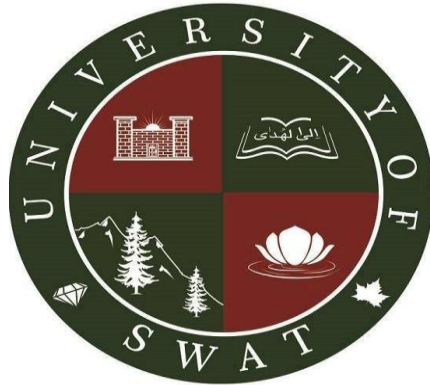


**CURRICULUM OF PSYCHOLOGY FOR
BS PSYCHOLOGY (4-year program)
(Semester System)**



***Approved by Board of Studies
2nd meeting held on
July 12, 2017
& the Syndicate***

Submitted by

**Department of Psychological Studies
University of Swat**

CURRICULUM OF PSYCHOLOGY FOR BS (HONS.) 4-YEAR PROGRAM

AIMS AND OBJECTIVES

1. To ensure that the students are aware of the nature, origin, history and scope of Psychology as a modern discipline and its relationship with other sciences.
2. To be aware of the different perspectives – functional systems and theories – used in psychology in order to study, understand and explain its subject matter.
3. To be aware of the experimental and experimental underpinning of the study of psychology and develop a scientific approach to the subject.
4. To be conversant with the biological, biochemical and genetic basis of behavior.
5. To be fully knowledgeable about the cognitive, behavioral and personality functioning of the individual: developmentally, interpersonally and socially.
6. To be familiar with the methods it employs for studying (as it is) and changing behavior (as it should be) and the strengths and weaknesses of these methods.
7. To be aware of the moral and ethical implications of psychological theories, procedures and practices.
8. To have a working knowledge of the application and the practice of psychology in real life and have all the necessary skills to continue a specialist study later on and achieve professional qualifications.
9. To be able to conceive, design, and conduct small scale research project and analyze the information and share it with other colleagues.
10. To ensure that psychology is taught as an applied discipline in scientist-reflective.
11. To be conversant with the biological, biochemical, psycho social and genetic basis of behavior.
12. Every student must participate in seminar and annual research papers in each course on current respective area of psychology.
13. The student should develop inside and personality growth through internship.
14. Individually students need to inculcate the spirit of applying control over unbridled instinctive and impulsive actions, so that they acquire inside and behave on their rational judgment.

Lay out of the BS (4-year) Courses in Psychology

Compulsory Courses		General Courses to be Chosen from other Departments		Discipline Specific Foundation Courses	
Course Title	CH	Course Title	CH	Course Title	CH
1. Functional English (Eng I)	3	Professional Ethics	3	1. Introduction to Psychology	3
2. Writing and Presentation Skills (Eng II)	3	Sociology		2. Practicals / Lab Experiments	1
3. Communication Skills (Eng III)	3	Social Work	3		2
4. One Language (UN Language)	3	Criminology		3. Applied areas of Psychology	2
5. Pakistan Studies	3	Community Development	3		
6. Islamic Studies	2	Project Planning and Management	3	3. Schools & Perspectives in Psychology	2
7. Mathematics	2	Disaster Management	3		2
8. Biology	3	Peace and Conflict Studies	3	4. Theories of Personality	3
9. Introduction to Computers	3	Conflict Resolution	3		3
		Child Development	3	5. Experimental Psychology	3
		Philosophy/ Critical Thinking	3		3+1
		Introduction to International Relations	3	6. Social Psychology	3
		Pakistan Culture and Society	3	7. Psychopathology	
		Islamic Civilization	3	8. Biological Psychology	Mandatory
		Introduction to Management	3	9. Psychological Assessment	
		Introduction to Law	3	10. Ethical Issues in Psychology	
		Mass Communication	3	11. Active Citizenship, Volunteerism/ Community work	
		Education	3		
		Understanding of Quran	3		
		Anthropology	3		
		Values & Structure of Family in Islam	3		
		Political Science	3		
		Teaching and Learning Skills	3		
		Urdu Literature	3		
Major Courses including Research Project / Internship (Compulsory Courses)		Elective Courses within the Major			
Course Title	CH	Course Title	CH		
1. Research Methods-I	3	(Any Four of the Courses may be opted from the following elective Courses in last two semesters			
2. Research Methods-II	3	• Clinical Psychology			
3. Group Research	1	• Counseling Psychology			
4. Statistics in Psychology	3	• Organizational Psychology			3
5. Data Analysis using SPSS	3	• Educational Psychology			3
6. Developmental Psychology	3	• Forensic Psychology			3
7. Gender Issues in Psychology	3	• Neuropsychology			3
8. Positive Psychology	3	• Psychology of Aging			3
9. Peace Psychology	3	• Human Resource Management			3
10. Cross Cultural Psychology	3	• Sports Psychology			3
11. Health Psychology	3	• Military Psychology			3
12. Cognitive Psychology	3	• Disaster and Trauma Management			3
13. Environmental Psychology	3	• Muslim Psychology			3
14. Internship Report/ Research Thesis/Two Special Papers	4	• Family Psychology			3
		• Practicum/Case reports			3
		(The courses should be offered in lieu of the availability of faculty and other resources.)			3

SCHEME OF STUDIES
4 YEAR INTEGRATED BS IN PSYCHOLOGY

S. No.	Course Code	Course Title	Credit Hours
SEMESTER-I			
1.	111	English-I (Compulsory)	3
2.	112	Introduction to Psychology	3
3.	113	Mathematics	3
4.	114	Pakistan Studies (Compulsory)	2
5.	115	General Education Course-I (Social Work)	3
6.	116	General Education Course-II (Mass Communication)	3
			Total 17
SEMESTER-II			
7.	121	English-II (Compulsory)	3
8.	122	Introduction to Computers	3
9.	123	Applied Areas of Psychology (F)	2
10.	124	Practicals in Psychology (F)	1
11.	125	Islamic Studies (Compulsory)	2
12.	126	General Education Course-III (Sociology)	3
13.	127	General Education Course-IV (Intro to Management)	3
			Total 17
SEMESTER-III			
14.	231	Communication Skills (Eng-III)	3
15.	232	Cognitive Psychology (Maj)	3
16.	233	Biology	3
17.	234	Environmental Psychology (Maj)	3
18.	235	General Education Course-V (Pakistan Culture and Society)	3
19.	236	General Education Course-VI (Child Development)	3
			Total 18
SEMESTER-IV			
20.	241	Arabic Language (or any UN language)	3
21.	242	Cross Cultural Psychology (Maj)	3
22.	243	Ethical Issues in Psychology (F)	3
23.	244	Gender Issues in Psychology (Maj)	3
24.	245	General Education Course-VII (Criminology)	3
25.	256	General Education Course-VIII (Disaster Management)	3
			Total 18
SEMESTER-V			
26.	351	Research Methodology-I (Maj)	3
27.	352	Statistics in Psychology (Maj)	3
28.	353	Schools and Perspectives in Psychology (F)	2
29.	354	Psychological Assessment (F)	3
30.	355	Psychological Assessment Practical (F)	1
31.	356	Mental Health and Psychopathology (F)	3
32.	366	Developmental Psychology (Maj)	3
			Total 18
SEMESTER-VI			
33.	361	Research Methodology-II (Maj)	3
34.	362	Group Research (Maj)	1
35.	363	Data Analysis using SPSS (Maj)	3

36.	365	Social Psychology (F)	3
37.	366	Health Psychology (Maj)	3
38.	367	Biological Bases of Behavior (F)	3

Total 16

SEMESTER–VII

39.	471	Experimental Psychology (F)	3
40.	472	Lab Experiments	1
41.	473	Positive Psychology	3
42.	474	Theories of Personality	3
43.	475	Elective-I	3
44.	476	Elective-II (Practicum / Case Reports)	3
45.	477	Active Citizenship/Voluntary work/ Community work (F)	Mandatory

Total (Credit Hours) 16

SEMESTER–VIII

46.	481	Peace Psychology	3
47.	482	Elective-III	3
48.	483	Elective-IV	3
49.	484	Internship Report/ Research Project/Two Special Papers	6

Total (Credit Hours) 15

Total Credit Hours: 132

In each course, the concerned teacher shall provide a thorough and upto-date list of references pertaining to the reading materials (Books, Journal, Articles, Web addresses etc.).

Semester: I **Credit Hours: 17**

Course Title: English-I (Compulsory) **Credit Hours: 3**

Course Title: Pakistan Studies (Compulsory) **Credit Hours: 2**

Course Title: Mathematics (Compulsory) **Credit Hours: 3**

General Education Course – I **Credit Hours: 3**

General Education Course – II **Credit Hours: 3**

Course Objectives

- The main aim is to familiarize students with history, main concepts, methods, and theoretical frameworks in psychology.
- The course will help students appreciate the human nature and its related concepts, thereby will gain insight into human behavior and human relationships.

Course Outcome

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

- Have a grasp over basic concepts and theoretical perspectives explaining human behavior. They will be able to appreciate the complexity of human behavior and relationships.
- They will be able to understand Psychology as science and empirical methods used for understanding different aspects of human behavior.

COURSE BREAKUP	
WEEK	CONTENTS
1	Understanding Psychology Nature and Application of Psychology with special reference to Pakistan. Historical perspective and Schools of Psychology Psychology: Scientific perspective Ethical issues Fields of psychology and their application
2	Methods of Psychology Observation, Case History Method, Experimental Method, Survey Method and Interviewing Techniques
3	Biological Basis of Behavior a. Neuron: Structure and Functions b. Central Nervous System. c. Peripheral Nervous System d. Endocrine Glands
4	Sensation Characteristics of Sensation. Major Functions of Different Sensations Senses: Vision, audition, smell, taste and kinesthetic Vision: Structure and Functions of the Eye. Audition: Structure. Functions of the Ear.
5	Perception Introduction to perception, Nature of Perception, Factors of Perception: Subjective and Objective.
6	Gestalt principles Binocular and monocular cues Illusions and extra sensory perception Social Factors of Perception. Kinds of Perception: Spatial Perception
7	Perception of Depth, Distance, Temporal Perception

	Auditory Perception
8	Attention Factors, of attention, Subjective Objective factors of attention. Span of Attention Fluctuation of Attention Distraction of Attention (Cause and Control)
9	MIDTERM EXAM
10	Learning: Definition of learning Types of learning: Classical and operant conditioning Punishment and its effects Latent and observational learning
11	Memory: Definition and types of memory Processes and techniques of improving memory Forgetting: Nature and causes
12	Cognition and Language: Concept of cognition Problem solving Judgment and decision making Language development Language and cognition Language and culture
13	Intelligence and Creativity: Concept of intelligence Theories of intelligence Assessment of intelligence Mental retardation Concept of creativity and its stages
14	Motivation and Emotion: Introduction to motivation Factors affecting motivation Introduction to emotions Types of emotions Physiology and emotion Theories of emotion
15	Personality: Defining personality Theories of personality Personality assessment
16	Social Thinking and Social Influence Social facilitation Attribution theory Crowd behavior Conformity, Obedience Helping behavior
17	Presentation and Assignments.
18	FINALTERM EXAM

RECOMMENDED BOOKS

- Atkinson R. C., & Smith, E. E. (2000). *Introduction to psychology* (13th ed.). NY: Harcourt Brace College Publishers.
- Coon, D., & Mitterer, J. (2008). *Introduction to psychology: Gateways to mind and behavior* (12th ed.). USA: Wadsworth Cengage Learning.
- Fernald, L. D., & Fernald, P.S (2005). *Introduction to psychology*. USA; WMC Brown Publishers.
- Feldman, R. S. (2005). *Understanding Psychology*. (7th ed.). New York: Mc Graw
- Fredrickson, B., Nolen-Hoeksema, S., Loftus, G., & Wagenaar, W. (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.). USA: Wadsworth.
- Fernald, F. (2005). *Munn's Introduction to Psychology*. (5th ed.). Delhi: Virender Kumar Arya for A. I. T. B. S. Publishers and Distributors.
- Glassman, W.E. (2000). *Approaches to psychology*. Open University Press.
- Hayes, N. (2000). *Foundation of psychology* (3rd ed.). UK: Thomson Learning.
- Hilgard E.R & C. H. *The Psychology of Learning*. New York: McGraw Hill.
- Ixard, C.F. *The Face of Emotion*. New York: Appleton Century Crafts.
- Kalat, J. W. (2010). *Introduction to psychology*. USA: Cengage Learning, Inc.
- Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). UK: McGraw-Hill Companies, Inc.
- Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
- Myers, D. G. (2011). *Psychology* (10th ed.). USA: Wadsworth Publishers.
- Ormord, J. E. (1995). *Educational psychology: Developing learners*. USA: Prentice Hall, Inc.
- Rathus, S. (2011). *Psychology: Concepts and connections* (10th ed.). USA: Wadsworth Cengage Learning.
- Riaz, M.N. (2005). *Psychology for Intermediate Classes*. Karachi: Oxford University Press.
- Riaz, M.N. (2007). *Areas of Psychology*. Karachi: Oxford University Press.
- Sealeman, A & Herman, D. J. (1995). *Memory from Broader Perspective*. New York: McGraw Hill.

Semester II

Credit Hours: 17

Course Title: English- II (Compulsory)

Credit Hours: 3

Course Title: Islamic Studies/ Ethics (Compulsory)

Credit Hours: 2

Course Title: Introduction to Computers (Compulsory)

Credit Hours: 3

Course Objectives

This course is designed in view of the application of computers in wide range of areas. This course would familiarize students with basics of computer. . It further aims to educate the students about the tremendous potential of computer as an instrument for research work in a variety of disciplines. It will cover brief introduction to computer hardware and software related to discipline of psychology.

Course Outcome

After having completed this course students would be able to use window software such as MS office including MS Excel, MS Word and Power point.

