

Secondary Education Curriculum

2076

Psychology

Grade: 11 and 12

Subject Code: Psy. 119 (Grade 11), Psy. 120 (Grade 12)

Credit Hour: 5

Annual Working hours: 160

1. Introduction

Psychology is a broad and diverse field of study concerned with living beings. It is an academic and applied branch of knowledge involving the study of behavior and mental processes. It deals with the practical application of such knowledge to various spheres of human activity, including problems of individuals' daily lives and complex problems faced by human beings. It is largely concerned with humans, although the behavior and mental processes of animals can also be part of psychology research.

The curriculum aims at facilitating students in applying what they learn in their classroom to their life. It intends to make students clearly understand the key principles of the basic subject matter of psychology in grade XI and psychosocial counseling in grade XII. The course also presents an introductory course on mental health and psychosocial counseling. The primary objective of this course is to provide students with a simple and comprehensive knowledge covering all the important aspects of mental health related to Nepal, which may facilitate the students to follow a career in the future.

This curriculum has been offered as one of the optional subjects in both Grades 11 and 12 according to the national curriculum framework. It incorporates the level-wise competencies, grade-wise learning outcomes and scope and sequence of contents, suggested practical/project activities, learning facilitation process and assessment strategies so as to enhance the learning on the subject.

2. Level-wise competencies

On completion of this course students will develop the following competencies:

1. Describe broader prospects of psychology including application of psychology and identify possible careers paths in the global and local context
2. Describe the evolution of psychology and the major pioneers in the field
3. Define and describe various research methods
4. Identify major theoretical approaches in contemporary psychology
5. Identify and evaluate the role of biological, cognitive, behavioral and social factors in human behavior
6. Identify and evaluate the basis for individual differences in psychology
7. Describe the major applied areas in psychology
8. Define mental health and explain the status of mental health in Nepal
9. Identify the various categories of professionals working in the field of mental health

10. Identify different psychosocial issues in Nepali context
11. Describe the nature of psychosocial problems of adult
12. Describe the basic principles of psychosocial counseling
13. Describe the basic principles and processes of Psychological First Aid
14. Apply knowledge and skill to prepare a report.

3. Grade-wise Learning Outcomes

Grade 11

S. N.	Content Area	Learning outcomes
1	Introduction to psychology	1.1 Familiarize with the meaning and definition of psychology. 1.2 Define psychology as a science with sufficient logic. 1.3 Identify the scope of psychology.
2	Evolution of psychology and pioneers of psychology	2.1 Recognize the contribution of Greek, Hindu, and Buddhist philosophy to modern psychology. 2.2 Identify the major contributors to modern psychology.
3	Application of psychology	3.1 Understand the trend of application of psychology. 3.2 Explain the prospect of application of psychology in the local context.
4	Basic research in psychology	4.1 Identify different sources of knowledge. 4.2 Differentiate between science and common sense. 4.3 Describe scientific research methods. 4.4 Explain different steps of scientific research. 4.5 Define variables and describe their types. 4.6 Identify different types of data. 4.7 Explain sampling and identify types of sampling methods. 4.8 Describe different types of research methods and their strengths and weaknesses. 4.9 Describe ethical guidelines for psychological research.
5	Biology and behavior	5.1 Explain the biological approach to behavior. 5.2 Describe the major assumptions of the biological approach to behavior.
6	Learning and behavior	6.1 Explain the learning approach to behavior.

		<p>6.2 Be able to define learning.</p> <p>6.3 Describe different theories of learning.</p> <p>6.4 Describe the major assumptions of learning approach to behavior.</p>
7	Cognition and behavior	<p>7.1 Explain the cognitive approach to behavior.</p> <p>7.2 Describe the major assumptions of cognitive approach to behavior.</p> <p>7.3 Be able to explain the major cognitive processes that influence behavior.</p>
8	Psychological basis of individual difference	<p>8.1 Explain the psychological basis of individual difference.</p> <p>8.2 Identify the major psychological factors that cause individual difference.</p> <p>8.3 Describe the tools and techniques to measure psychological attributes.</p>
9	Practical	<p>9.1 Have practical experience of conducting a scientific investigation following guidelines for scientific research;</p> <p>9.2 Be able to document all the tasks in a proper way to prepare a scientific report.</p>

