

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Sl. No	Name of the Teachers	Active Classroom Discussion and Demonstration			Experiential learning							Participative Learning
		Case Study Method	Demonstration	Role Play	Brain Storming	Johari Window	Fishbowl	Training as an Intervention	Supervised Practicum	Industry Visit and Observation	Expert talk and industry-academia interaction	Research Proposal Presentation
1	Dr. Elizabeth Jasmine	Yes	Yes	Yes	Yes						Yes	Yes
2	Dr. Sunita Damodar	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	Mr. Emmanuel W	Yes	Yes	Yes	Yes					Yes	Yes	Yes
4	Dr. Sumangala S Hegde	Yes	Yes	Yes	Yes					Yes	Yes	
5	Dr. Nethravathi R	Yes	Yes	Yes	Yes			Yes		Yes	Yes	Yes
6	Mrs. Anitha Joy	Yes	Yes	Yes	Yes					Yes	Yes	
7	Mrs. Smita Chakraborty	Yes	Yes	Yes	Yes				Yes		Yes	Yes
8	Mrs. Reethu Varna P	Yes	Yes	Yes	Yes					Yes	Yes	
9	Dr. Monalisa Nayak	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			
10	Dr. Zarine Esther Immanuel	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes
11	Sr. Elsy N J	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes
12	Mr. Siddarth Srinivasan	Yes	Yes	Yes	Yes					Yes	Yes	
13	Ms. Sai Sindhura B K	Yes	Yes	Yes	Yes							
14	Mr. Prasanth P S	Yes	Yes	Yes	Yes					Yes	Yes	
15	Ms. Sharmila S	Yes	Yes	Yes	Yes			Yes			Yes	Yes
16	Mr. Surej Unnikrishnan	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes
17	Mrs. Anitha K	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes
18	Ms. Jayashree S	Yes	Yes	Yes	Yes			Yes			Yes	Yes
19	Mrs. Anusha B Menon	Yes	Yes	Yes	Yes						Yes	Yes
20	Mrs. Amrutha K R	Yes	Yes	Yes	Yes					Yes	Yes	
21	Mrs. Soniya V	Yes	Yes	Yes	Yes					Yes	Yes	
22	Mrs. S Mahalakshmi	Yes	Yes	Yes	Yes				Yes		Yes	Yes
23	Dr. Anu Anns Pious	Yes	Yes	Yes	Yes						Yes	Yes
24	Mr. Srutheesh S	Yes	Yes	Yes	Yes						Yes	
25	Ms. Bhanumathi S	Yes	Yes	Yes	Yes						Yes	Yes
26	Mrs. Elsy Leeba	Yes	Yes	Yes	Yes					Yes	Yes	
27	Mrs. Pratibha Digambar Rangdal	Yes	Yes	Yes	Yes					Yes	Yes	
28	Ms. Namitha Sheba Mathew	Yes	Yes	Yes	Yes						Yes	Yes
29	Ms. Triveni S	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes
30	Mr. Ashkar Ali	Yes	Yes	Yes	Yes					Yes	Yes	
31	Ms. Debolina Chatterjee	Yes	Yes	Yes	Yes					Yes	Yes	
32	Mrs. Delna Sunny	Yes	Yes	Yes	Yes					Yes	Yes	
33	Ms. Anwesha Ghosh	Yes	Yes	Yes	Yes						Yes	Yes
34	Dr. Aamira Zackiya S	Yes	Yes	Yes	Yes						Yes	
35	Ms. Aishwarya Subbanna	Yes	Yes	Yes	Yes						Yes	Yes
36	Fr. Emmanuel Christopher N	Yes	Yes	Yes	Yes							



Role Play

Moham. A.N.
2MPC

Role play and Role Reversal

Introduction

Role play and role reversal are crucial techniques within behavior therapy, offering dynamic and interactive methods for clients to explore and modify their behaviors, thoughts, and emotions. These techniques are utilized to enhance therapeutic outcomes across various psychological disorders and interpersonal issues. This essay delves into the historical context, theoretical foundations, core components, mechanisms of action, applications, effectiveness, challenges, and future directions of role play and role reversal in behavior therapy. By examining these facets in detail and supporting them with research evidence, this essay aims to provide an in-depth understanding of these therapeutic techniques.