COURSE BREAKUP	
WEEK	CONTENTS
1	Introduction to Computers History of Computer Development Uses and Limitations Basic Units of Personal Computers Parts of a computer: A brief introduction to Hardware and Software Computer and Cognition
2	Introduction to Windows Why Windows? Basic features of Windows
3	Starting up Using Applications
4	Managing Files and Folders Managing the Desktop Change Settings
5	Introduction to MS Word Basic features of MS Word
6	Typing, editing, formatting text
7	Saving and printing Making Tables and graphs in Word
8	Numbering; Bordering the tables
9	Mid Term Exam
10	Introduction to MS Excel Basic features
11	Everyday Worksheet Tasks
12	Creating and Formatting Charts , Printing Worksheet
13	Introduction to spreadsheet; Menu bar and formula bar; Manipulating data in rows; columns and all entries; Applying formula Creating and formatting charts; Designing a table; Auto file and advance filter; Printing features
14	Introduction to Power Point Basic Features

	Preparing presentations using Power Point
15	Methods to deliver a presentation; Preparing slides /presentation; Blank presentation; Using templates for presentation; Color scheme; Animation scheme; Data formatting; Viewing an slide show; Adding clip art to slide, insigne a should or, video file, adding animations to slides; Printing in power point.
16	Using Computer for online Literature Search E-books E-journals Data Bases
17	SPSS data analysis Statistical Package for Social Sciences (SPSS 17 or Latest), or Statistica (6 or latest)
18	Final Term Exam

Recommended Books

Ali, A.S. & Nudrat, A. (2000). *Fundamental Concepts of Computer System*. Peshawar: The Aays Software Consultants and Composers.

Cozby, P.C. (1984). *Using Computers in the Behavioural Sciences*. California: Mayfield Publishing Company.

Ntoumanis, N. (2005). *A Step-by-Step Guide for SPSS and Exercise Studies*. London: 11 Fetter Lane.

Joaquim. P., & Marques. D. S. (2007). *Applied Statistics Using SPSS, STATISTICA, MATLAB and.R. (2nd Ed.)*.

Denial, B. W. (2009). *Discovering Statistics using SPSS*. University of Sussex.

Maran, R. (1995). *Windows 95 simplified*. Foster City, C.A: IDG Books World Wide, Inc.

Maran, R., & Wing, K. (1997). *Teach yourself word 97*, Foster City, C.A: IDG Books world wide, Inc.

Nelson, K.Y. (1996). *Windows 95 is driving me crazy*. Berkeley, CA: Peach Pit Press.

Person, R. (1993). *Using Excel Version 5 for windows*. Indianapolis: Que Corporation.

Person, Ron., Christopher, V. B. & Shelley O' ara (1994). *Using excel version 5 for windows*. Indian polis: Que Corporation.

Any latest books/Manuals on Microsoft Office and SPSS.

Course Title: Applied Areas of Psychology

Credit Hours: 2

Course Objective

The main objective of this course is to:

- acquaint students with scope and application of psychology in human life. They will be provided basic knowledge about different areas of specialization i.e. Clinical Psychology, Counseling, Educational Psychology, Organizational Psychology, Health Psychology, Sports Psychology, Forensic Psychology etc.

Course Outcome

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

- Appreciate the role of different applied areas of psychology to improve quality of life of human beings and the course will also orient students for decision making as to which particular area of specialization they would like to peruse as career.

Course Contents

Introduction

Scope of Psychology

Introduction of Applied Areas of Psychology

Clinical Psychology

Introduction: aims and scope

Brief History

Role of a Clinical Psychologist

Perspectives of Clinical Psychology

Clinical Assessment and Intervention

Status of Clinical Psychology in the World

Status of Clinical Psychology in Pakistan

Counseling Psychology

Introduction: aims and scope

Brief History

Role of a Counseling Psychologist

Perspectives of Counseling Psychology

Assessment and Intervention

Status of Counseling Psychology in the World

Status of Counseling Psychology in Pakistan

Organizational/Industrial Psychology

Introduction and Brief History of I/O Psychology

Scope of I/O Psychology

Approaches to I/O Psychology

Services provided by I/O Psychologists

Assessment and Intervention

Status of I/O Psychology in the World

Status of I/O Psychology in Pakistan

Developmental Psychology

Introduction: Aims and scope
Brief History
Role of a Developmental Psychologist
Approaches of Developmental Psychology
Assessment and Intervention
Status of Developmental Psychology in the World
Status of Developmental Psychology in Pakistan

Health Psychology

Introduction: aims and scope
Brief History
Role of a Health Psychologist
Models of Health Psychology
Assessment and Intervention
Status of Health Psychology in the World
Status of Health Psychology in Pakistan

School and Educational Psychology

Introduction: aims and scope
Brief History
Role of a School Psychologist
Perspectives of School Psychology
Assessment and Intervention
Status of School/Educational Psychology in the World
Status of School/Educational Psychology in Pakistan

Sports Psychology

Introduction: aims and scope
Brief History
Role of a Sport Psychologist
Perspectives of Developmental Psychology
Assessment and Intervention
Status of Sport Psychology in the World
Status of Sport Psychology in Pakistan

Forensic Psychology

Introduction: aims and scope
Brief History
Role of a Forensic Psychologist
Perspectives of Forensic Psychology
Assessment and Intervention
Status of Forensic Psychology in the World
Status of Forensic Psychology in Pakistan

Recommended Books

- Aamodt, M. (2004). *Applied industrial/organizational psychology*. (4th ed.). UK: Wadsworth, a division of Thompson Learning.
- Baron, R. A. (2004). *Social psychology* (10th ed.). UK: Pearson Education.
- Bartol, C. R. (2012). *Introduction to forensic psychology: Research and application*. SAGE publications Inc.
- Cox, H, R. (2007). *Sports psychology: Concepts and applications*. (6thed.). McGraw Hill Companies.
- Fulero, S. M., &Wrightsmann. (2009). *Forensic Psychology* (3rd ed.). Australia: Wadsworth.
- Gelso, C.&Fretz, B. (2001). *Counseling psychology: Practices, issues, and intervention*. USA: Harcourt, Inc.
- Hurlock, E. (1980). *Developmental psychology: A life span approach*. (5thed.). TATA McGraw-hill.
- Kaur, R. (2006). *Child psychology: New trends &innovations*. India: Deep and Deep Publications PVT, Ltd
- Kring, A. M. (2010). *Abnormal psychology* (11th ed.). UK: John Wiley and Sons.
- Levin, M., & Perkins, D. D. (2004). *Principles of community psychology: Perspectives and applications* (3rd ed.). USA: Oxford University Press.
- Singh, P. (2004). *Organizational psychology*. India: Centrum Press.
-

Course Title: Practical in Psychology**Credit Hours: 1**

Following experiments shall be performed by the students.

- Color zones of retina
- Fluctuation in attention
- Muller Lyer illusion
- Perceptual grouping
- Size constancy
- Span of attention
- Concept formation
- Maze learning
- Memory: Function of recitation
- Memory: Function of time (saving method)
- Memory: Method of serial reproduction
- Retroactive and proactive inhibition
- Weber's Law
- Transfer of training
- Object assembling
- Point of subjective equality

Recommended Books

Collins, M. & Drever, J. (1949, 2005). *A first laboratory guideline psychology*. London: Methuen & Company. Electronic copy at

<http://www.archive.org/details/firstlaboratoryg032435mbp>

Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2008). *Experimental psychology (International student edition)*. USA: Cengage Learning,

Mohsin, S. M. (1991). *Experiments in psychology*. Mito Lal Banarsi Das Delhi- Varnasi Patna India.

Myers, A. & Hansen, C. H. (2011). *Experimental psychology*. USA: Cengage Learning

Postman, L, & Egan J. P. (2001). *Experimental psychology: An introduction*. New Delhi: Kalyan Publishers.

Woodworth, R.S. (1983). *Experimental psychology*. New York: Henry Holl & Co

General Education Course-III**Credit Hours: 3**

General Education Course-IV**Credit Hours: 3**

SEMESTER- III

Credit Hours: 18

Course Title: English-III (Communication Skills) Compulsory

Credit Hours: 3

Course Title: Cognitive Psychology

Credit Hours: 3

Course Objectives

This course provides an understanding of the mental processes involved in cognition, perception, attention, memory, thinking, language and reasoning processes. The core focus will be on how information is received, perceived, filtered, stored, retrieved and conveyed and it will provide an understanding of the mental processes through which information is acquired, processed and conveyed.

Course Outcome

After completing this course students will be able to:

- think critically about the internal processes involved in human cognition.
- articulate the basic principles, major theories, and research concerning higher mental processes.

Course Contents

Introduction

Nature and Scope of Cognitive Psychology
Historical Perspective

Neural Basis of Cognition

Neural representation of information
Organization of the brain and neural localization of function
Information coding in visual cells

Perception and Attention

Sensory memory: Iconic memory & echoic memory
Pattern recognition: Template matching and Feature Analysis
Speech recognition and Voice onset time
Perceptual Laws of Organization
Object Perception
Spatial vs. linear representation
Depth Perception
Colour Perception
Perception of Movement

Knowledge Representation

Perception based knowledge
Meaning based knowledge

Memory

Implicit and Explicit memory
Retention in episodic memory
Working memory and long term memory
Interference: Fano effect
Recall vs. recognition

Thinking and Problem solving

Mean –end Analysis
Problem Solving by Analogy
Heuristic and algorithms

Reasoning

Deductive and inductive reasoning
Conditional reasoning
Syllogism

Language

Language comprehension: Parsing, Semantic considerations and Utilization.
Language and thought
Child language Acquisition
Psycholinguistics
Linguistic Determinism
Transformational Grammar

Recommended Books

Friedenberg, J. (2012). *Cognitive science* (2nd ed.). Los Angeles: Sage.
Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. Thousand Oaks: SAGE Publications.
Groome, D. (2013). *An introduction to cognitive psychology: Processes and disorders*. London: Psychology Press.
Kellogg, R. T. (2012). *Fundamentals of cognitive psychology* (2nd ed.). Los Angeles: Sage.
Medin, D., Ross, B., & Markman (2005). *Cognitive psychology*. (4th ed.). UK: John Wiley Inc.
Parkin, A. J. (2013). *Essential cognitive psychology: Classic edition*. Hove, East Sussex: Routledge.
Reed, S. K. (2000). *Cognition* (5th ed.). Belmont: Wadsworth / Thomson Learning.
Reisberg, D. (2013). *The Oxford handbook of cognitive psychology*. Oxford: Oxford University Press
Robinson-Riegler, G. (2012). *Cognitive psychology* (2nd ed.). South Asia: Pearson.
Sternberg, R. J. (2005). *Cognitive psychology*. New York: Wadsworth.
Sternberg, R. J. (1999). *Cognitive psychology* (2nd ed.). New York: Harcourt College Publishers.
Sternberg, R. J., Sternberg, K., & Mio, J. S. (2012). *Cognitive psychology*. Australia: Wadsworth/Cengage Learning

Course Title: Biology (Compulsory)

Credit Hours: 3

General Education Course V

Credit Hours: 3

Course Title: Environmental Psychology

Credit Hours: 3

Course Objectives

The main objectives of the course are:

- to familiarize students with the concepts of Environmental Psychology, theories and perspectives, and research methods of environmental psychology.
- to provide knowledge about human-environment interaction and how both affect each other.

Course Outcome

After having completed the course students will be able to:

- explore and understand various perspectives on human-environment interrelationship and develop an insight into the ways in which the environment influences our feelings and experiences

Course Contents

Introduction

Definition and Scope

Historical background

Importance and Application of Environmental Psychology

Nature and Human Behavior

Environmental perception, cognition & attitude

Social interaction and the environment

Impact of environment on personality development and individual differences

Theories of Environmental Psychology

Arousal Theories

Stimulus Load

Behavioral Constraint

Adaptation Level Theories

Environmental Stress Theories (Ecological Theories)

Research Methods in Environmental Psychology

Weather, Climate and Human Behavior

Disasters, toxic hazards and pollution

Catastrophes and Human Adjustments

Future Environmental Challenges posed to humanity

Impact of Environment Changes in Industrial and Geographical Development

Personal space and territoriality

Noise, air and water pollution

Factors in Adjustment to Environment: gender, age, job, family, fashion, religion, society

Effects of Environmental stressors

Town Planning and Urbanization

Phenomenon of Urbanization

Planning and design for human behavior

High density and crowding

The Built Environment and Human Adjustment

Design in residential and institutional environments

Work, Learning and Leisure environments

Changing behavior to save the environment

Mob and Group Behavior in Environmental and Cultural Variances

Recommended Books

Baum, A. (1998). *Advances in environmental psychology*. New York: Lawrence Erlbaum Associate.

Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental psychology* (5th ed.).

USA: Harcourt College Publishers.

Cassidy, T. (1997). *Environmental psychology*. UK: Psychology Press.

Garling, T., & Golledge, R. (Eds.). (1993). *Behaviour and environment: Psychological and geographical approaches*. Amsterdam: North Holland.

Golledge, R. G. & Stimson, R. J. (1997). *Spatial behavior: A geographic perspective*. NY: Guilford Press.

Spindler, G. D. (1998). *Making of psychological anthropology*. California: University of California Press.

Stokols, D., & Altman, I. (Eds.). (2000). *Handbook of environmental psychology*. New York: Wiley.

Semester-IV

Credit Hours: 18

Course Title: English-IV (any UNO Language)

Credit Hours: 3

General Education Course VII

Credit Hours: 3

General Education Course VIII

Credit Hours: 3

Course Title: Cross Cultural Psychology

Credit Hours: 3

Course Objectives

- The course will cover social and cultural aspects of human behavior; differentiation between area studies, cross-cultural studies, and intercultural studies and aims to familiarize students with cross-cultural research.

Course Outcome

At the completion of the course the student will be able to:

- have complete awareness about cultural diversity
- engage with people from different cultures and understand and analyze cultural practices and customs.
- it will also enable students conduct cross cultural research

Course Contents

Understanding Cross Cultural psychology

Defining and understanding culture
Historical and theoretical foundations
Nature and scope of cross cultural psychology
Acculturation and multiculturalism

Cross-Cultural Research

Methodological issues in cross cultural research

Considerations for conducting cross cultural research

Translation, adaptation and application of psychological tests across cultures

Indigenous research and current issues across cultures

Human Development and Socialization:

Culture and developmental processes
Culture and social behaviors
Parenting practices across cultures
Social perception and social cognition
Social interaction: Conformity, social influence, social loafing
Intergroup and intergenerational relations across cultures
Emotional development and regulation processes across cultures
Ethnocentrism, prejudice, stereotyping, and discrimination
Gender and sex trait stereotypes
Culture and identity
Culture, language, and communication

Application of Cross Cultural Psychology

Mental health, Intelligence
Individual and Community
Happiness, success and well being
Spirituality and religion
Human rights and law
Global Community
Immigration

Recommended Books

Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of cross-cultural psychology*. (Vol. I). Boston: Allyn & Bacon.