Grade 12

S. N.	Content Area	Learning outcomes
1	Humanistic psychology	<p>1.1 Describe the major theoretical assumptions and evaluate in terms of strengths and weaknesses;</p> <p>1.2 Describe major contributions of Maslow and Rogers.</p>
2	Mental health	<p>2.1 Explain the holistic concept of health;</p> <p>2.2 Relate mental health to health;</p> <p>2.3 Relate the concepts of mental health, mental illness, mental disorders, and psychosocial problems.</p>
3	Status of mental health in Nepal	<p>3.1 Trace the history of mental health services in Nepal;</p> <p>3.2 Identify the major service providers in the field of mental health;</p> <p>3.3 Describe the current status of mental health policy in Nepal;</p> <p>3.4 Identify the existing referral mechanism in Nepal.</p>

4	Psychosocial issues	4.1 Define psychosocial problems; 4.2 Describe the characteristics of psychosocial problems; 4.3 Identify the causes of psychosocial problems; 4.4 Explain how psychosocial problems are expressed.
5	Psychosocial counseling	5.1 Describe the basic concept of psychosocial counseling; 5.2 Describe the history of psychosocial counseling in Nepal; 5.3 Explain the relationship between psychosocial counseling, counseling, and psychotherapy; 5.4 Explain the scope of psychosocial counseling in Nepal; 5.5 Be aware of the current trends in Nepal.
6	Verbal and non-verbal communication	6.1 Develop an idea and skill of communication skills used in psychosocial counseling.
7	Psychosocial care and support	6.1 Develop basic idea on psychosocial care and support; 6.2 Explain the basic idea of case management; 6.3 Use the existing referral system.
8	Psychological first aid (PFA)	8.1 Describe the principles and processes of psychological first aid (PFA).
9	Intervention pyramid for emergency	9.1 Understand the psychosocial intervention pyramid.
10	Practical	10.1 Have practical experience of managing a case of psychosocial problems following the guidelines for case management; 10.2 Document all the tasks in a proper way to prepare a scientific report.

4. Scope and Sequence of Contents

Grade 11

S. N.	Content Area	Elaboration of Contents	Working Hours
1	Introduction to psychology	1.1 Meaning: Greek root, definition: as a science, how psychology developed as a science 1.2 What is science and how psychology is a science 1.3 Scope: pure- abnormal psychology, health	8

		psychology, social psychology, developmental psychology, experimental psychology, applied-clinical psychology, counseling psychology, organizational psychology, educational psychology, sports psychology	
2	Evolution of psychology and pioneers of psychology	<p>2.1 Contribution of Greek philosophy: Socrates, Aristotle, Plato</p> <p>2.2 Contribution of Hindu philosophy: Guna, humor, self</p> <p>2.3 Contribution of Buddhist philosophy: mindfulness, compassion, self-awareness</p> <p>2.4 Pioneers and major contributors of modern psychology: Wilhelm Wundt, William James, John Watson, Sigmund Freud, Jean Piaget, Abraham Maslow, Carl Rogers, Martin Seligman</p> <p>(Only brief orientation to the topics in this unit)</p>	12
3	Application of psychology	<p>3.1 Global: mental health, education, organizations, law, sports,</p> <p>3.2 Nepalese context: mental health, education, public service commission, juvenile delinquency</p> <p>3.3 Prospects of further expansion: organizational and industrial psychology, psychometry, the psychology of rural development, the psychology of tourism and hospitality</p>	12
4	Basic Research in Psychology	<p>4.1 Introduction to scientific research methods: the relationship between science and other sources of knowledge - rationalism, intuition, spirituality, and logical thinking; differences between science and common sense.</p> <p>4.2 Goals of research: observation, measurement, prediction and control</p> <p>4.3 Four steps in scientific inquiry: problem identification, hypothesis formulation, hypothesis testing, verification</p> <p>4.4 Sample and sampling: meaning and definition of sample and sampling, types of sampling- random and non-random</p> <p>4.5 Types of data: empirical vs. anecdotal, quantitative vs. qualitative, primary vs. secondary</p> <p>4.6 Descriptive research methods: concept,</p>	18

