley & Sons
10. Floyd, L Ruch (1970) Psychology and Life, Bombay: D.B. Taraporewala Sons and Co. Pvt. Ltd.
11. Gilbreth, L. M. (2007) The Psychology Management, Intellectual Book Bureau
12. Halleck, Seymour L. (1967) Psychiatry and the Dilemmas of Crime, New York: Harper & Row Publishers
13. Hurlock, Elizabeth (1976) Personality Development, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
14. John Radford, Ernest Govier (1987) A Textbook of Psychology, London: Sheldon Press
15. Kimball Young (1960) Handbook of Social Psychology, London: Routledge and Kegan Paul Ltd.
16. Lawrence, Cole (1953) Human Behaviour, New York: World Book Company
17. McConnell James V. (1977) Understanding Human Behaviour, New York: Holt, Rinehart and Winston
18. Mangal, S. K. (2007) General Psychology, New Delhi: Sterling Publisher Pvt. Ltd.
19. Munn, Norman (1962) Introduction to Psychology, Boston: Houghton Mifflin Company
20. Munn Norman (1955) The Evaluation and Growth of Human Behaviour, Boston: Houghton Mifflin Company
21. Payne, David A., Morris Robert F. M. (1967) Educational and Psychological Measurement, New Delhi: Oxford & IBH Publishing Co.
22. Pervin Lowrence A. (1975) Personality: Theory, Assessment and Research, New York: Johnwiley and Sons Inc.
23. Shariff Iqbal (2006) Personality Development and Social Work, Jaipur: Raj Publishing House
24. Sherif, Muzafer and Sherif, Carolyn W. (1969) Social Psychology, New York: Harper and Row
25. Skinner Charles E. (1970) Educational Psychology, New Delhi: Prentice hall of India Pvt. Ltd.
26. Thibalt, John W., Kelle,y Harold H. (1961) The Social Psychology of Group, New York, London: John Wiley & Sons
27. Writenbeg, Earl G. (1970) Interpersonal Exploration in Psycho Analysis, New York: Basic Books INC Publisher

**Teaching Methods**

This course will be taught with a combination of teaching methods such as lecture with audio visual supplements, group discussion, role plays, buzz groups, field based assignment and case presentations by students, guest lectures, library assignments and field exposures. Students may collect all the power point presentations and some e-resources of the course from the course instructors in advance. Students are expected to come prepared in the class by reading the essential course materials. They may also get familiarised with the slides prior to attend the lectures, so that they can participate in the discussions meaningfully.

All students are expected to share responsibility for taking up various assignments and participating in discussions. At least half of every class will be spent in small group assignments, experiential activities and role plays; therefore, regularity and punctuality for classes are crucial. Assigned and independently selected readings, field based assignments, case presentations, structured (written) assignments, screening of documentaries, and the lectures supported with audio-visual aids will provide the material necessary for learning psychology for social work.

**Lecture plan**

Each session will have a specific plan. The plan of session will include the introduction of topics, objectives, methods of lectures, conclusion and review questions.

**Attendance and class participation**

Students are graded for the class participation through the assignment presentation and related activities. The lecture hours heavily rely on classroom discussion and students are required to participate wholeheartedly in the discussions without any hesitation. Students are expected to read and refer to the reading materials and references given. Active listening, respect and tolerance for views of others and a stance of curiosity will all contribute to a safe and stimulating learning environment.

Students shall observe the class timings scrupulously. Students shall be regular for classes. At least 75 % attendance in every class is necessary for appearing for semester end examination. As per the institute’s policy, every absence has to be informed and get approved by the class coordinators. If the student is continuously absent for three or more days, he or she shall be allowed to sit in the class only after getting permission from director in writing.

**Class room environment**

The development of supportive learning environment is essential for the success of the teaching and learning. This environment is created taking into consideration the values and principles of social work profession. Every student in the class must learn to listen to others’ views and ideas, respect each other and thereby, create a healthy environment for sharing and learning from each other. Being able to understand and appreciate the views that are different from each other is an important factor of healthy classroom environment. It gives a positive motivation for class participation. Every student shall express their views, linking practice to theory. Field based experiences will be shared through classroom assignments. Each student will be appreciated for fostering a contribution in progressive, optimistic, safe and respectful class learning and growth. Students’ behaviour should be humble and always open to add new learning.