Berry, J. W., Poortinga, Y. H., & Pandey, J. (Eds.). (1997). *Handbook of cross-cultural psychology*. (Vol. I). Boston: Allyn & Bacon.

Kagitcibasi, C. (1996). *Family and human development across cultures*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Keith, K. D. (2010). *Cross-cultural psychology: Contemporary themes and perspectives*. UK:

Wiley Blackwell.

Laungani, P. D. (2007). *Understanding cross cultural psychology*. India: Sage Publications Ltd.

Matsumoto, D. & Juang, L. (2004). *Culture and psychology*. Sydney: Thomson's Wadsworth.

Rohner, R. P. (1986). *The warmth dimension: Foundation of parental acceptance rejection theory*. Beverly Hills, CA: Sage Publication, Inc.

Rohner, R. P. (1999). *Handbook for the study of parental acceptance and rejection*. Stress, CT: University of Connecticut.

Shireav, E.B. & Levy, D.A. (2012). *Cross-cultural psychology: Critical thinking and contemporary applications* (5th ed.). India: New Delhi

Course Title: Ethical Issues in Psychology

Credit Hours: 3

Course Objectives

The objective of this course is to introduce students with:

- Knowledge of Ethical guidelines devised by APA and other International bodies for Psychologists, both as researcher and professionals.
- the intent, organization, procedural consideration, and application of Code of ethics to guide them to towards attaining professional credibility and integrity as a researchers and practicing psychologist.

Course Outcome

At the completion of the course the student will be able to:

- understand the ethical guidelines for conducting research in Psychology and professional ethics
- will have a sense of code of conduct both as a researcher and a professional psychologist.

COURSE BREAKUP	
WEEK	CONTENTS
1	Introduction and Applicability of Ethical Issues Historical development Code of Ethics provided by APA, BPS, and other international bodies
2	General Principles Ethical conduct of Psychologists; Ethical Principles of Psychologist;
3	Ethical Standard; Ethical Committees; Formation of working guidelines Privacy and Confidentiality; Classroom Materials;
4	Ethical Standards Resolving ethical issues Competence Human relations: Respecting Diversity, Dual role

	Privacy and confidentiality
5	Research Data, Assessment Materials Psychologists and social responsibility
6	Ethics in Psychotherapy; Therapists' obligations;
7	Sexually intimated behaviour with clients, dual relationship;
8	Conflict of interest situation Psychologists and advertising
9	MID TERM EXAM
10	Advertising and other public statements Acceptable advertisement; Unacceptable advertisement
11	Ethical issues involved in experimentation with human and animal subjects
12	Relationship with colleagues
13	Monitoring conduct of colleagues; Vindictive/ difficult colleague; relationship with students/ employees
14	Ethics and Psychological research; Psychologists responsibility;
15	Volunteerism; Enticements; Concealment; Distortion, Deception; Debriefing
16	Record keeping and fees Education and training Assessment Therapy and counseling: Professional ethics
17	Research and publication: Plagiarism
18	FINAL TERM EXAM

Recommended Books

Alderson, P. (2011). *The ethics of research with children and young people* (2nd ed.).

Sage: Los Angeles.

Anderson, S. K. (2010). *Ethics for psychotherapists and counselors*. UK: Wiley-Blackwell.

American Educational Research Association, American Psychological Association & National Council of Measurement in Educational (1985). *Standard for educational and psychological testing*. Washington, DC: American Psychological Association.

American Psychiatric Association (1994). *Diagnostic and statistical manual-IV-TR* (2000). USA: Author

American Psychological Association (2002). *Publication manual of the American psychological association* (5th ed.). USA: Author.

APA Code of Ethics (1999). *Ethical principles of psychologists and code of conduct*. *American Psychologists*, 47, 1597-1611.

Banyard, P. (2011). *Ethical issues in psychology*. UK: Routledge.

British Psychological Society (2009). *Ethical guidelines and support*. Author

Canadian Psychological Association. (2000). *Canadian code of ethics for psychologists* (3rd ed.). Author.

Kimmel, A.J. (2007). *Ethical issues in behavioural research : Basic and applied perspectives*. UK: Wiley-Blackwell.

Course Objectives

- To give an introduction to Psychology of gender differences and related research evidence
- To acquaint students with the contemporary gender related debates and issues particularly in the Pakistani context.

Course Outcome

At the successful completion of this course the students will be able to:

- Differentiate facts from myths about gender differences
- Examine and criticize the validity of claims about sex and gender differences in the context of personality, cognition, mental health, morality, achievement, empathy and aggression
- Contemplate about gender issues faced particularly in the Pakistani context such as abuse, harassment, ownership of property, gender discrimination across different levels

Course Contents

Introduction

Why study psychology of Gender

Scope of Psychology of Gender

History of Psychology of Gender

1894-1936: Gender differences in intelligence

1936-1954: M/M as a global personality trait

1954-1982: Sex typing & androgyny

1982-present: Gender as a social category

Gender & Related Paradigms

Sex differences and physiology

Sex differences in brain architecture

Theories of gender

Sociobiology and evolutionary psychology

Research evidence in sex differences

Gender: Role Attitudes

Attitudes towards men's & women's roles

Affective component: Sexism

Cognitive component: Genderrole typing

Behavioral component: Sex discrimination

Gender and Aggression

Aggression /violence

Theories of aggression

Biological, sociallearning, gender-role theory

Cognitive theories

Rape and other form of sexual coercion: Prevalence and incidence
Characteristics of perpetrator & victims
Domestic abuse
Characteristics of perpetrator & victims
Sexual harassment
Characteristics of perpetrator & victims

Psychology of Women: Issues

Emergence and history of psychology of women in the west and in Pakistan
Women and law (PPC & Shariah)
Women and psychopathologies

Psychology of Men: Issues

Emergence and history of psychology of men in the west and in Pakistan
Men and law (PPC & Shariah)
Men and psychopathologies

New Men, New Women, New Relationships

Changes in values, economics and employment
New men, new women & new relationships

Gender Issues in the Pakistani Context

Contemporary issues
Current Issues

Recommended Books

- Brannon, L. (2011, 2008, 2005). *Gender: Psychological perspectives*. USA: Allyn and Bacon.
- Brettell, C. B. & Sargent, C. F. (2009). *Gender in cross-cultural perspective* (5th ed.). New Delhi, India: PHI Learning.
- Lindsey, L. L. (2011). *Gender roles: A sociological perspective*. (5th ed.). New Delhi, India: PHI Learning.
- McCracken, J. (1997, 2009). *Thinking about gender: A historical anthology*. USA: Harcourt Brace & Company.
- Hassan, I. N. (1990). *The psychology of women*. Pakistan: Allama Iqbal Open University
- Helgeson, V. S. (2005). *Psychology of gender*, (2nd ed.). UK: Pearson and Education
- Ussher, J. M. & Paula, N. (1992). *Gender issues in clinical psychology* (Eds.). New York: Rutledge Champion and Hall.
-

Semester – V

Credit Hours: 18

Course Title: Mental Health and Psychopathology

Credit Hours: 3

Course Objectives

The course aims to familiarize the students with:

- basic concepts of Abnormal Psychology; about historical development and current status of abnormal Psychology; main systems of classification and diagnosis, symptomatology, diagnostic criteria and etiological factors of different psychological disorders.

Course Outcome

At the completion of the course the students will be able to:

- Become acquainted with the use of the DSM - IV - TR for making 5-axial diagnosis and will also be able to make differential diagnosis.
- Examine clinical manifestations, epidemiology, etiology, treatment, course and prognosis of selected disorders.
- identify physical / organic problems that can cause or exacerbate emotional and interpersonal problems.

Course Contents

Introduction to Abnormal Psychology

Criteria of normality and abnormality

Diagnostic classification system-DSM & ICD

History of Abnormal Psychology

Dark ages & demonology

Greeks & Romans

Middle ages

Renaissance

Nineteenth & twentieth centuries

Current status and controversies

Significant developments & achievements

Psychopathology

Neurodevelopmental disorders

Schizophrenia spectrum and other psychotic disorders

Bipolar and related disorders

Depressive disorders

Anxiety disorders

Obsessive compulsive and related disorders

Trauma and stressor related disorders

Dissociative disorder

Somatic symptoms and related disorders

Feeding and Eating disorders

Elimination disorder

Sleep-wake disorders

Sexual dysfunctions

Gender dysphoria
Disruptive impulse control and conduct disorders
Substance related and addictive disorders
Neuro-cognitive disorders
Personality disorders
Paraphilic disorders
Other Mental disorders
Medication induced movement disorder and other adverse effect of medication
Other conditions that may be a focus of clinical attention

Recommended Books

- American Psychological Association.(2003). *Diagnostic and statistical manual of mental disorders IV-TR*. Author.
- Barlow, D. H. (2012). *Abnormal psychology* (6th ed.). Australia: Wadsworth.
- Barlow, D. H. (2010). *Textbook of abnormal psychology*. Australia: Cengage Learning.
- Barlow, D.H. (2001). *Abnormal psychology: An integrative approach*(3rd ed.). USA: Wadsworth Publishing.
- Blaney, M. T. & Davis, P. H. (1999). *Oxford textbook of psychopathology*. Open University press.
- Butcher, J., Mineka, S., Hooley, J.M. (2003). *Abnormal psychology*.(12th ed.). USA: Pearson Allyn& Bacon.
- Carlson, R. C, Butcher, J. N. & Mineka, S. (1998). *Abnormal psychology and modern life*.USA: Pearson Allyn& Bacon.
- Comer, R. J. (2011). *Fundamentals of abnormal psychology*, (6th ed.). New York. Wadsworth Publishers.
- Davison, G. C & Neale, J. M.(2001). *Abnormal psychology*,(8th ed.). UK: John Wiley and Sons.
- Durand, V. M. (2010). *Essentials of abnormal psychology* (5th ed.). Australia: Wadsworth.
- Isabel, A. J. (2013). *Textbook of abnormal psychology*. New Delhi: Random Export.
- Kring, A. M. (2010). *Abnormal psychology* (11th ed.). UK: John Wiley and Sons.
- Levak, R. W. (2011). *Therapeutic feedback with the MMPI-2*. NY: Routledge.
- Mash, E. J. (2010). *Abnormal child psychology* (4th ed.). Australia: Wadsworth.

Course Title: Schools and Perspectives in Psychology

Credit Hours: 2

Course Objectives

The main objective of this course is to:

- familiarize the students with history and foundations of psychology and also to familiarize them with different perspectives in Psychology.
- provide students a comprehensive understanding of theoretical basis of human behavior i.e. basic concepts and application of major perspectives: Psychodynamic, Behaviouristic, Cognitive, Humanistic, Existential, Gestalt and Islamic.

Course Outcomes

At the completion of this course the students will be able to:

- understand the basic concepts and application of different perspectives enabling them better understand explanation of human behavior as proposed by different perspectives.
- apply theoretical knowledge about human behavior in the context of general and in their area of specialization in particular.
- apply theoretical framework in their research projects

Course Contents

Schools of Psychology

Brief history of psychology

Structuralism

Functionalism

Greek contribution

Introduction to Perspectives

Major assumptions, major contributors and basic concepts

Biological Perspective

Heredity

Genes and chromosomes

Endocrine glands

Psychodynamic Perspective

Classical psychoanalysis

Neo-Freudians

Behaviouristic Perspective

Classical conditioning

Operant conditioning

Social learning

Cognitive Perspective

Cognitive perspective by Aron Beck

Cognitive perspective by Albert Ellis

Cognitive perspective of appraisal and coping

Cognitivebehavioural model

HumanisticPerspective

Abraham Maslow

Carl Rogers

Existential Perspective

Thomas Szaz

Victor Frankel

Gestalt Perspective

Fritz Perls

Socio-Cultural Perspective

Islamic Perspective in the light of teachings of Quran & Sunnah

Ibn Sina, Al-Ghazali, Ashraf Ali Thanvi

Current Trends

Recommended Books

Brennan, F. J. (2003). *History and system of psychology*. USA: Prentice Hall.

Campo, J. E. (2009). *Encyclopedia of Islam*. USA: Info base Publishing

Hergenhahn, B. R. (2008). *An Introduction to the history of psychology*. (5th ed.). UK: Cengage Learning

Leahy, T. A. (1998). *History of modern psychology*. (2nd ed.). New Jersey: Prentice Hall.

Pervin, L.A. (2003). *The science of personality*. (2nd ed.). UK: Oxford University press.

Schultz, D.P. & Schultz, S. E. (2007). *A history of modern psychology*. Orlando, USA: Harcourt Brace College press.

Sharif, M. M. (1983). *A history of Muslim philosophy*. Germany: Alinger Hc malrerlag, New York: Harcourt Press.

Tavris, C. & Wade, C. (2001). *Psychology in perspective*. (3rd ed.). USA: Prentice Hall

Ymey, W. & King, D. B. (2003). *A history of psychology: Ideas and context* (3rd ed.). Boston: Harcourt Press.

Course Title: Developmental Psychology

Credit Hours: 3

Course Objectives

- The course will provide students insight about the major developmental mile stones and stages of development.
- This course will enable students to think critically about the developmental issues such as parenting styles, identity crisis, family & culture.
- It would also help develop an understanding of Developmental theories and their application in the Pakistani cultural context.

Course Outcome

At the completion of this course the student will be able to:

- identify major developmental milestones
- think critically about the developmental issues
- apply knowledge from Development theories in the Pakistani cultural context.