		<p>types: survey and observation, strengths, and weaknesses.</p> <p>4.7 Correlational research methods: concept, strengths, and weaknesses</p> <p>4.8 Experimental research methods: concept, strengths, and weaknesses</p> <p>4.9 Case study: concepts, strengths and weaknesses</p> <p>4.10 Ethical guidelines: informed consent, deception, debriefing, protection from harm, right to withdrawal, right to privacy, confidentiality (only brief introduction)</p>	
5	Biology and behavior	<p>5.1 Biological approach to psychology: introduction, major assumptions, strengths and weaknesses</p> <p>5.2 Genetics and behavior: genes and chromosomes; phenotypes and genotypes</p> <p>5.3 Nervous system and behavior: central nervous system, parts of the brain, structure, function, and illustration of the brain; spinal cord: structure and function, peripheral nervous system: structure and function</p> <p>5.4 Hormones and behavior: endocrine hormones and their effect on behavior pineal, pituitary, thyroid, parathyroid, adrenal, and gonads glands.</p> <p>5.5 Sensory systems: structure and function of visual, auditory, olfactory, tactual and cutaneous sensory systems (illustration of visual, auditory and olfactory systems)</p> <p>5.6 Emotion: definition, characteristics, types: positive and negative.</p>	14
6	Learning and behavior	<p>6.1 Learning psychology: introduction, definition and concept of learning: what learning is and is not</p> <p>6.2 S-R Learning theories</p> <ul style="list-style-type: none"> • Classical conditioning: Pavlov's experiment, basic elements- unconditioned stimuli, unconditioned response, neutral stimuli, conditioned stimuli and conditioned response, human applications, strengths, and weaknesses. • Operant Conditioning: Skinner's experiment, 	14

		<p>basic elements; reinforcement- positive and negative, punishment- positive and negative, human applications-shaping, strengths, and weaknesses.</p> <p>6.3 Cognitive Learning theories</p> <ul style="list-style-type: none"> • Insight learning: Kohler’s experiment, basic elements-human applications, strengths and weaknesses • Social learning: Bandura’s experiment, basic elements-attention, retention, production of behavior, and motivation and reinforcement, human applications- modeling, learning by observation, strengths, and weaknesses) <p>6.4 Constructivist learning theories</p> <ul style="list-style-type: none"> • Cognitive constructivism • Social constructivism 	
7	Cognition and behavior	<p>7.1 Cognitive approach to behavior</p> <p>Introduction to cognitive approach (the information processing model) to psychology, major elements: S-O-R paradigm, strengths, and weaknesses</p> <p>7.2 Cognitive processes:</p> <ul style="list-style-type: none"> • Sensation: Meaning, definition, the concept of sensory threshold (link to sensory organs) • Perception: Meaning, definition, characteristics • Attention: Meaning, definition, characteristics, factors affecting attention- factors in the person, factors in the object, and factors in the environment • Memory: Meaning, definition, characteristics, stages of memory-sensory, short term, long term • Forgetting: Meaning, definition, characteristics, causes- trace decay, interference • Thinking: Meaning, definition, characteristics, tools of thought- images, symbols, concepts; the role of language in thought 	18
8	Psychological basis of	8.1 Psychology of individual differences: Introduction, strengths, and weaknesses of the	12

	individual difference	<p>psychology of individual difference</p> <p>8.2 Motivation: Definition, characteristics, types: primary, secondary, motivation cycle</p> <p>8.3 Intelligence: Definition, nature, measurement of intelligence, the concept of IQ, examples of intelligence test, emotional intelligence</p> <p>8.4 Personality: Definition, determinants of personality, types of personality tests: objective and projective</p>	
9	Practical	<p>9.1 A report based on survey/naturalistic observation</p> <p>9.2 Format for Practical Report</p> <ol style="list-style-type: none"> 1. Topic 2. Introduction <ol style="list-style-type: none"> a. Objectives 3. Method <ol style="list-style-type: none"> a. Research design b. Location of the study c. Participants/sampling d. Tools e. Procedure 4. Results 5. Discussion and Conclusion 6. References 	40