Historical Context

Origins of Role Play in Therapy

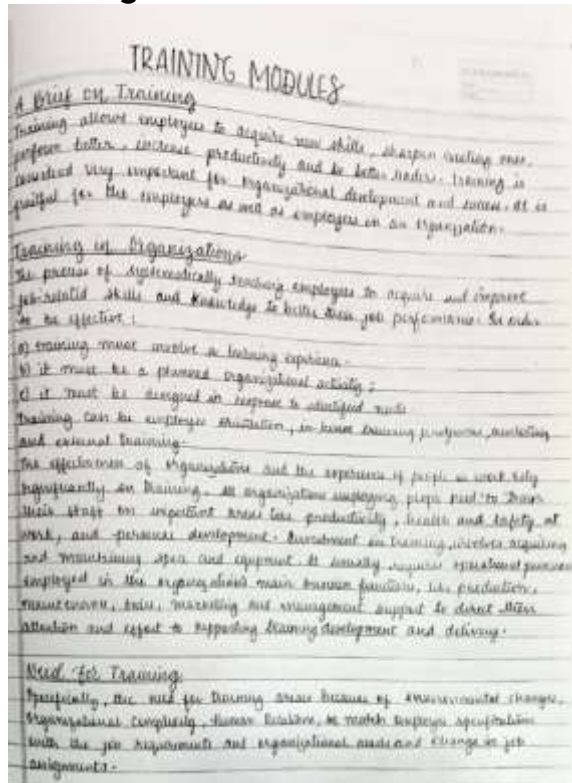
Role play as a therapeutic technique has its roots in psychodrama, developed by Jacob L. Moreno in the early 20th century. Moreno introduced psychodrama as a method where clients enact scenes from their lives to gain insights and foster emotional healing (Blatner, 2000). This approach laid the groundwork for the integration of role play into various forms of therapy, including behavior therapy.

Behavioral therapies began incorporating role play in the mid-20th century as therapists recognized the need for experiential methods to complement traditional verbal techniques. Albert Bandura's social learning theory, which emphasized observational learning and imitation, further supported the use of role play in behavior therapy (Bandura, 1977). Role play allowed clients to practice new behaviors in a controlled environment, facilitating the learning and reinforcement of desired actions.

Development of Role Reversal Techniques

Role reversal, a specific type of role play, was also introduced by Moreno within the context of psychodrama. Role reversal involves clients taking on the roles of others to gain perspective and empathy (Moreno, 1959). This technique was later adapted by behavior

Training as an Intervention



Experiential Report

24

2019, Bangalore-05

EXPERIENTIAL REPORT

Aim To demonstrate the application of brainstorming as an intervention technique to resolve or come to a consensus about a common problem or situation, i.e. enhancing employees' confidence while being in a formal group setting.

Objectives

1. To facilitate group discussion and decision making through participating brainstorming.
2. To consolidate the principles of brainstorming as a way to generate creative ideas within a group setting.
3. To maximize the number of solutions or alternatives to a problem/situation by encouraging the group to generate more ideas in a democratic manner ensuring a quality discussion.

Materials Required A4 sheet and a pen.

Procedure
 The participants are oriented about the brainstorming concept and the method to be adopted for induction. The method of brainstorming was explained enumerating the steps to be followed. The problem was explained and ground rules for discussion were established by the facilitator. A small ice breaker was conducted to warm up the



Brain Storming

MANAGEMENT GAMES

BRAIN STORMING

DEFINITION

The mulling over of ideas by more than one individual in an attempt to discover and a solution to a problem. It is also referred to as "Thinking up". It was first introduced in 1948 by advertising executive Alex Osborn in his book "Your Creative Power" as a common technique that businesses use to generate creative solutions to a variety of problems.

ORIGIN

An advertisement New York Times interested in creative thinking co-founded Benton, Bowles, Durkin and Smith, Inc. (BBDT), an advertising firm in 1917 as the globe was emerging from the aftermath of global World War I. The business eventually grew into a successful advertising agency. In 1939, when it began to get a little short on ideas and lost one of its important players, Roy Durkin who left to found his own independent agency. The idea of "Thinking up" was first presented by Osborn in his 1942 book "How to Think Up", which served as a model for the Brainstorming technique he used later.