Course Contents

Introduction

Nature and scope of developmental psychology

Historical perspective of developmental psychology
Research methods for studying developmental changes
Ethical issues in research on developmental psychology

Theories of Development

Freud's psychoanalytic theory
Erik Erikson's psychosocial stages of development
Piaget's theory of cognitive development
Vygotsky's socio cognitive cultural theory
Kohlberg's theory of moral development

Prenatal Development

Prenatal development phases
Genetic influences in development
Prenatal environmental influences

Infancy

Physical development
Cognitive development in infancy with reference to Piaget's theory
Language development in infancy
Socio emotional development in infancy

Childhood

Physical development
Emotional development
Cognitive development in childhood with reference to Piaget's theory
Personality development (role of familial and extra familial influences)

Adolescence

Physical development
Emotional development
Identity formation in adolescence
Cognitive development in adolescence with reference to Piaget's theory
Social development
Problems and disturbances in adolescence

Early Adulthood

Physical development
Occupational adjustments
Family adjustments

Middle Adulthood

Physical changes
Social adjustments
Occupational adjustments
Family adjustments

Gerontology

Physical changes
Challenges faced by the elderly
The elderly and death

Recommended Books

- Berger, K. S. (2012). *The developing person through the life span*. New York: Worth Publishing Company.
- Brofenbrenner, V. (1972). *Influences on human development*. The Dresden Press, Inc.
- Craig, J. G. (1996). *Human development* (7th ed.). New Jersey: Prentice Hall Publishing Co.
- Crain, W. (2011). *Theories of development* (6th ed.). Boston: Prentice Hall.
- Crain, W. (2010). *Theories of development: Concepts and applications*. (6th ed.). New York: Pearson Higher Education Inc.
- Dacey, J. S., & Travers, J. F. (2004). *Human development*. (5th ed.). Boston: McGraw-Hill
- Dehn, M. J. (2010). *Long term memory problems in children and adolescents*. New Jersey: John Wiley and Sons.
- Feldman, R. (2003). *Development across the life span* (3rd ed.). New York: Prentice Hall Publishers.
- Freiberg, K. L. (1992). *Human development*. (4th ed.). London: Jones & Bartlett Publishers.
- Kail, R. V. (2013). *Human development* (6th ed.). Australia: Wadsworth.
- Malhomes, V. (2010). *Applied research in child and adolescent development*. NY: Psychology Press.
- Moshman, D. (2011). *Adolescent rationality and development* (3rd ed.). NY: Psychology Press.
- Rathus, S. A. (2011). *Childhood and adolescence* (4th ed.). Australia: Wadsworth.
- Rice, P. F. (1998). *Human development: A life span approach*. (3rd ed.). New Jersey: Prentice Hall Inc.
- Santrock, J. W. (2002). *Life span development*. New York: McGraw Hill Inc.
- Santrock, J. W. (2010). *Life span development*. (13th ed.). New York: McGraw Hill Inc.
- Wear, C. (1994). *Developmental psychopathology* (3rd ed.). NY: McGraw Hill.
- Sandmen, W. J. (1997). *Human development* (6th ed.). New York: McGraw Hills Co.
-

Course Title: Psychological Assessment

Credit Hours: 3

Course Objectives

- The objective of this course is to provide students knowledge about test construction, types and purpose of psychological testing, psychometric properties of psychological tests
- To enable students understand rational, administration, scoring and interpretation of psychological tests

Course Outcomes

At the completion of this course the students will be able to:

- demonstrate theoretical and practical knowledge of psychological testing and test construction.
- administer, score and interpret results of different psychological tests

Course Contents

Psychological Test

Definition and nature of psychological test
Uses and types of psychological test
Psychological test and assessment
Ethical, legal and professional issues in assessment

Test Construction and Standardization

Different taxonomies of test development
Types of items
General guidelines for writing items
Item writing and item analysis
Approaches of item writing
Types of item analysis
Item difficulty index, item discrimination index
Item response theory, item characteristics curve

Characteristics of a Test

Reliability

Concept of reliability
Types and measurement of reliability
Standard error of measurement

Validity

Meaning and purpose
Types and assessment of validity
Standard error of estimate

Test Norms

Definition and types of norms
Development of norms
Within group norms
Norm referenced test vs. criterion reference tests

Types of Testing

Ability testing

Intelligence – Nature and meaning/different view points
Types of intelligence tests: Stanford Binet Intelligence Scale, Wechsler Adult Intelligence Scale
Raven' Progressive matrices
Aptitude tests

Personality Testing

Objective Personality Testing

Minnesota Multiphase Personality Inventory (MMPI)
Sixteen Personality factors Questionnaire (16PF)
The Big Five Personality Traits
Eysenck Personality Questionnaire

Projective Techniques

Thematic Apperception Test (TAT)
Rorschach Inkblot Test
House Tree Person (HTP)
Sentence Completion Tests

Neuropsychological and Diagnostic Testing

Introduction to neuropsychological assessment
Types of neuropsychological tests: Halsted Battery, Luria Nebraska Battery,
Dysexecutive Functioning test, Neurological Functioning inventory, Wisconsin
Card sorting technique.
Assessing psychiatric conditions, anxiety, depression, OCD

Application of Testing

Testing in Clinical Settings
Testing in Counseling settings
Testing in Educational Settings
Testing in Organizational Settings
Group vs. individual tests

Recommended Books

- Aiken, L. R. & Groth-Marnat, G. (2006). *Psychological testing and assessment*. UK: Allyn & Bacon, Inc
- Anastasi, A. (2010). *Psychological testing* (7th ed.). New Delhi: PHI Learning.
- Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing and assessment*. (6th ed.). New York: McGraw-Hill
- DeGregorio, R.A. (2007). *New developments in psychological testing*. NY: Nova Publishers
- Domino, G. & Domino, M. L. (2006). *Psychological testing: An introduction*. (2nd ed.). UK: Cambridge University Press
- Edward, S. N. & Fawcett, C.R. (2010). *Essentials of testing & assessment*. USA: Brooks / Cole
- Goldfinger, K. (2010). *Psychological assessment and report writing*. Los Angeles: Sage
- Groth-Marnat, G. (2003). *Handbook of psychological assessment*. UK: John Wiley & Sons
- Loewenthal, K. M. (2001). *An introduction to psychological tests and scales*. USA: Psychology Press
- Neukrug, E. S. (2010). *Essentials of testing and assessment* (2nd ed.). Australia: Brooks / Cole.
- Teglasi, H. (2010). *Essentials of TAT and other storytelling assessments* (2nd ed.). NJ: John Wiley and Sons.
-

Course Title: Psychological Assessment Practical

Credit Hour: 1

Course Objectives

- This course will provide hand on experience of constructing an achievement test, and determine its psychometric properties.
- The course also aims to provide students practical experience of administration, scoring, interpreting and writing report following code of ethics.

Course Outcome

At the completion of this course the student will be able to:

- develop a test, standardize it and to determine its psychometric properties.
- Prepare complete profile of self and of another individual after administering a complete test battery.
- Consult test manuals and follow instructions for administration, scoring and report writing

Course Contents

1. Construction of an achievement test (objective type, MCQs): school level
2. Administration of one test from each category i.e. aptitude, personality, ability, adjustment (self and other)
3. Writing report

Each student will prepare a portfolio of the following and evaluation will be carried out by an external examiner on the basis of portfolio and viva voce

Course Objectives

This course aims to:

- familiarize students with major concepts of research methodology i.e. from generating research idea to data collection, analysis and interpretation of findings.
- The course aims to develop scientific reasoning and understanding of link between theory and empirical investigation.
- equip them with expertise of examining strengths and weaknesses of methodologies drawn from qualitative and quantitative traditions.
- enable students make choices of appropriate methods to plan and execute research projects.

Course Outcome

At the completion of the course the student will be able to:

- knowledge of research concepts and processes and they will be able to critically evaluate different research methods.
- Make decisions and follow steps involved in designing and executing a research plan.
- Design, conduct, analyze and interpret findings of an empirical investigation.
- Read through and evaluate research papers in scientific journals
- Identify ethical concerns in a research study.

Course Contents

Introduction

Goals and Assumption of Scientific Methods

Scientific Method: Salient features

Limitations of the use of Scientific Method in Psychology

Types of Research: Basic & Applied: Qualitative & Quantitative

From theory to testable hypothesis

Variables and measurement

Sources of Research Ideas

Observation

Theory

Searching the literature

Personal Interest

How to Conduct Literature Review

Professional review

Literature review

Online literature search: Science Direct, Ebscohost, Blackwell-Synergy, Psycinfo, Psycharticle, Medical Index, and other related data bases

Formulation of a Hypothesis

Importance of Hypothesis

Types of Hypothesis

Formulation of Hypothesis

Characteristics of a good Hypothesis

Research Process/Steps in Research

Formulating Problems Statement
Operational Definitions of Concepts, Variables and Constructs
Variables and Types of variables
Introduction and Review of Research Literature
Theoretical Framework

Quantitative Research Methods

Survey method
Experiments
Correlational studies

Qualitative Research Methods

Ethnographic studies
Case study
Grounded theory
Focus group
Interpretative phenomenology

Sampling Methods

Selecting Research Participants
Sample Planning
Define the population and sample

Probability Sampling Methods

Simple random sampling
Systematic random sampling
Stratified random sampling
Cluster sampling

Non-probability Sampling Methods

Quota sampling
Snow ball sampling
Purposive sampling
Convenience sampling

Ethics in Psychological Research

APA Ethical Guidelines for Research with Humans
Ethics in planning research
Ethics in execution of research: Informed consent, Deception, Coercion,
Anonymity, Risk assessment, Debriefing
Ethics in Writing and Publishing: Plagiarism, reporting results, credit of authorship, Copyrights

Recommended Books

- Breakwell, G. M. (2012). *Research methods in psychology* (4th ed.). Los Angeles: Sage.
- Bryman, A. (2011). *Quantitative data analysis with IBM SPSS 17, 18 and 19*. London: Routledge.
- Coakes, S. J. (2010). *SPSS version 17.0 for windows*. Australia: John Wiley & Sons.
- Cooper, H. (2010). *Research synthesis and meta analysis* (4th ed.). Los Angeles: Sage.
- Devellis, R. F. (2012). *Scale development* (3rd ed.). Los Angeles: Sage.
- Evans, A. N. (2011). *Methods in psychological research* (2nd ed.). Los Angeles: Sage.
- Flick, U. (2011). *Introducing research methodology*. Los Angeles: Sage.
- Gelfand, H. (2010). *Mastering APA style* (6th ed.). Los Angeles: Sage.
- Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
- Malhomes, V. (2010). *Applied research in child and adolescent development*. NY: Psychology Press.
- Mcbride, D. M. (2013). *The process of research in psychology* (2nd ed.). Los Angeles: Sage.
- McBurney, D. H. (1998). *Research methods* (4th ed.). Pacific Grove: Brooks/Cole Publishing Company.
- Mook, D. G. (2001). *Psychological research: The ideas behind the methods*. New York. John Wiley & Sons.
- Nestor, P. G. (2012). *Research methods in psychology*. Los Angless: Sage
- Nestor, P., & Schutt, R. (2012). *Research methods in psychology: Investigating human behavior*. USA: Sage Publication.
- Ray, W. J. (2000). *Methods toward a science of behavior and experience* (6th ed.). U.S.A: Wadsworth Thomson Learning.
- Reis, H. T. & Judd, C. M. (2000). *Handbook of research methods in social and personality psychology*. United Kingdom: Cambridge University Press.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology*. (5th ed.). Singapore: McGraw-Hill.
- Silverman, D. (2011). *Interpreting qualitative data* (4th ed.). Los Angeles: Sage.
- Silverman, D. (2011). *Qualitative research* (3rd ed.). Los Angeles: Sage.
- Stangor, C. (2011). *Research methods for the behavioral sciences* (4th ed.). Australia: WADSWORTH.
- Willig, C. (2010). *Introducing qualitative research in psychology* (2nd ed.). New Delhi: Tata McGraw Hill.

Course Title: Statistics in Psychology

Credit Hours: 3

Course Objectives

- This course is designed to train the students in theoretical as well as applied statistics with particular reference to psychology. The statistical analysis is a very essential part of psychological research and students need to have a grasp over the concepts, theoretical rational of use of certain statistical analysis and also to learn to carry out these analyses.

Course Outcome

At the completion of this course the student will be able to:

- understand types of statistics and apply appropriate statistics keeping in view the type of data
- apply statistical techniques for data analysis in accordance with objectives and hypotheses being formulated in research.

Course Contents

Introduction

Defining statistics

Importance of statistics in Psychology

Descriptive statistics and graphic representation of data

Data: Types of data

Frequency distribution: Cumulative frequency distribution

Histogram, Polygon, Pictograph, Bar Diagram, Pie Chart

Measures of central tendency

Measures of dispersion

Mean, Mode, and Median

Range, Mean Deviation, Quartile Deviation, Variance, and Standard Deviation

Normal & Binomial Distribution

Normal distribution: Its properties and application.

Binomial distribution: Its properties and application.

Sampling Distributions and related concepts

Introduction, sample design and sampling frame, bias, sampling and non-sampling errors, sampling with and without replacement, Determining sample size, Sampling distributions for single mean and proportion, Difference of means and proportions.

Testing Hypotheses

Inferential Statistics

Basic assumptions / rationale and when to use which inferential statistic

Critical Region, One Tailed & Two Tailed Tests

Type One and Type Two (I & II) Errors, Level of Significance: concept of alpha and P value

Parametric Statistics

Rationale and basic considerations/ assumptions

t-test analysis: Independent sample, paired sample, one sample

Analysis of Variance: One way ANOVA, Two Way ANOVA

Correlation, Regression: Linear Regression, Multiple Regression

Correlation & Causation, Pearson Product moment Correlation, Z – Test

Non Parametric Statistics

Rationale and basic considerations/ assumptions

Spearman's Rank Order Correlation, Chi Square Test (Contingency Table and Proportions)

Yates Correction, Non Parametric tests, Wilcoxon test, Mann Whitney test, Sign test,

Kruskal Wallis

Recommended Books

- Alder, H.L. & Accsstes, E.B. (1999). *Introduction to probability and statistics*. San Francisco: Froeman and Company.
- Boslaugh, S., & Watters, P. A. (2008). *Statistics in a nutshell: A desktop quick reference*. UK: O'Reilly Media.
- Casella, G., & Berger, R. L. (2002). *Statistical inferences* (2nd ed.). Australia: Thomson Learning
- Corder, G. W. (2009). *Nonparametric statistics for non-statisticians*. London: Wiley.
- Downic, N. M. & Heath, R.W. (1990). *Basic statistical methods*. New York: Harcourt Brace & Jakanovich
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Los Angeles: Sage.
- Gelfand, H. (2010). *Mastering APA style* (6th ed.). Los Angeles: Sage.
- Gravetter, F. J., & Walliam, L. B. (2000). *Statistics for the behavioral sciences* (5th ed.). Australia: Wadsworth Thomson Learning
- Gupta, S. (2009). *Business statistics*. India: BiyaniShikshanSamiti Retrieved from <http://www.gurukpo.com/ADMIN/Bookpdf/23.pdf>
- Howell, D.(2002). *Statistical methods for psychology* (5thed.). Singapore: Luxury Press.
- King, B.M., Minimum, E.W. (2009). *Statistical reasoning in psychology and education*(3rded.). New York: John Wiley & Sons, Inc.
- Klotz, J. H. (2006). *A computational approach to statistics*. UK: Wisconsin
- Mangel, S. K. (2004). *Statistics in psychology and education* (2nd ed.). India; Prentice-Hall of India Pvt. Limited
- McClane, J. T. (2000). *A first course in statistics* (7th ed.). USA: Prentice Hall
- Moore, D. S., & McCabe, G. P. (1998). *Introduction to the practice of statistics* (3rd ed.). New York: Longmans.
- Muhammad, F. (2005). *Statistical methods and data analysis*. Pakistan: KitabMarkaz
- Neave, H. R. (2011). *Statistical tables: For mathematicians, engineers, economists, and the behavioral and management sciences* (2nd ed.). New York: George Allen & Unwin
- Pelosi, M. K., & Sandifer, T. M. (2003). *Elementary statistics*. USA: John Wiley & Sons, Inc.
- Sinha, B. J. (2000). *Encyclopedia of statistics, psychology and education*. New Jersey: AnmolTerrySircich Upper Saddle River
- Tabachnick, B. G. (2013). *Using multivariate statistics* (6th ed.). Boston: Pearson.
- Weiers, R. M. (2011). *Introduction to business statistics* (7thed.). USA: South Western Cengage Learning
- Winer, S.B. (1990). *Statistical principles in experimental design*. NY: McGraw Hill Book Company.