**Course evaluation pattern / grading mechanism**

Assignments 25 %

Internal Exam 25 %

External Exam 50 %

***Total 100 %***

**Assignments and Evaluation**

The criterion for evaluation of the course is as follows:

***Term End University Examination (External): 50 marks***

* Que. 1. Essay type questions: write any one of the two (15 marks)
* Que. 2. Short essay type questions: attempt any two out of four (2x10 = 20 marks)
* Que. 3. Short note: attempt any three out of six (3 x 5 = 15 marks)

***Internal assessment: 50 marks***

* Mid term internal test (written): 25 marks
* Multiple Choice Questions (MCQ): 10 marks
* Individual assignment: 10 marks
* Group assignment – Case Recording & Case Presentation: 05 marks

Mid term internal test will be conducted in the second half of the term which gives the students an experience of undergoing external examination. The date of the examination is already given in the academic calendar and is also available on the institute website. It checks the theoretical understanding of the students on the course and their ability to present their understanding logically. It also gives the students to familiarise with the term end examination format.

**Individual assignment**

Individual assignment is based on literature review and or field experience. The topics for individual assignments are given separately and displayed on the notice board of the office of course instructor. General structure of individual assignment is definition of the given topic from the syllabus, importance, nature, scope, related areas, objectives, methods, process and concluding remarks. The students need to submit a paper having at least 10 references in APA format.

**Last date for submission of individual assignment in the office: 10 September 2018**

**Group Assignment:**

Group assignment shall be group presentation of the learning of the students of the course. It shall be conducted towards the end of the course. The entire syllabus shall be divided among the groups and each group shall prepare a group assignment of their understanding and application of the subject (in the field). The same shall be presented in the form of a poster. Each group shall be given 10-15 minutes each to present the poster and conduct a group discussion on the same in the classroom.

**Groups for group presentation and group assignment:**

***Roll Nos:***

1-10

11-20

21-30

31-40

41-50

51-60

61-70

71-80

81-90

91-100

101-110

**Last date for submission of group assignment: 13 October 2018**

**Policy on incomplete and late assignments**

No late submission of assignment is accepted. If assignment is late or not submitted without prior approval student will lose the grade. All the incomplete assignments shall be governed by the policy of evaluation set by the examination department. If the assignments are found unsatisfactory, the students shall be required to submit the assignment again and again, until a satisfactory one is submitted. If any student fails to attend the internal examination on valid reason, he or she shall be given chance to appear for it again.

**Policy on academic dishonesty**

Students shall write the assignments honestly. They should refrain from plagiarism. Inappropriate use of assistance in preparing assignment or in the case of plagiarism the students will be asked to rewrite individually within the stipulated time.

The person shall be liable for the following if found in the case of plagiarism under the policy of plagiarism of Savitribai Phule Pune University dated 14/05/2012:

1. Fine or warning,

2. Rustication for limited period or permanent,

3. Withdrawal of degree.

In the case of mischievous behaviour during the lecture hours the student will have to leave the lecture hall and will be allowed to sit only on providing a written explanation and permission from the director to attend for further lectures.

**Policy on accommodating the differently abled**

Differently abled students who face difficulties in effective participation in class may inform the office and request for special assistance or instructors for special guidance.

**Class Schedule and Readings**

**Week One: 23 July 2018 – Introduction to the course**

* Screening of documentary
* Brainstorming and buzz group
* Explain the learners’ objectives
* Explain the course structure and teaching plan
* Introduce the reading materials
* Explain the internal and external evaluation
* Explain the assignment plan

**Week Two: 30 July 2018 - Unit- 1 Nature and Scope of Psychology**

* 1. Schools of psychology: structural, functional, behavioral

***Reading required:***

* Clifford (1986) p. 23-30

**Week Three: 6 Aug. 2018 - Unit- 1 Nature and Scope of Psychology**:

* 2. Abnormal, clinical, educational, industrial, experimental, developmental, child and adult psychology, social psychology

***Reading required:***

* Clifford (1986) p. 17-22

**Week Four: 13 Aug. 2018 - Unit-2 Human Behavior**:

* 1. Concept of Human Behavior
* 2. Factors influencing Human behaviour: Heredity, Environment, Intelligence, Needs, & Motives.