Check Action Plan

↓

Follow up and Implementation

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Feedback and Reflection

BRAINSTORMING TECHNIQUES

1. **Traditional Brainstorming** - Participants freely share ideas verbally or in writing. A facilitator encourages an open exchange of ideas without criticism. Quick and simple encourages participation.
2. **Mind Mapping** - Create a visual representation of ideas, starting from a central concept and branching out. Encourage participants to connect related ideas and explore associations. Visualise relationships between ideas, stimulates on-line thinking.
3. **Nominal Group Technique (NGT)** - Participants generate ideas individually, share them sequentially and then collectively prioritise or vote on the best ideas. Structured process ensures equal participation and minimises groupthink. Encourages individual creativity within group decision-making.
4. **Round-Robin Brainstorming** - Each participant takes turns offering an idea until all ideas are shared. Encourages everyone's ideas opportunity to contribute without interruption. Promotes equal distribution of ideas.



Johari Window

25

Date: _____ IIPR, Bengaluru-95

JOHARI WINDOW

BACKGROUND

The term interpersonal can be defined as between persons or involving personal relationships. As interpersonal resembles is concerned with "mutual exchanges" between people. In communication, we explore relational development through the process of interpersonal similarities that people use when they engage with each other.

Central to the concept of interpersonal similarities is "JOHARI WINDOW". This communication model is developed by American psychologists, Joseph Luft and Harry Ingham in 1955, and named as 'JOHARI' by combining their first names, i.e. Joseph and Harry. Its inception was influenced by group dynamics studies at the University of California, with further refinements made by Joseph Luft.

The model is an amalgamation of many unique qualities with reference to its relevance, emphasis, influence, soft skills, behaviour, empathy, cooperation, intra-group development and interpersonal development.

JOHARI WINDOW

The Johari window is a simple and useful tool for self-awareness training.



personality development, interpersonal communication, team development, group dynamics and intergroup relations. It is also known as the disclosure/feedback model of self-awareness. This special tool provides us the opportunity to look into how we view ourselves and how others view us. It acts as a model of opening up the different lines of communication with others. It renders a way to show how we become increasingly more open to others as we get to know them and share information about ourselves.

The intersection of the extent of self-knowledge and disclosure creates four quadrants or four describing states of knowledge about the individuals.

	KNOWN TO SELF	NOT KNOWN TO SELF
KNOWN TO OTHERS	OPEN AREA	BLIND SPOT
NOT KNOWN TO OTHERS	HIDDEN AREA	UNKNOWN

FOUR WINDOWS

1. OPEN AREA
This phase is basically of our conscious self that includes our behavior, attitudes,

motivation, values and ways of life which we are aware of and which is known to others. The first phase, by name Open Area, contains information that one knows about one's own self and about which the group knows. This is characterized by free and open exchange of information between person's own self and others. The behavior here generally is public and available to everyone. The Open Area increases in size as the level of trust increases between individuals or between the individual and his group and more information

2. BLIND AREA

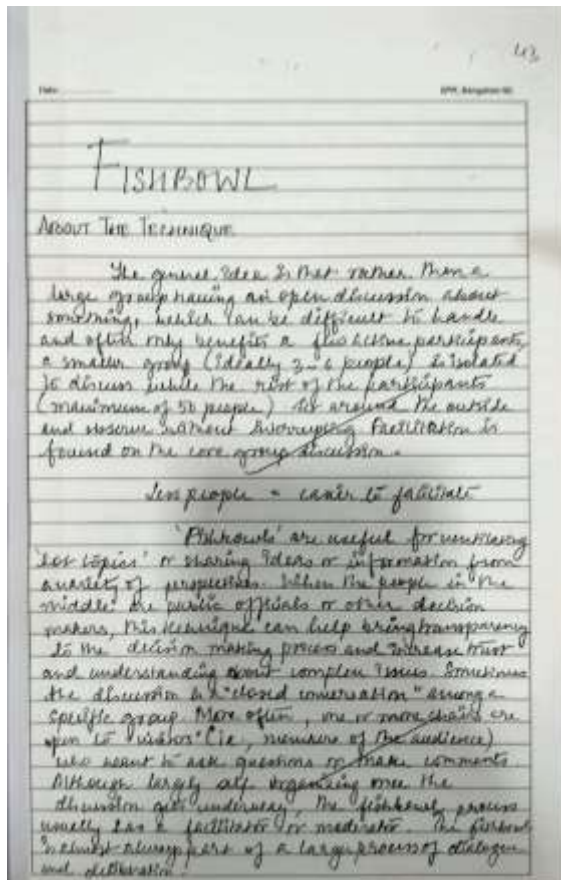
This particular phase deals with things about ourselves which we do not know, but that others can notice with profound clarity. We assume things to be true of ourselves for various reasons but that others can perceive it differently. This information may be in the form of nonverbal cues, verbal cues, the way we say things, the style in which I compare ourselves to others.