Semester- VI

Credit Hours: 18

Course Title: Research Methods – II

Credit Hours: 3

Course Objectives

The main objective of this course is to cover research designs, methodologies and measurement strategies. The course will also include report writing as per APA format.

Course Outcome

At the completion of the course, the student will be able to:

- apply theoretical knowledge to select appropriate research design to plan and execute research project.
- Write research proposal and research thesis keeping in mind APA format.

Course Contents

Research Design

What is research design?
Purpose of research design

Quantitative Research Designs

Survey Designs

Nature, goals, and basic steps
Survey methods: Mail survey, personal interviews, telephone survey.
Survey research design types: Cross- sectional design; Successive independent samples design; Longitudinal design

Experimental Research Designs

Experimental method: Control and variability, logic, characteristics.
Independent measures designs/ between group design
Alternative independent group design
Methodological issues: Individual differences; assigning conditions
Repeated measures designs/ within group design

Quasi – Experimental designs

Retrospective/ Ex Post Facto Design
Prospective Quasi- Experimental design
Time Series Designs
Event- Specific Alignment Designs
Twin Studies and Adoption Studies

Factorial Designs

Small N Designs
Classical, After- Only, Before- After No Control Group, Crossover, Solomon Four-group

Qualitative Research Techniques

Ethnographic Research

- Introduction of ethnographic research
- Advantages and disadvantages of ethnographic research
- Ethnographic research methods
- Observing
- Interviewing
- Collecting & reading cultural artifacts

Case Study Method

- Introduction of case study method
- Advantages and disadvantages of case study method
- Single case designs
- Multiple case designs

Focus Group Discussion

- Introduction to focus group
- Advantages and disadvantages of focus groups
- Planning of focus group
- Developing focus group guide
- Select the number and type of participants for each focus group
- How to conduct a focus group
- Role of a facilitator, note taker, and technician

Research Report Writing & Publishing Research

- The structure of a research report based on APA standards: Title page, abstract, introduction, review of relevant literature, method, results, discussion, references and citation

Recommended Books

[Creswell](#), J. (2008). *Research design: Qualitative, quantitative, and mixed methods approach*. UK: Sage Publications

Edmonds, [W.](#) & [Kennedy](#), T. (2013). *An applied reference guide to research designs: Quantitative, qualitative, and mixed methods*. UK: Sage Publications

Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.

Mook, D.G. (2001). *Psychological Research: The Ideas behind the Methods*. New York.

Nachmias, C.F. & Nachmias, D. (1992). *Research Methods in the social sciences* (4th ed.). London: St. Martin's Press, Inc.

Ray, W. J. (2000). *Methods toward a Science of Behavior and Experience* (6th ed), U.S.A: Wadsworth Thomson Learning.

Reis, H. T. & Judd, C.M. (2000). *Handbook of Research Methods in Social and Personality Psychology*. United Kingdom, Cambridge University Press.

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.

Course Title: Group Research**Credit Hours: 1**

A group of 3-4 students will conduct a mini research project based on quantitative methodology.

Course Title: Theories of Personality**Credit Hours: 3****Course Objectives**

- To cover different perspectives and theories explaining personality. Main concepts and principles, explanation of personality development, assessment, and proposed interventions will be covered in this course.

Course Outcome

Upon successful completion of this course, the student is expected to:

- Comprehend classical theories, their major postulates, concepts, assessment and interventions proposed by different theorists. They will be able to make compare different theories and be able to comprehend human personality in the light of different perspectives.

Course Contents**Introduction to Personality**

Definition and meanings of personality

Components of a personality theory

The Psychoanalytic Perspective

Basic Assumptions and main Proponents

Sigmund Freud

Basic concepts

Personality structure: Three interacting systems

Personality development: Stages of Development

Personality dynamics and Defense mechanisms

Application of psychoanalytic theory: Assessment and Intervention

Critical evaluation

Carl Jung

Basic concepts: Conscious and unconscious; Archetypes, personality typology, personality development

Assessment and Intervention

Critical evaluation

Alfred Adler

Basic concepts

Assessment and Intervention

Critical evaluation

Karen Horney

Basic concepts

Assessment and Intervention

Critical evaluation

Erik Erikson

Basic Concepts

Psycho-social stages of personality development

Assessment and Intervention

Identity crises

Object Relation Theory

Cognitive Perspective

Major assumptions and main Proponents

Aaron Beck

Basic concepts

Assessment and Intervention

Critical evaluation

Albert Ellis

Basic concepts

Assessment and Intervention

Critical evaluation

George Kelly

Basic concepts

Personality as a system of constructs

Personality Development

Critical evaluation

Dispositional and Trait Theories

Major Assumptions and main Proponents

Gordon Allport

Basic Concepts

Personality traits

Assessment and Intervention

Critical evaluation

Raymond Cattell

Basic concepts

Assessment and Intervention

Critical evaluation

Humanistic and Existentialist Theories

Major Assumptions and main Proponents

Abraham Maslow

Basic concepts

Five basic human needs

Assessment and Intervention

Critical evaluation

Carl Rogers

Basic concepts

Personality development

Assessment and Intervention

Critical evaluation

Recommended Books

- Allen, B. P. (1997). *Personality theories: Development, growth and diversity*. (2nd ed.). Boston: Allyn & Bacon.
- Buss, D. M. (2004). *Evolutionary psychology: The science of mind* (2nd ed.). Boston: Allyn & Bacon.
- Edi, P. R. S. (2011). *Human aggression and violence*. Washington: American Psychological Association.
- Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.). New Jersey: Lawrence Erlbaum Associate Publishers.
- Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.
- Guindon, M. H. (2010). *Self esteem*. NY: Routledge.
- Larsen, R. J. (2008). *Personality psychology* (3rd ed.). Boston: McGraw Hill.
- Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.
-

Course Title: Biological Basis of Behaviour

Credit Hours: 3

Course Objectives

This course will cover the underlying biological basis of human behavior including Brain and Glands. It is designed to be an introductory course focusing on the relationship between the nervous system, structure and function of brain, glandular system and human behavior as well as implications of glands and nervous system in psychiatric disorders.

Course Outcome

It is expected that after completion of this course:

- the student will possess a good understanding of structure and function of brain, different parts of nervous system, neurochemistry, hormones.
- The students will be able to understand the link between biological factors underlying human behavior and disorders.
- It is designed to be an introductory course focusing on the relationship between the nervous system and behavior.

Course Contents

Introduction

Brief historical background,
Current trends in the field of Behavioral neuroscience
Contribution of various areas and related disciplines

Structure and Function of Nervous System

Neurons and Glial cells

The neuron: neuronal characteristics, types, transmission and communication systems.
Neuro anatomical directional terms and planes of reference
Structures of Nervous System, their functions and connections

The central nervous system

Fore brain, mid brain, hind brain
Spinal cord, peripheral nervous system
Autonomic nervous system

Methods of studying the nervous system

Behavioral research methods of biopsychology

Glands

Endocrine glands: type of gland,
Function of glands
Effect of hormones on human behaviour

Neurochemistry

Characteristics of neurotransmitters, neuromodulators and neuroHormones
Major neurotransmitters
Dopamine
Nor epinephrine
Serotonin
Acetylcholine
GABA
Glycine,Peptides (opiates)

Brain and Behaviour**Motivation**

Homeostasis
Involvement of brain and neurotransmitters in motivational behavior
Aggression
Sleep and circadian rhythms (types and basic function)
Eating behaviour
Weight, Glucose,& Metabolic Regulation

Emotions

Hormonal changes in emotion
Involvement of brain in emotions

Memory and Amnesia

Involvement of brain in memory
Memory disorders (Korsakov,Alzheimer's,Parkinson diseases etc)

Communication

Factors in the development of speech
Speech abnormalities, speech disorders
Brain areas in speech

Neurological Disorders

Epilepsy, Cerebral Palsy, Multiple Sclerosis.
Psychiatric disorders with organic/ biochemical etiology: Mood Disorder, Anxiety Disorders, and Schizophrenia, Mental Retardation.

Brain Damage

Causes of brain damage: CVA, Head injury, Infections
Psychological implications of brain damage

Clinical Neuropsychology

Introduction to Neuropsychology
Role of a Neuropsychologist
Neuropsychological assessment techniques

Recommended Books

Beatty, J. (2000). *The human brain-essentials of behavioral neuroscience*. University of California: Sage Publications, Inc.
Beaumont, G. (1990). *Understanding Neuropsychology*, OUP.
Carlson, N. R. (2005). *Foundation of physiological psychology* (6th ed.). UK: Allyn and Bacon.
Greenwood. (1997). *Neuropsychological rehabilitation*, USA: Psychology Press.
Kalat, J. W. (2001). *Biological psychology* (7th ed.). USA: Woodsworth.
Pinel, J. P. (2006). *Biopsychology* (6th ed.). UK: Allyn and Bacon.
Smock, T. (1999). *Physiological psychology*. USA: Prentice-Hall.
Squire, L. (1990). *Neuropsychology of Memory*, Guilford Press, USA.
Watson, N.V. et al (2007). *Biological psychology*. (5th ed.). UK: Sinaver Associates.
Wilson, B. (1999). *Neuropsychological rehabilitation*. UK: Oxford University Press.
Pinel, J. (1997). *Bio-Psychology*, 3rd Edition, Allyn & Bacon.
Pincus, J. (1985). *Behavioural Neurology*, OUP.

**Course Title: Data Analysis using Statistical Package for
Social Sciences (SPSS)**

Credit Hours: 3

Course Objectives

- The statistical analysis is an essential part of psychological research and students need to have a grasp over the concepts, theoretical rationale to use certain statistical analysis and also to learn the procedure to carry out these analyses.
- This course is designed to enhance their competence in using SPSS for data processing, entry, analysis and interpretation of output files and also to select and report analysis in form of table and be able to interpret the findings.

Course Outcome

After completion of the course the student will be able to:

- Process research data, prepare variable view file, enter data, and select appropriate analysis as per type of data and hypotheses been formulated.
- Interpret analysis output file, report results in form of tables and graphic form and interpret results in qualitative form in their research report, thesis and research article.

Course Contents

Introduction to Statistical Package for Social Sciences (SPSS)

Basic features of SPSS

Preparing Data for entering in SPSS

Preparing variable view file

Entering statistical data in data view file

Computing and recoding techniques

Calculating descriptive statistics (Including Mean, Median, Mode and Standard deviation)

Computing differences between two Means by t-test (Independent and matched samples)

Computing differences between Multiple Group using F-test (One-Way ANOVA)

Computing relationship between variables (Correlation)

Regression Analysis

Non parametric statistics

Spearman's Rank Order Correlation, Chi Square Test (Contingency Table and Proportions)

Yates Correction, Wilcoxon test, Mann Whitney -U test, Sign Rank test, Krushkal Wallis

The process and interpretation of SPSS output in form of table and graphical form per APA format.

Recommended Books

Bryman, A. (2011). *Quantitative data analysis with IBM SPSS 17, 18 and 19*. London: Routledge.

Coakes, S. J. (2010). *SPSS version 17.0 for windows*. Australia: John Wiley & Sons.

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Los Angeles: Sage.

Gelfand, H. (2010). *Mastering APA style* (6th ed.). Los Angeles: Sage.

Kinnear, P. R. (2010). *IBM SPSS statistics 18 made simple*. New York: Psychology press.

Maran, R. (1995). *Windows 95 simplified*. Foster City, C.A: IDG Books Worldwide, Inc.

Maran, R., & Wing, K. (1997). *Teach yourself word 97*. Foster City, C.A: IDG Books worldwide, Inc.

Nelson, K.Y. (1996). *Windows 95 is driving me crazy*. Berkeley, CA: Peach pit Press.

Person, R. (1993). *Using excel version 5 for windows*. Indianapolis: Que Corporation.

Rajathi, A., & Chandren, P. (2010). *SPSS for you*. India: MJM Publisher

Course Title: Social Psychology

Credit Hours: 3

Course Objectives

- The course will develop an insight in students about how people think, perceive and relate to others.
- This will help in developing an understanding of the concepts related to self and how self-functions in social world.
- This will also enable students to think critically about social processes, influences, relations and attitudes.

- The course emphasizes on the understanding of application of Social Psychology concepts in the real life settings.

Course Outcome

After completion of the course the student will be able to:

- think critically about social processes, influences, relations and attitudes.
- understand the application of Social Psychology concepts in the real world.

Course Contents

Nature and Scope of Social Psychology

What is social psychology?