Grade 12

S. N.	Content Area	Elaboration of Contents	
1	Humanistic psychology	<p>1.1 Introduction, major assumptions, strengths, and weaknesses of humanistic psychology</p> <p>1.2 Abraham Maslow: Hierarchy of needs</p> <p>1.3 Carl Rogers: Self: real and perceived; unconditional positive regard; the fully functioning person, empathy</p>	8
2	Mental health	<p>2.1 Definition of health, definition of mental health (WHO)</p> <p>2.2 Basic concepts: Mental health, mental illness, mental disorders, psychosocial wellbeing, psychosocial problems, and psychosocial</p>	12

		<p>disabilities</p> <p>2.3 Determinants of mental health: Biological, psychological and social</p> <p>2.4 Promoting mental health: Prevention through community awareness on mental health, peer group support</p>	
3	Status of mental health in Nepal	<p>3.1 History of mental health services in Nepal: OPD service, mental hospital(s), psychological services</p> <p>3.2 Major service providers: Government agencies: government hospitals; private hospitals with mental health service; non-governmental organizations working in the field of mental health</p> <p>3.3 Types of professionals in mental health: Clinical psychologists, psychiatrists, psychologists, social workers</p> <p>3.4 Para-professionals: Trained psychosocial counselors, community psychosocial workers (CPSW)</p> <p>3.5 Mental health policy: Current status</p> <p>3.6 Referral mechanism: The existing referral chain for mental health problems in Nepal</p>	12
4	Psychosocial issues	<p>4.1 Psychosocial problems: Meaning and definition</p> <p>4.2 Characteristics of psychosocial problems</p> <p>4.3 Common characteristics</p> <p>4.4 Characteristics of psychosocial problems among children, adolescents, adults, and aged people</p> <p>4.5 Stress and stressors, eustress and distress, stress management</p> <p>4.6 Expression of psychosocial problem: Idioms of distress</p> <p>4.7 Causes of psychosocial problems: Personal, family, interpersonal, community, disaster, conflict, abuse, trafficking, domestic violence, substance abuse, street children, juvenile delinquents</p> <p>4.8 Prevention of psychosocial problems</p> <p>4.9 Consequences of psychosocial problems:</p>	18

		psychological distress, psychological disorders, psychosocial disability	
5	Psychosocial counseling	<p>5.1 Meaning and definition of psychosocial counseling</p> <p>5.2 History, the emergence of psychosocial counseling in Nepal</p> <p>5.3 Similarities and differences between psychosocial counseling, counseling, and psychotherapy</p> <p>5.4 Stages of psychosocial counseling</p> <p>5.5 Scope: Humanitarian crisis, disaster, social conflict, family problems, career counseling, educational issues, crisis, community problems, day to day life</p> <p>5.6 Related fields: Traditional healing: good practices and ill practices</p> <p>5.7 Culture and counseling: Issues of diversity</p> <p>5.8 Current trends in Nepal: Pros and cons of integrating mental health services in the primary health care system and relying upon para-professionals</p> <p>5.9 Ethical issues in psychosocial counseling</p>	14
6	Verbal and nonverbal communication	<p>6.1 Non-verbal: Sitting position, open posture, leaning forward, eye contact, relaxed (SOLER)</p> <ul style="list-style-type: none"> • Verbal: Providing information, feedback, self-disclosure, challenging. 	14
7	Psychosocial care and support	<p>6.2 Mental healthcare: Primary care for mental health within a pyramid of health care (IASC pyramid)</p> <p>6.3 Psychosocial care: Concept and principles</p> <p>6.4 Case management and referral: Importance, processes, and steps</p>	18
8	Psychological first aid (PFA)	<p>8.1 Introduction to PFA (WHO 2011)</p> <p>8.2 Action principle: 3Ls-look, listen and link</p> <p>8.3 Principle of do no harm</p> <p>8.4 Dos and Don'ts in PFA</p>	12
9	Intervention pyramid for	9.1 Multilayered supports in an emergency: Basic services and security, community and family	12