Large blind spots can limit one's interpersonal effectiveness by obscuring potential contributions and factors which can affect the quality of interactions.

3. HIDDEN AREA

This area is something that is not known to others unless we disclose it. This is an inhibition factor or fear factor which keeps a person from being open. This phase is also called as "Facade" or "Hidden Area". This information

Fishbowl



Group Activity

on

Research Proposal Presentation

Paper: Quantitative Research Methods (Paper Code104)

Class: 1 MPS & 1 MCP

Date: 01-02-2024

Description of the Activity: Develop a Research Proposal based on QRM, create a poster and present it.

Faculty in Charge: Dr. Elizabeth Jasmine & Mrs. Anu Anns Pious

Means of Communicating the Instructions



QRM group assignment

Elizabeth Jasmine • Dec 30, 2023

100 points

Due Jan 30, 11:59 PM

Further to the guidelines given in class, please note the following for better clarity:

1. You will be working in your groups for developing a research proposal as per the format of research proposal in a word document, followed by a scientific poster which you will exhibit and explain.
2. Each group has to work together to develop the document and every member has to submit the same document in GC.

3. Proposal document should not exceed 15 pages/page limit inclusive of cover page with student names and last page).

Page 1-title of the research study, names of the group members and date of submission(All contents center aligned).

Page 2, 3,- Introduction, Page 4, 5 and 6 ROL, Page 7,8,9 Methodology, Page 10,11- references, Page 12- plagiarism check report(contact librarian for the same).

Format- A4 size , font size - 12, font type Times New Roman/Arial, headings, subheadings, formatting and references to be in APA format as specified in Academic Writing Classes.

4. Deadline- Upload the soft copy of the proposal by 1:00pm on 30th January 2023 on Google Classroom. Poster presentation Date and Time will be intimated.

5. Extension of deadline not permitted, submission prior to the deadline is accepted.

6. Criteria for evaluation of word doc and poster- Intro & ROL-10 marks, Methodology-10, Adherence to APA prescribed guideline-10, Originality of the study & overall effectiveness-10, Team Work- 10(As per peer evaluation). Total -50 marks.

8. Those who require further clarifications can feel free to email me or meet me . Any other common issue or constraint can be discussed with me in the class.

Class comments



Add class comment...



Elizabeth Jasmine

Jan 23

Dear Students

In addition to the submission of research proposal in word document format in GC on 30th January, please note the below details regarding the second part of your QRM group assignment-Scientific Poster Presentation of the proposal:

1. Date and time: 31st January Wednesday 12:00 noon to 2pm, Venue- Room 301-303. Digital or scanned copy to be uploaded on GC and printed copy to be displayed in class. (Packed lunch to be carried so that 1-2 time can be utilized at the venue for having lunch).

2. 12:12:15pm setting up the display of posters using clips to attach it on the strings that will be provided.

3. Class reps should take the responsibility of inviting all teachers and your seniors to visit your class' display of posters.

5. Size of the poster- A1 size (23.4 inches height x 33.1 inches length), landscape orientation.

6. Content can be digitally designed and printed using Canva or Photoshop, or the equivalent can be hand made using colour sketch pens using neat handwriting/stencils to draft the contents and diagrams. Combining both digital and handwritten not permitted.