Social psychology and allied disciplines

Brief history of social psychology

Current trends in social psychology

Research in Social Psychology

Descriptive research

Correlational research

Experimental research

Surveys and interviews

Content analysis and cross-cultural studies

Self in a Social World

Concept of self in social psychology

Components of self: Why they are essential and its relationship to other personality constructs and processes

Self-esteem, Self-presentation, Self-awareness, Self-efficacy, Self-conscious emotions, guilt, shame and embarrassment

Social Perception

Social cognition; person schemas, roles and scripts

Impression formation; Stereotypes

Attribution; Bias in attribution, Research in attribution

Altruism and Aggression

Altruism: The motivation to help

Factors, rewards and costs of helping

Aggression: The motivation to harm

Frustration and aggression: Other views

Threatened self-esteem and aggression

Controlling and socializing for non-aggressive ways of conflict resolution

Behaviour and Attitudes

Attitude formation

Prejudice, stereotypes and discrimination

Attitude change

Cognitive dissonance

Persuasive communication
Measurement of attitudes

Social Influence and Group Behavior

Nature of groups, group polarization
De-individuation, group cohesiveness, productivity and decision making,
Conformity, obedience and deviance, cultural and social norms
Leadership: Effective leadership
Theories of leadership

Social Psychology in Action

Social psychology entering: Health Psychology, Environmental Psychology, Legal Affairs
Organizational Psychology, Peace and conflict

Recommended Books

Baron, R. A., & Byrne, D. (1997). *Social psychology*. (12th ed.). Boston: Allyn & Bacon
Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social psychology* (12th ed.).
Boston, MA: Pearson/Allyn and Bacon.
Baumeister, R. F. (1999). *Self in social psychology*. USA: Taylor & Francis.
Crisp, R. J. (2010). *Essential social psychology* (2nd ed.). Los Angeles: Sage.
Edi., D. C. (2011). *Theories in social psychology*. UK: Wiley-Blackwell.
Edi., R. F. B. (2010). *Advanced social psychology*. NY: Oxford University Press.
Franzoi, S. L. (2008). *Social psychology* (5th ed.). New York: McGraw-Hill.
Healey, J. F. (2010). *Exploring social issues*. Los Angeles: Sage.
Horowitz, L. M. (2011). *Handbook of interpersonal psychology*. UK: John Wiley & Sons.
Kassin, S. (2011). *Social psychology* (8th ed.). Wadsworth: Wadsworth.
Knapp, H. (2010). *Introduction to social work practice*. Los Angeles: Sage.
Myers, D. G. (1996). *Social psychology*. New York: McGraw Hill Book Company.
Myers, D. G. (2012). *Social psychology* (11th ed.). New York: McGraw-Hill.
Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). *Social psychology* (12th ed.).
Englewood
Cliffs, NJ: Prentice Hall.

Course Title: Health Psychology

Credit Hours: 3

Course Objectives

- To introduce the students to a new emerging branch of Psychology
- To introduce students to the basic terminology, avenues of research, and theoretical models in Health Psychology
- To develop an understanding of the application of principles of Psychology in learning and developing healthy and unhealthy behaviors
- To develop an understanding of the psychological interventions appropriate for managing health conditions, for disease prevention, promoting health behaviors, and health enhancement

Course Outcome

At the completion of this course the students will be able to:

- understand health psychology concept and apply principles of Health Psychology in learning and developing healthy and unhealthy behaviors
- understand the psychological interventions appropriate for managing health conditions, for disease prevention, promoting health behaviors, and health enhancement

Course Contents

Historical Background

Definition, development, and scope of health psychology
The modern concept of health and illness

Theoretical Models in Health Psychology

1. The Biopsychosocial Model
2. The Health Belief Model
3. Theory of Planned Behavior/ Reasoned Action
4. Transtheoretical Models/ Theories of behavior change
5. Psychoneuroimmunology model (PNI)

The Psychology of Health and Illness

A brief introduction to:

Psychophysiological Disorders
The immune system & Stress

Psychological Factors Influencing Physical Health

Illness Perceptions
Health Beliefs
Health Locus of Control
Doctor – patient communication
Compliance and Medication Adherence
Personality type & Health (The Big Five Traits and Health & Illness)
Health beliefs, locus of control and self-efficacy

Stress, Coping, and Health

Models of stress: Seyle, Mason, and Lazarus
Stress and illness (Assessment of stress and identification of stressors)
Stress management

Application of Health Psychology with Reference to Specific Physical Ailments and Unhealthy Lifestyles

Risk factors, prevention, rehabilitation, and psychological interventions
Coronary heart disease (CHD)
Cancer
Pain
AIDS

Diabetes Mellitus

Obesity and eating disorders: Bulimia and Anorexia Nervosa

Substance abuse disorders: Smoking and drinking

Arthritis

Grief and Bereavement

Acceptance, adjustment and coping with chronic and terminal illnesses.

Working with the Community

Health promotion programs for public awareness and disease prevention

Psychological Interventions in Health Psychology

In order to develop health promoting behaviors and adjustment to Chronic physical conditions

- Cognitive Behavior Therapy
- Counseling

Research in Health Psychology

1. Identification of vulnerable populations for developing psychophysiological disorders
2. Identification of causal relationships i.e. Predictors and Outcomes in health and illness.
3. Psychological consequences of physical illnesses

Recommended Books

Bernard, L.C. & Krupat, E. (1994). *Health psychology: Biopsychological factors in health and illness*. New York; Harcourt Brace College Publishers.

Brannon, L. & Feist, J. (2004, 2010). *Health psychology: An introduction to behavior and health*. (5th ed.). USA: Wadsworth.

Cockerham, W. C. (1998). *Medical sociology*. New Jersey: Prentice – Hall.

Ewles, L. & Simnett, I. (1989). *Promoting health: A practical guide to health education*. Chichester: John Wiley & Sons.

Forshaw, M. (2002). *Essential health psychology*. London: Arnold.

Ogden, J. (2005) *A Text book of Health Psychology*. (6th ed.). Open University Press

Pearce, S., & Wardle, J. (Eds.). (1989). *The practice of behavioral medicine*. Oxford: BPS Books.

Sanderson, C. A. (2004). *Health psychology*. USA: Wiley

Sanders, G. S., & Suls, J. (Eds.). (1982). *Social psychology of health and illness*. Hillsdale; Lawrence Erlbaum Associates Publishers.

Spacapan, S., & Oskamp, S. (Eds.). (1988). *The Social psychology of health and illness*. London: SAGE Publication.

Semester VII

Credit Hours: 15

Course Title: Experimental Psychology

Credit Hours: 3

Course Objectives

- to provide conceptual understanding of experimental psychology and acquaint them with latest research in the areas of learning, perception, and memory; to develop an experimental/investigative approach among students

Course Outcome

At the completion of the course the student will be able to:

- design, conduct and report lab experiments both on human participants.

Course Contents

Introduction to Experimental Psychology

An overview of experimental psychology

Experimental report writing

Psychophysics

Importance of psychophysics

Psychophysical methods

Theory of signal detection

Sensation

The five senses: vision, hearing and other senses.

Psychophysics: Absolute threshold, signal detection theory, just noticeable differences and sensory adaptation.

Methods of measurement

Perception

Definition of perception, relationship of perception and sensation, learning and socio cultural factors in perception.

Perceptual organization, the Gestalt Laws of organization

Depth perception, perception of movement

Perceptual illusions. Perception of time

Cognitive processes/ Thinking

Reasoning & decision-making

Problem solving & creative thinking

Information processing, executive functioning, multi-tasking

Learning and Conditioning

Definition of learning, Difference between learning, instinctive behavior, habituation and sensitization

Classical conditioning: Pavlovian or Classical Conditioning: the nature and acquisition of classically conditioned responses (CR), Maintenance and extinction of classically

conditioned responses, Factors in classical conditioning, theories of conditioning, Secondary conditioning, generalization, Application of classical conditioning. Operant conditioning: Thorndike's law of effect, the basis of operant conditioning: acquisition, nature and schedules of reinforcement, generalization and discrimination, extinction & Partial Reinforcement Effect (PRE)
Factors, theories, and application of operant conditioning

Memory

Defining memory, Sensory memory, short-term memory, long-term memory, measurement of memory and forgetting
Current Research on memory
Reconstruction of memory

Motivation

Theories of motivation by Helson and Atkinson

Designing an Experiment

Recommended Books

- Boring, E. (2007). *History of experimental psychology*. India: Cosmo Publications
Broadbent, D. E. (1998). *Perception and communication*. (2nd ed.). London: Pergamon press.
Carter, P. & Russell, K. (2012). *Ultimate IQ tests* (2nd ed.). USA: Viva Books
Chance, P. (2003). *Learning and behavior* (5th ed.). Belmont, CA: Thomson Wadsworth.
Goldstein, F. (1995). *Sensation and perception*. NY: McGraw Hill.
Kimble, G. (1994). A new formula for behaviorism. *Psychological Review*, 1994, 101, 254-258.
Leahay, J. (1998). *Learning and cognition*. New York: Wiley series in psychology.
Matlin, P. (1998). *Cognition*. UK: Routledge and Kegan Paul.
Osgood, C. F. (1995). *Methods and theory in experimental psychology*. New York: Oxford University Press.
Postman, L. & Egan, J.P. (2007). *Experimental psychology: An introduction*. India: CBS Publishers & Distributors.
Stevens, S. S. (1998). *Handbook of experimental psychology*. London: John Wiley.
Watson, J. B. (1994). Reprint of psychology as behaviorist views it. *Psychological Review*, 101, 248-253.

Course Title: Lab Experiments

Credit Hours: 2

Course Objective

To train students in designing, conducting and reporting lab experiments both on human and animal subjects;

Course Contents

The students should be required to do at least 10 experiments. New experiments can be designed as new evidence from research comes in. Classical experiments can be replicated.

Conditioning Experiments with Pigeons

Shaping
Discrimination
Schedules of reinforcement
Extinction and spontaneous recovery
Rate of responding as a function of motivation

Human learning, memory and Cognition

Learned helplessness
Encoding techniques/Mnemonics
Emotional conditioning
Problem solving

Hearing/auditory threshold
Reaction time
Taste and smell (experiments should be designed by the instructor)
Cutaneous senses (two-point touch threshold)
Weber's Law

Auditory memory span for digits
Level of aspiration as a result of achievement
Zeigarnikeffect(with non-sense syllables)
Incidental learning versus intentional learning (with non-sense syllables)

Elective-I

Course Title: Clinical Psychology

Credit Hours: 3

Course Objectives

- To provide students an opportunity to have theoretical as well as practical knowledge of Clinical Psychology
- To help students gain an understanding of the diagnostic and assessment procedures in Clinical Psychology
- To help students understand models and intervention techniques of Clinical Psychology

Course Outcome

At the completion of the course, the student will be able to:

- differentiate Clinical Psychology with other fields
- understand the diagnostic and assessment procedures in Clinical Psychology
- understand models and intervention techniques used by a Clinical Psychologist

Course Contents

Introduction

Historical background

Allied fields: Counseling, Health Psychology, Neuropsychology

Characteristics of a clinical psychologist

Research in Clinical Psychology

Design in Clinical Research

Ethics in Clinical research

On Becoming a Clinical Psychologist

Characteristics of effective clinical psychologist

Role & responsibilities of a clinical psychologist

Personal values of clinical psychologist

Professional Ethics

Assessment in Clinical Settings

How to conduct clinical interview/ case history

Mental Status Examination

Diagnostic assessment: Use of tests, scales and inventories

Behavior Therapy

Introduction to behavior therapy

Operationally defining, observing and recording behavior

Functional analysis/ABC model

Introduction, rationale, procedure, clinical applications and demonstration of behavior techniques: Reinforcement, Differential reinforcement, Chaining, Shaping, Prompting and fading, Modeling, Extinction, Punishment, Stimulus control / discrimination and generalization; Token economy; activity schedule / mastery & pleasure/graded task assignment, Relaxation exercise, Thought stopping, systematic desensitization, Assertiveness training, Exposure therapy, Covert assertion, Covert sensitization

Cognitive Behaviour Therapy

Introduction to cognitive behaviour therapy

Basic principles in cognitive behavior therapy

Techniques of cognitive behaviour therapy

Rational Emotive Behaviour Therapy

Introduction to Rational Emotive Behavior Therapy

Healthy and unhealthy negative feelings in REBT

Cognitive techniques in REBT: Disputing and its types, Rational Coping

Statements, Modeling, Referencing, Cognitive Homework, Proselytizing,

Reframing, Stop and Monitor

Emotive/Experiential techniques in REBT: Rational Emotive Imagery, Forceful

Coping Statements, Role Playing and Reverse Role Playing, Humor, Encounter

Exercises

Behavioral techniques in REBT: Reinforcements and Penalties, Shame Attacking Exercises, Skill Training, Paradoxical Homework, Relapse Prevention, In Vivo Desensitization

Recommended Books

- Edelstein, M. R. & Steele, D. R. (1997). *Three minute therapy: Change your thinking, change your life*. UK: Sussex Publishers.
- Edi, G. M. R. (2010). *Clinician's guide to posttraumatic stress disorder*. NJ: Wiley.
- Edi, J. M. G. (2010). *Handbook of clinical neuropsychology*. UK: Oxford University Press.
- Edi, N. K. (2010). *Cognitive and behavioral theories in clinical practice*. NY: The Guilford Press.
- Ellis, A., & Maclaren, C., (1998). *Rational emotive behavior therapy: A therapist's guide*. USA: Impact Publishers.
- Ellis, A., & Becker, M.I. (1982). *A guide to personal happiness*. USA: Melvin Powers.
- Falender, C. A. (2012). *Getting the most out of clinical training and supervision*. Washington: American Psychological Association.
- Goldstein, L. H. (2013). *Clinical neuropsychology* (2nd ed.). UK: Wiley Blackwell.
- Jongsma, A. E. & Peterson, L. M. (2006). *The complete adult psychotherapy treatment planner (Practice Planners)*. NJ: Wiley.
- Kewley, G. (2011). *Attention deficit hyperactivity disorder* (3rd ed.). UK: Routledge.
- Kramer, G. P., Bernstein, D. A., & [Phares](#), V. (2008). *Introduction to clinical psychology* (7th ed.). NY: Prentice Hall.
- Miltenberger, R. (1997). *Behavior modification: Principles and procedures*. U.S.A: Brooks/Cole publishing Company
- Shorvon, S. (2010). *Handbook of epilepsy treatment* (3rd ed.). UK: Wiley-Blackwell.
- Sink, C. (2011). *Mental health interventions for school counselor*. Australia: Brooks/Cole.
- Spiegler, M.D. & Guevremont, D.C. (1998). *Contemporary behavior therapy* (3rd ed.). USA: Brooks/Cole Publishing Company
-

Course Title: Counseling Psychology

Credit Hours: 3

Course Objectives

- To provide students adequate knowledge of the concepts and theoretical models of Counseling Psychology, the course is designed to help students learn major dimensions of Counseling Psychology within its ethical and legal framework.
- To train students work in counseling settings employing the principles of counseling and to provide understanding of interpersonal interaction in counseling and related issues

Course Outcome

At the completion of this course the student will be able to:

- use basic counseling concepts, and professional ethics in real life setting.