***Reading required:***

* Clifford (1986) p. 4-5: Definition
* Colman (1971) p.41-68: Determinants
* Murphy (1964) p.16-37: Determinants

**Week Five: 20 Aug. 2018 - Unit-2 Human Behavior**

* 2. Factors influencing Human behaviour: Heredity, Environment, Intelligence, Needs, & Motives.
* 3. Characteristics, needs, tasks & problems of Stages in life from conception to old age.

***Reading required:***

* Colman (1971) p.41-68: Determinants
* Murphy (1964) p.16-37: Determinants
* Hurlock, Elizabeth (1980) *Developmental Psychology – A Life Span Approach*
* Gordon Ira J. (Ed.) (1965) *Human Development – Readings in Research*

**Week Six: 20 Aug. 2018 - Unit-2 Human Behavior**

* 4. Theories of Human Development- Freud’s Psycho- Analytical Theory, Erickson’s Psycho-Social Theory

***Reading required:***

* IGNOU (2010) *B1 U4 Personality Theories* (e-book)

**Week Seven: 27 Aug. 2018 - Unit- 3: Psychological and Social Processes in Behavior**

1. Learning & Motivation.

2. Emotions

***Reading required:***

* Clifford (1986) p. 137-179: Learning
* Clifford (1986) p. 265-306: Motivation
* Colman (1971) p.142-173: Motivation
* Clifford (1986) p. 307-337: Emotion
* Murphy (1964) p.86-116: Emotion

**Week Eight: 10 Sep. 2018 – Unit- 3: Psychological and Social Processes in Behavior**

* 3. Perception
* 4. Attitudes

***Reading required:***

* Clifford (1986) p. 80-135: Perception
* Murphy (1964) p.137-155: Perception
* Newcomb (1965) p.47-151: Attitudes
* Mukherjee (2004) p.95-151: Attitudes

**Week Nine: 17 Sep. 2018 – Unit- 3: Psychological and Social Processes in Behavior**

* 5. Prejudice, Biases, Stereotyping

***Reading required:***

* Newcomb (1965) p.430-444
* Mukherjee (2004) p.179-220

**Week Ten: 24 Sep. 2018 - Unit- 4 Processes of Adaptation and Adjustment**

* 1. Concept of adjustment
* 2. Concept of stress, frustration & conflict

***Reading required:***

* Colman (1971) p.175-451

**Week Eleven: 01 Oct. 2018 - Unit- 4 Processes of Adaptation and Adjustment**

* 2. Concept of stress, frustration & conflict
* 3. Defense mechanisms

***Reading required:***

* Colman (1971) p.175-451
* Murphy (1964) p.421-439: Defence mechanism
* Clifford (1986) p.321-329: Stress

**Week Twelve: 08 Oct. 2018 - Unit- 4 Processes of Adaptation and Adjustment**

* 3. Defense mechanisms
* 4. Coping mechanisms

***Reading required:***

* Colman (1971) p.175-451
* Murphy (1964) p.421-439: Defence mechanism

**Week Thirteen: 15 Oct. 2018 – Unit- 5 Problems of mal-adjustment in children, adults and intervention**

* 1. Nature and types of problems

***Reading required:***

* Clifford (1986) p.612-665: Abnormal Psychology
* APA (2013) DSM5
* WHO (1992) ICD 10

**Week Fourteen: 22 Oct. 2018 – Unit- 5 Problems of mal-adjustment in children, adults and intervention**

* 2. Method and types of Interventions

***Reading required:***

* Clifford (1986) p.666-724: Psycho therapy
* IGNOU (2010) *B4 U4 Psychotherapy* (e-book)

**Week Fifteen: 05 Nov. 2018 – Concluding session 1**

* Feedback on internal test
* Class room assignment for revision
* Group discussion and group presentation

**Week Sixteen: 12 Nov. 2018 – Concluding session 2**

* Group discussion and group presentation
* Discussion on previous question papers and orientation for term end examination
* Course feedback (evaluation of the teachers by the students)

***(Dr. Jaimon Varghese)***