7. Sample poster format will be shared with you in the next post.

8. Please refer to the library of dissertations chapter 1.2.3 to understand the how sentences should be drafted in the proposal.

Content Outline for posters:

Use the following headings in the poster- 1. Title, followed by all the group members' names, Research Supervisors-Dr. Elizabeth Jasmine and Mrs. Anu Anna Pious R., IIPR college.

2. Abstract (brief summary of the planned study)

3. Background should cover introduction and ROL along with some diagrams/infographics, need/rationale of the study

Research questions.

4. Aim and Specific Objectives

5. Hypotheses, Variables

6. Method- Research design, Operational definitions, Tools for data collection, Sample, Procedure of data collection, Data Analysis techniques, Ethical Considerations.

7. References

(Results, Conclusions implications etc. not needed as you have not yet completed the study)

If you need any further clarification regarding the presentation please feel free to email me on my email id- Elizabeth.jasmine@iipr.in or you may meet me during lunch breaks or during my class.

Photos





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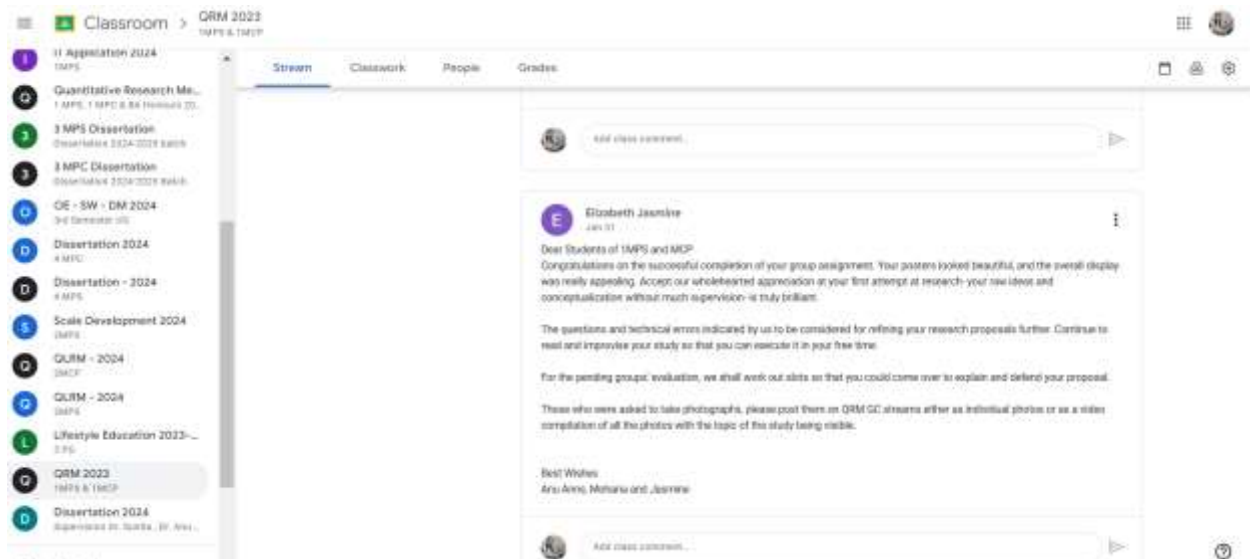
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Report

As part of the group activity of the QRM paper, the students from 1 MPS and 1MCP developed a research proposal based on quantitative research methods in groups and submitted it. Later they presented the same as posters to the entire college community. They got feedback from the entire college community on research proposal and poster presentation.