Course Contents

Introduction to Counseling

Definition of counseling

The development of counseling as a distinct profession

Goals of counseling

Currents trends and future directions

Distinction between guidance, counseling, psychotherapy, and allied fields

On Becoming a Counselor

Characteristics of effective counselors

Role & responsibilities of a counselor

Personal values in counseling

The basis and importance of theory in counseling

Building a Counseling Relationship

Definition and description of therapeutic alliance

Factors that influence the counseling process: Structure, Initiative, Physical setting, Client qualities

Counseling relationship: The core conditions, Genuineness, Unconditional positive regard, Empathic understanding, Concreteness

Working in Counseling Relationship

Counselor skills in the understanding and action phases

Changing perceptions, Leading, Immediacy, Multi-focused responding, Accurate empathy, Self-disclosure, Humor, Confrontation, Transference and counter transference

Termination of Counseling Relationship

Function of termination

The process of termination

Timing of termination

Issues of termination

Ethical and Legal aspects of Counseling

Ethics, morality and law

Professional code of ethics and standards

Making ethical decisions

Multiple relations in counseling

Working with a counselor engaged in unethical practices

Civil and criminal liability

Legal issues with minors

Client's rights and records

Counselor in court

Core Counseling Activities

Groups in counseling

Consultation
Evaluation and research
Testing, assessment and diagnosis

The Nature and Importance of Assessment in Counseling

Why assessment
The process of assessment

The Assessment Interview

Interviewing essentials and techniques
The physical arrangements, Rapport, Communication

Types of Initial Interviews

Client versus counselor initiated interview
Information oriented interview
Relationship oriented interviews

Identification of goals
Types of interview: The intake interviews; the case-history interview; the crisis interview; the diagnostic interview
Reliability and validity of interview data, error and bias in interviews
Mental Status Examination

Use of Tests in Counseling

Uses and purposes of tests in counseling
Intelligence test, Personality test, Aptitude test, Achievement test, Interest inventories
Test administration, scoring, interpretation and communication of test results

Counseling Techniques

Behavioral

Therapeutic process
Application: Techniques and procedures

Person Centered Counseling

Therapeutic process
Application: Techniques and procedures

Cognitive Behavioral Counseling

Rational-Emotive-Behavior-Therapy (REBT)
Therapeutic process
Application: Techniques and procedures
Beck's cognitive therapy
Meichenbaum's cognitive behavior modification

Existential Counseling

Therapeutic process
Application: Techniques and procedures

Counseling in Specific Settings

Marital and family counseling

Career counseling

School counseling

Counseling of elderly

Counseling people with special needs

Counseling in medical setting

Psychosocial First Aid

Crisis counseling

Recommended Books

- Axelson, J. A. (1999). *Counseling and development in a multicultural society*. London: Brooks/Cole Publishing Company.
- Bergin, A. & Garfield, S. (1994). *Hand book of psychotherapy and behavior change*. UK: John Wiley.
- Capuzzi, D. & Gross, D. (1991). *Introduction to counseling perspectives for the 1990's*. USA: Allyn and Bacon.
- Carroll, M., & Holloway, E. (1991). *Counseling supervision in context*. London: SAGE publication Inc.
- Corsini, R. (Latest edition). *Current psychotherapies*. Itasea: F.E: Peacock Publishers.
- Davy, J., & Ellis, S. (2000). *Counseling skills in palliative care*. Buckingham: Open University Press.
- Druden, W. (1992). *Hard-earned lessons from counseling in action*: UK: Sage Publications.
- Edi, C. F. (2012). *The Sage handbook of counseling and psychotherapy* (3rd ed.). Los Angeles: Sage.
- Edi, M. B. (2010). *Understanding counseling and psychotherapy*. UK: Sage.
- Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Eisenberg, S. & Delaney, D. (1978). *The counseling process*: Rand McNally Publications.
- Geldard, K. (2010). *Counseling adolescents* (3rd ed.). Los Angeles: Sage.
- Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Goldenberg, H., & Goldenberg, I. (2002). *Counseling today's families*. (4th ed.). USA: Brooks/Cole Publishing Company.
- Hanser, J., Steric, R., & Warmer, R. H. (Latest ed.). *Counseling theory and process*. Boston: Allyn and Bacon.
- Hough, M. (2010). *Counseling skills and theory* (3rd ed.). UK: Hodder Education.
- Korichin, S. (Latest edition). *Modern clinical psychology*. NY: Basic Books company.
- Nayak, A. K. (1997). *Guidance and counseling*. New Delhi: APH Publishing Corporation.
- Nelson-Jones, R. (2011). *Six key approaches to counseling and therapy* (2nd ed.). NJ: John Wiley & Sons.
- Nelson-Jones, R. (2011). *Theory and practice of counseling and therapy* (5th ed.). Los Angeles: Sage.
- Nelson-Jones, R. (2012). *Basic counseling skills* (3rd ed.). Los Angeles: Sage.

- Palmer, S., & McMahon, G. (2000). *Handbook of counseling* (2nd ed.). New York: British Association for Counseling.
- Snyder, C. R. & Forsyth, D. (1991). *Handbook of clinical and social psychology*. USA: Pergamon Press.
- Timulak, L. (2011). *Developing your counseling and psychotherapy skills and practice*. Los Angeles: Sage.
- Yalon, I. D. (Latest edition). *The theory and practice of group psychology*. New York: Basic Books Publishing Company.
-

Course Title: Organizational Psychology

Credit Hours: 3

Course Objectives

- To provide students adequate knowledge of the concepts and theoretical models of Organizational Psychology, the course is designed to help students learn major dimensions of organizational Psychology within its ethical and legal framework.

Course Outcome

At the completion of this course the student will be able to:

- Understanding of the principles of organizational behaviour with complete understanding of interpersonal interaction in organizations and related issues

Course Contents

Organization Psychology: An Introduction

Nature and scope

Historical and theoretical perspectives

Basic concepts of organization psychology (I-O): Entrepreneurship

Theories of Organizational Psychology

Organizational behaviour

Role of Psychologists in organization

Research Methods in Organizational Psychology

Important research designs and concepts

Measurement and analysis of Organizational research

Organizational Communication

Basic model of organizational communication

Forms of communication

Flow of communication

Effective communication strategies

Barriers to effective communication

Organizational Culture

Structure of organizations

Psychological climate and work environment

Organizational motivation

Interpersonal relationships

Conflict resolution

Psychological and Social Factors

Motivation, morale, factors in job satisfaction

Measurement of attitude of workers

Industrial discontent, its causes and limitation

Leadership and Management

Power influence and leadership

Building trust

Development of leadership and effective personal management

Conditions of work and productivity

Physical conditions of the work environment(Illumination, temperature, noise)Psychological Conditions (Monotony, Boredom, Stress)

Temporal Conditions (rest periods, shift work)

Occupational Health and Safety

Concept of organizational safety and occupational health

Magnitude of safety problem in Pakistani organizations

Factors leading to organizational accidents

Preventive models for safety measures

Safety training programs

Enhancing occupational health

Stress management

Psychology Applied to Consumers

Techniques in the analysis of consumer behavior

Advertising marketing and motivation research

Factors effecting effectiveness of advertisements

Recommended Books

- Aamodt, M. G. (2004). *Applied industrial and organizational psychology*. Australia: Thomson
- Duening, T. N. & Ivancevich, J. (2005). *Managing organizations*. (2nd ed.). California: Atomic Dog Publishing.
- Gruneburg, M. M & Oborone, D.J. (1981). *Psychology and industrial productivity*. Hong Kong: The Macmillan press Ltd.
- Jewell, L. N. (1998). *Contemporary industrial and organizational psychology* (3rd ed.). Brooks/Cole Publishing Company. U.S.A.
- Jed, S. M. (2002). *Organizational psychology*. New York: John Wiley and Sons.
- Landy, F. J. (2004). *Work in 21st century: An introduction to industrial and organizational psychology*. Boston: McGraw Hill
- Riggio, R. E. (2003). *Introduction to industrial organizational psychology*. (4th ed.). USA: Prentice Hall.
- Rogelberg, S. G. (2004). *Handbook of research methods in industrial and organizational psychology*. Malden: Blackwell Publishing
- Schultz, D.P. (2010). *Psychology and work today: An introduction*. New Delhi: Pearson
- Schultz, S. E. (1984). *Psychology and work today*. (6th ed.). New York: Macmillan publishing Company.
- Specto, P. E. (1996). *Industrial and organizational Psychology*. USA: John Wiley & sons, Inc.
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Course Title: Educational Psychology

Credit Hours: 3

Course Objectives

- To teach students different methods of improving teaching skills
- To make them aware of importance of psychology in the field of education
- To provide them knowledge about improving student-teacher relationship

Course Outcome

At the completion of the course, the student will be able to:

- apply the knowledge of psychology in the field of education
- improve student-teacher relationship and class room management

Course Contents

Introduction

Scope of Educational Psychology
Historical background
Role of Education psychologist in school

Method of Studying Behavior in Educational Settings

Observational method

Experimental method,
Survey and case study method

Theories of Educational Psychology

Piaget's and Vygotsky's work
Erickson's work, socio and emotional development
Moral development
Behaviouristic model

Assessment in Educational Setting

Aptitude Testing
Classification and measurement of aptitude
Intelligence assessment
Assessing learning disabilities
Assessing Conduct and Behavioural problems in Children

Sensory and Physical Disorders

Speech and language disorders
Learning disabilities
Emotional & behavioral disorders

Approaches to Learning

Classical and operant condition
Social and cognitive approaches to learning
Factor influencing learning
Learner, teacher, & content related factors
Student teacher relationship & communication

Memory

Short and long term memory
Meta cognition
How to improve memory

Motivation in Educational Setting

Assessing class room
Teaching pedagogy
Curriculum development
Student evaluation

Classroom Management

Approaches of Classroom management
Common mistakes in classroom behavior management
Techniques/ Strategies of Classroom management

Recommended Books

Edi, A. K. T. (2011). *Teaching of Psychology*. New Delhi: Educational Publishers.
Edi, D. U. (2010). *Teaching Psychology in Higher Education* UK: BPS Blackwell.
Mangal, S.K.(2007). *Essentials of educational psychology*. New Delhi, India: PHI Learning private Limited.
O'Donnell A. M., Reeve, J., & Smith, J. K. (2009). *Educational psychology* (2nd ed.).

NY: Wiley.
Ormord, J.E. (1995) Educational Psychology: Developing learners. Prentice – Hall, Inc.
Santrock, J. W. (2005). *Educational psychology* (3rd ed.). USA: McGraw Hill International.
Swinson, J. (2012). *Positive psychology for teachers*. London: Rutledge.
Thorndike, R. M. (2011). *Measurement and Evaluation in Psychology and Education*(8th ed.). New Delhi: PHI Learning.

Course Title: Forensic Psychology

Credit Hours: 3

Course Objectives

Main objective of this course is:

- Provide orientation to students of the main concepts, models, assessment and intervention in forensic setting.
- To acquaint students with contribution of forensic psychologists to the legal system i.e. Law Enforcement Agencies (LEAs), Judicial and Correctional Settings.
- Train them in Interrogation and assessment and rehabilitation modalities appropriate to the civil and criminal settings. Students would be familiarized with the methods used by forensic psychologists.

Course Outcome

At the completion of the course the student will be able to:

- understand the basic concepts of forensic psychology, role of forensic psychologists and will be able to apply assessment and investigative skills and assist legal system.

Course Contents

Introduction to Forensic Psychology

Defining forensic psychology
History of forensic psychology
Scope of Forensic Psychology
Status of Forensic psychology

Ethical & Professional Issues

Practicing ethical forensic psychology
Legal, ethical and moral considerations
Trainings in forensic psychology

Understanding Legal Rights

Human rights
Understanding child rights
Women rights
Domestic & adult issues

Assessment in Forensic Setting

Personality assessment in personal injury litigation
Conducting personal injury evaluation

Evaluating eyewitness testimony in adults & children
Competency to stand trial

Role of Forensic Psychologist in different settings

Punishments and alternate routes to crime prevention
Current status of correctional settings
Rehabilitation in correctional settings
Criminal offenders' rehabilitation through psychotherapy

Perpetrator and Victim

Factors contributing to crimes: (causes, consequences & Prevention)
Bullying among offenders
Juvenile delinquency
Harassment & violence
Substance use
Child abuse
Violence against women

Applying Psychology to Crime

Applying psychology to civil & criminal proceedings
Insanity as a defense
Specific intent and diminished capacity
Juvenile justice system
Women rights protection
Probation and parole

Special Applications

Harassment & violence risk assessment
Psychology and law enforcement
Prevention of bullying
Polygraph testing
Forensic Psychology in the Pakistani context

Communicating Expert Opinions

Serving as an expert witness
Writing forensic reports

Recommended Books

Bartol, C. R. (2012). *Introduction to forensic psychology*. Los Angeles: Sage.
Edi, J. R. A. (2010). *Forensic psychology* (2nd ed.). UK: BPS Blackwell.
Edi, G. J. T. (2010). *Forensic psychology* UK: BPS Blackwell.
Heidensohn, F. (1985). *Women and crime*. London: Macmillan Education Ltd.
Laurence, S. & Wrightman, (2001). *Forensic psychology*. USA: Belmont.
Springer, [D. W.](#) & Roberts, [A.R.](#) (2007). *Handbook of forensic mental health with victims and offenders: Assessment, treatment, and research*. New York: Springer Publishing Company L.I.C.
Towel, G. J. & Crighton, D. A. (2010). *Forensic psychology*. UK: BPS, Blackwell.
Weiner, B. A. & Hess, A. (2006). *The handbook of forensic psychology*. (3rd ed.). New York:

Course Title: Neuropsychology

Credit Hours: 3

Course Objectives

The main objectives of this course are:

- to equip students with the knowledge of neurological basis of behavior: central nervous system, in particular brain, its structure and function
- students will be provided orientation in identification, assessment and intervention of neuropsychological disorders and neurological condition.