	MHPSS in emergency	supports, focused, non-specialized supports, specialized services	
10	Practical	<p>10.1 Case report: Psychosocial case study format</p> <p>Student's name: _____</p> <p>Date of community visit: _____</p> <p>Psychosocial history/ Demographic data</p> <ol style="list-style-type: none"> Initials or pseudonym which will be used to refer to client throughout case study report Age Race/Ethnicity Gender Marital status and history Sexual history and preference Education Occupational history Socioeconomic status/financial situation Is the current illness creating financial distress? Religious affiliation Place of birth Anything unexpected or unique? <p>Current problems or concerns</p> <ol style="list-style-type: none"> What are they? How distressing are the problems/concerns? How long has the problems/concerns been occurring? What strategies has the client used to cope with/solve the problem? What is the incentive for change? Any previous experiences similar to current problem? <p>Socioeconomic environment</p> <ol style="list-style-type: none"> Past education, occupation, religion, economic status, discipline, and housing while growing up Current economic status Housing 	40

		<p>d. Transportation</p> <p>Assessment</p> <p>a. Problem list from medical and psychosocial history</p> <p>b. Conclusions: Conclusions should be a discussion of your assessment of the psychosocial functioning of client as well as ways in which it interfaces with his/her organic disease and overall health. If this is not readily derived from the information collected, formulated answers to the following questions will complete this section.</p> <ul style="list-style-type: none"> • What is client’s view/model of the world? • What behaviors, excess or deficits, or attitudes does client have that contribute to or alleviate his/her psychosocial and/or medical problem(s)? • What factors, genetic or environmental, may have contributed to client’s current problem(s)? <p>Plan</p> <ul style="list-style-type: none"> • List some specific suggestions regarding ways in which client can improve current situation and referral plan. 	
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5. Suggested Practical/project Activities

Different practical activities are carried out in psychology which is covered in in the practical section in scope and sequence.

6. Learning Facilitation Methods and Process

The course is primarily focused on equipping students with fundamental theories, methods, and applications of psychology. Students are also expected to develop a capacity to critically appraise the facts presented. The ultimate goal of each science is the application of its knowledge. Psychology too is an applied science, and this course also aims at enabling students to apply their knowledge in practical fields. To achieve the aforementioned goals, the course is designed to be taught using the following methods: (a) Lecture method, (b) Question-answer method, (c) Demonstration method, (d) Problem solving method, (e) Discussion method, (f) Observation method, (g) Experimental method, (h) Project work method, (i) Field visit method, (j) Case study method and other relevant methods as per the need of the content.

7. Student Assessment Method and Process

To maintain an effective track record of the student’s progress both formative and summative assessments will be effectively conducted in course of the session. Students’ participation in learning and discussion, assignments, project works, practical activities, presentation and regular

tests (weekly, monthly and trimester) are carried out as a part of formative assessment. The aim of formative assessment is to help the learners learn more rather than simply to check what they have learnt and what they have not. A continuous informal assessment of student learning provides opportunity for remedial instruction to the students.

The following strategies and tools can be used for formative assessment:

- Class work
- Home work
- Class test, unit test, trimester exam
- Project and practical work
- Creative work
- Participation in classroom activities including group discussion
- Role play, simulation and dramatization

With reference to summative assessment, both the internal and external evaluation will be utilized.

a) Internal evaluation

Internal evaluation includes classroom participation, practical works, progress assessment, and project works, which covers 25% of the weightage. Student’s knowledge, skills and competencies will be measured through internal evaluation/examination in both the classes 11 and 12. As an internal evaluation two trimester examinations will also be conducted.

The following is the basis for the internal evaluation:

S.N.	Criteria	Marks
1.	Classroom participation (Daily attendance, home assignment, classwork, individual, group and class participation in learning, participation in academic and other activities)	3
2.	Trimester exam (3 marks from each trimester exam)	6
3.	Project work, project report and presentation	16
	Total	25

b) External evaluation

The external examination carries 75 percent of weightage which will be carried out as per the specification chart developed by the Curriculum Development Centre.