Group Activity

Second Semester Master in Counseling Psychology

Report

On July 20, 2024, an outreach program was conducted by Second Semester students of counseling psychology of IIPR College at Excellent School, a school for underprivileged children, under the guidance of Dr. Kalpana Purushotham, Judge Juvenile Justice and Adjunct professor of psychology and Dr. Zarine Immanuel, Assistant Professor of Psychology. The program aimed to create awareness and educate students on essential life skills, including hygiene, boundaries, consent, and anger management, which are crucial for their physical and emotional well-being. There was a puppet show created to create awareness on hygiene, emphasizing the importance of personal cleanliness and handwashing. Additionally, psychoeducation on boundaries and consent was provided, teaching students about appropriate touch, how to say no, and the significance of consent. Furthermore, interactive games were played to demonstrate anger management techniques, showing students how to recognize, express, and control their anger in a healthy manner. Through these engaging activities, students gained valuable knowledge and skills to promote their physical and emotional well-being, enabling them to make informed choices and develop positive relationships. By using puppet shows and games, the program made learning fun and accessible, ensuring that students were actively engaged and retained the information. Overall, the outreach program was a resounding success, providing a supportive and interactive environment for students to learn and grow. By reaching out to the underprivileged community, IIPR College demonstrated its commitment to social responsibility and empowering the next generation.



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Public Speaking



Outreach Program

← 📅 ⌚ 📧 🕒 📎 📧 📧

2 of 2118 < >

From: Bhanumathi S Psychology <bhanumathi.s@iipr.in>
Sent: Wednesday, July 3, 2024 1:01 PM
To: DEAN SECRETARY-SIMC <dean_simc@stjohns.in>
Cc: PMR <pmr@stjohns.in>; Co-ordinator Academics <coordinator.academics@iipr.in>
Subject: Seeking Permission to Visit the Department of Physical Medicine and Rehabilitation

Dean's Office
St John's Medical College
Bangalore.

Sub: **Seeking Permission for M.Sc.Psychology & M.Sc. Counselling Psychology students to visit the
Department of Physical Medicine and Rehabilitation**

Respected Sir,

Greetings from the Indian Institute of Psychology & Research, Bangalore.

On behalf of the Indian Institute of Psychology and Research,
I am writing this letter to you for your kind permission for our post-graduate students to visit the **Department of Physical Medicine and Rehabilitation, St. John's Medical College and Hospital.**

The students are 80 in number and are currently in their 4th and Final Semester of the Masters Program. The purpose of this visit is to provide students insight about the real setting and the functioning of the Rehabilitation Center. This shall enable them to get a better perspective and enlighten their knowledge of the Rehabilitation field.

It would be very helpful if you could grant us permission and kindly facilitate regarding the procedure in terms of whether there are any specific days or timings that need to be adhered to along with specific guidelines and protocol we need to adhere to.

I understand that the center has specific rules and regulations and I assure you that we will comply with them during our visit.

Thank you for your time and consideration.

With Regards,

Bhanumathi S
Assistant Professor



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St. John's Medical College

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DEAN'S OFFICE
Telephone: (080) 49466005/06
Fax: 91-80-25530737
E-mail: dean.sjmc@stjohns.in

No.3/1/VO/ 987 /24

July 5, 2024

Ms. Banumathi S
Assistant Professor
Dept. of Psychology
Indian Institute of Psychology and Research (IIPR)
Hosur Road, Bangalore

Dear Ms. Banumathi,

This is with reference to your email dated 3rd July 2024, regarding permission for educational visit to your 80 students of final Semester of the MSc. Psychology to the Department of Physical Medicine and Rehabilitation, St. John's Medical College Hospital. They are permitted to visit and interact with the Department faculty in two batches on 19th and 25th July between 2-4pm. They need to pay the stipulated fees of Rs. 10000/- at the time of visit. Payment can be made through debit/credit card or by Demand Draft in favour of St. John's Medical College, payable at Bangalore or by online transfer. Bank details are as follows:

Bank	Bank of Baroda
Branch	Johnnagar
RTGS/NEFT/IFSC code	BARB0STJOHN (fifth digit is zero)
Beneficiary A/C No.	05210200000212
Beneficiary A/C type	Current account
Beneficiary A/C name	St John's Medical College

Kindly send us the transaction details after the payment. All formalities have to be completed at the Dean's Office.

Kindly contact Dr. Badarinath Athani (ph: 080-22065143, email: hod.pmr@stjohns.in), Professor and Head of PMR regarding the programme.

With best wishes,

Yours sincerely,

DR. GEORGE A. D'SOUZA, MD, DNB
DEAN

Dean
St. John's Medical College
Bangalore - 34

cc: Dr. Badarinath Athani, Professor and Head of PMR



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