Course Outcomes

At the completion of this course, the student will be able to:

- a. Understand structure and functions of nervous system, specifically brain anatomy and localization of higher order mental processes.
- b. Assess and identify neuropsychological deficits in patients with neurological and psychiatric conditions through neuropsychological assessment.
- c. Understand neuropsychological basis of Psychological disorders (i.e. Schizophrenia, Anxiety, Depression, OCD, Substance Use disorder).

Course Contents

Introduction and Overview of Neuropsychology

Definition of neuropsychology, Scope of Neuropsychology

The practice of neuropsychology, assessment and diagnosis, treatment and rehabilitation

Status of Neuropsychology

Education and Training of the Neuropsychologist

Theoretical orientation required, training environment, consequence of insufficient experience with brain damaged patients, competence in the field of neuropsychology.

Comparison with other mental health professionals

Neuroanatomy of the Nervous System

Neurons, and synaptic transmission

Different brain areas

Neuropsychological Assessment

Choosing neuropsychological tests, case histories and interviews, test administration and interpretation(WAIS, WMS, Trail making Test, Luria Nebraska Battery, Star Pattern, NFI, Dysexecutive Functioning test, Stroop test, Wisconsin Card Sorting, etc.)

Neurobehavioral Disorders

Amnesia, delirium, dementia, PTSD, other acquired neurobehavioural disorders, preexisting neurobehavioral disorders: ADHD, Tourett's Syndrome, learning disabilities

Neurological Disorders

Traumatic brain injury & head injury, stroke, epilepsy, tumors, headaches, infections, disorders of motor neurons and spinal cord, disorder of sleep.

Recommended Books

- Baker, L. (2001). *Learning and behavior: Biological, psychological and sociocultural perspectives*. Upper Saddle River, NJ: Prentice-Hall.
- Bakker, D.J. (1990). *Neuropsychological treatment of dyslexia*. Oxford University Press.
- Benson, D.F. (1994). *The neurology of thinking*. New York: Oxford University Press.
- Ed, T. D. M. (2010). *Neuropsychology of everyday functioning* NY: The Guilford Press.
- Edi, J. M. G. (2010). *Handbook of clinical neuropsychology* (2nd ed.). UK: Oxford University Press.
- Dawson, G. & Fisher, K.W. (1994). *Human behavior and the developing brain*. New York: Guilford Press.
- Doerr, H.O. & Carlin, A.S. (1991). *Forensic neuropsychology: Legal and scientific bases*. New York: Guilford Press.
- Fletcher-Janzen, E., Strickland, T., & Reynolds, C. (2000). *Handbook of cross-cultural Neuropsychology*. New York: Kluwer Academic/Plenum Publishers.
- Golden, C., Espe-Pfeifer, P., & Wachsler-Felder, J. (2000). *Neuropsychological interpretations of objective psychological tests*. New York: Kluwer Academic/Plenum Publishers.
- Goldstein, L. H. (2013). *Clinical neuropsychology* (2nd ed.). Wiley Blackwell: UK.
- Johnson-Greene, D., Dehring, M., Adams, K.M., Miller, T., Arora, S., Beylin, A., & Drandon, R. (1997). Accuracy of self-reported educational attainment among diverse patient populations: A preliminary investigation. *Archives of Clinical Neuropsychology: Journal of the National Academy of Neuropsychology*, 12, 635-643.
- Kolb, B. & Whishaw, I.Q. (1995). *Fundamentals of human neuropsychology*. (4th ed.). New York: Freeman.
- Lacks, P. (1999). *Bender Gestalt: Screening for brain dysfunction*. Wiley Press, New York.

- Lezak, M.D. (1995). *Neuropsychological assessment*. (3rd ed.). New York: Oxford University Press.
- Obrzut, J.E. & Hynd, G. W. (1991). *Neuropsychological foundations of learning disabilities: A handbook of issues, methods, and practice*. Orlando, FL: Academic Press.
- Pennington, B.F. (1991). *Diagnosing learning disorders: A neuropsychological framework*: Guilford Press.
- Sattler, J. (1998). *Clinical and forensic interviewing of children and families*. San Diego, CA: Sattler Publishing.
- Sbordone, R.J., Saul, R. E., & Purisch, A.D. (2007). *Neuropsychology for psychologists, health care professionals and attorneys* (3rd ed.). USA: Taylor & Francis Group, LLC.
- Wood, C., Maruff, P., Levy, F., Farrow, M., & Hay, D. (1999). Covert orienting of visual spatial attention in attention deficit hyperactivity disorder: Does comorbidity make a difference? *Archives of Clinical Neuropsychology: Journal of the National Academy of Neuropsychology*, 14, 179-189.
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Course Title: Psychology of Ageing

Credit Hours: 3

Course Objectives

The purpose of this course is to:

- Provide a general introduction of the multi-disciplinary field of gerontology.
- Focus on learning and memory, intellectual behaviors, personality, psychopathology and clinical intervention with specific reference to elderly.
- To provide theoretical and empirical knowledge for understanding the aging process in experiential perspective.
- covers major behavioral, emotional and cognitive changes in elderly and their implications.

Course Outcome

Upon successful completion of this course, the student will be expected to:

1. identify and assess age related behavioural, emotional and cognitive changes and their implications for individual, interpersonal relationships, family, marriage, and sexuality.
2. Demonstrate an understanding of physical and personality changes associated with retirement, leisure activity, housing, transportation, medical care, and economic status.
3. Will have knowledge of various models of death and dying.

Course Contents

Introduction to Ageing/ Gerontology

Primary aging vs. secondary aging

Demographics of aging
The aging process: Physical, psychological and social
Cultural attitudes of aging
Services available to elderly

Models and theories of aging

The biopsychosocial model
Evolutionary theory, molecular theory, cellular theory, and systemic theory

Research Methods and Issues in Gerontology

The importance of "cohort"; Age differences vs. age changes.
Research designs to explore aging issues
Behavioral plasticity
Behavioral decline vs. behavioral dysfunction

Psychological implications of ageing

Intelligence, personality and health
Continuity vs. discontinuity of behavior
Personality and aging: Change or stability?
The empty nest
Stages and traits: Reviewing the major studies
Charting the life course over generations

Cognition

The aging brain
Information processing and adult cognition: Perception, attention and memory
Human factors and aging
Creating cognitive prosthetic environments
Language
Disorders of aging: Cognitive impairment and dementia

Social and Emotional Aging

Social and emotional processes in older adulthood
Biology and socio-emotional processing in aging
Successful aging: role of adaptation
Grandparenthood; Aging parents and the sandwich generation
Widowhood
Psychosocial aspects of retirement, identity continuity
Elderly abuse

Mental Health Issues, Depression, Clinical Intervention

Psychological assessment of older adults
Sensory declines with aging process
Drugs, alcohol and aging: Abuse or misuse.
Suicide and depression
Alzheimer's, Dementia and related memory disorders: Etiology, diagnosis and treatment
Clinical interventions

Ageing in the Pakistani Context

Islamic Perspective

Concept of old homes and its implications
Ageing and family system

Recommended Books

Aldwin, C. M., Park, C. L., Spiro, A., [Abeles, R. P.](#) (2007). *Handbook of health psychology and*

aging. USA: The Guilford Press.

Birren, J. E. & Schaie, K. W. (Eds.). (2005). *Handbook of the psychology of aging*, (6th ed.). UK: Academic Press.

Carr, D. C. & Komp, K. S. (2011). Gerontology in the era of the third age implications and next

steps. UK: Springer Publishing Company

Cavanaugh, J. C., & Whitbourne, S. K. (1999). *Gerontology: An interdisciplinary perspective*

(Eds.). USA: Oxford University Press.

Cruikshank, M. (2009). Learning to be old: Gender, culture, and aging

USA: Rowman & Littlefield Publishers.

Demick, J. & Andreoletti, C. (2003). *Handbook of adult development in adulthood*. NY: Kluwer

Academic/ Plenum Publisher.

Hillier, S. M. (2011). *Aging, the individual, and society* (9th ed.). Australia: Wadsworth

Nelson, T. (2004). *Ageism: Stereotyping and prejudice against older persons*. UK: Bradford Books.

Santrock, J. W. (2006). *Life-span development* (3rd ed.). India: Tata McGraw-Hill Education.

Stuart-Hamilton, I. (2006). *The psychology of ageing: An introduction*. UK: Jessica Kingsley Publishers.

Course Title: Human Resource Management (HRM)

Credit Hours: 3

Course Objectives

- To provide students understanding of main concepts of Human Resource management and role of Psychologist in HRM.

Course Outcome

At the completion of the course, the student will:

- Be able to understand the role of psychologist in HRM and organizational settings and in improving interpersonal interactions in the organizational context.

Course Contents

Introduction

Historical perspective
HRM as a human capital
Strategic human resource management

Theoretical models of HRM

Integrative models
HERO Model

Job Analysis and Job Design

Strategic human resource planning

Job analysis and Job design: Techniques and strategies

Recruitment, Selection& Placement

Human resource planning and recruitment (recruitment policies and practice)
Recruitment methods and their effectiveness
Personnel selection and placement (selection process, selection methods standards,
types of selection methods)
Staff Counseling & Stress Management

Training and Developing Programs

Orientation to workplace training
Training needs assessment and methods of trainings (management and organizational development)
Evaluating training and performance
Developing and implementing training programs
Career development
Personnel management

Compensating Human Resources

Organizational reward system
Base wage and salary system
Incentive pay system

Employee Well-Being

Psychological assessment in organizational settings
Employee benefits
Employee safety and health

Conflict Management styles

Conflict Resolution techniques
Performance appraisal and evaluation

Labor Relations

Legal environment and structure of labor unions
Unions' organizations and collective bargaining

Recommended Books

Bayars, L. L. and Rue, L. W., (2000). *Human resource management*. Boston, MA; Irwin McGraw-Hill.

Bolander, G., Snell, C. and Sherman, A. (2001). *Managing human resource*. Cincinnati, OH: South – Western.

DeCenzo, D.A., & Robbins, S.P. (2002). *Human resource management*. New York; Wiley

Raymond, N. A., John, H. R., Barry, G., & Patrick, W. M. (2003) *Human resource management: Gaining a competitive advantage*. MA: Irwin McGraw-Hill.

Course Title: Sports Psychology

Credit Hours: 3

Course Objectives

- To introduce the students to the emerging branch of Sports Psychology
- To introduce students to the basic terminology, avenues of research, and theoretical models in Sport Psychology
- To develop an understanding of the application of principles of Psychology to the field of Sport and sport performance

Course Outcome

At the completion of the course the student will be able to:

- Use basic terminology, demonstrate understanding of theoretical models in Sport Psychology
- understand the application of principles of Psychology in the field of Sports and enhancing sportsman performance

Course Contents

Introduction to Sports Psychology

Historical background of sports psychology

Significance of sports and physical activity

Methods and measure of sports psychology

Theories and models of sports psychology

Hull's drive theory of motivation

Yerkes and Dodson's law

Atkinson's achievement motivation theory

Zajonc's drive theory

Neuromuscular theories of mental practice

Cognitive theories of mental practice

Bio-Informational theory of mental practice

Motivation

Introduction to Motives; Self-determination Theory; Competence Theory; Achievement Goal Theory; Self-efficacy and social cognitive theory; Significant Other; Integrated Model of youth sport participation and withdrawal; Sport commitment model

Enhancing Concentration

Development: Enhancing concentration; Attention as a 'Filter'
Attention as a 'Zoom lens'; Attention as a 'resource'; Assessment; Effective concentration;

Anxiety

Understanding anxiety
Arousal and stress relationships
Inverted-U theory and alternatives
Drive theory; Catastrophe theory; Processing efficiency theory
Conscious processing or 'reinvestment' hypothesis
Physiological measures; Self-report instruments; Physical relation techniques
Simulation training and choking under pressure

Sports Exercise and Mental Health

Perceptual and cognitive expertise in sports; identifying patterns of play; reading on opponents intentions; visual search behavior;
Role of deliberate practice in developing expertise in sport
Depression; anxiety; blood state; stress responsively
Self-esteem; body image; endorphin hypothesis; mastery hypothesis; distraction or time-out-hypothesis; thermo-genic hypothesis

Acquiring Sports Skills

Demonstrating the skills; providing verbal instructions about the skills; practice scheduling; feed back

Teams

Defining a team
Individual performance in team
Dynamics of team
Leadership skills and team building

Athlete's Career

Gerontology Theory; Transition Models

Cognitive and Behavioral Interventions for Enhancing Sport Performance

Use of imagery and sport performance
Relaxation strategies
Arousal energizing strategies
Coach- athlete, and parent interaction
The role of hypnosis in sports: The hypnotic trait issue
Effectiveness of psychological intervention programs

Issues in Modern Day Sports

Ethics in sport

Burnout in athletes
The psychology of athletic injuries
Psycho-physiological effects of banned substances

Recommended Books

Millamn, D. (1999). *Body mind mastery: Creating success in sports and life*. Novato: New World Library.

Moran, A. (2012). *sport and exercise psychology: A Critical Introduction. (2nd ed.)*. USA: Routledge

Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and exercise psychology*.

Washington D. C.: American Psychological Association.

Lavallec, D., Kremer, J., Moran, A., & Williams, M. (2004). *Sports psychology: Contemporary*

themes. New York: Palgrave Macmillan Publishers.

Weinberg, R., & Gould, D. (2010). *Foundations of sport and exercise psychology with web study*

Guide (5th ed.). USA: Routledge

Course Title: Military Psychology

Credit Hours: 3

Course Objectives

- The course on **Military Psychology** has been designed to provide the systematic view of group dynamics to learners to reach out all the organizational goals and consequently to learn effective command and control young mil leaders in future.
- Theoretical contents will increase their practical vision producing group coherence and build their self-confidence to accomplish difficult tasks as commander.
- Course will enable them to understand, monitor and organize under commands' behavior and to solve interpersonal problems in field situations.

Course Outcome

At the completion of the course the student will be able to:

- Have systematic view of group dynamics to reach out all the organizational goals and will be able to command and control young military leaders in future.
- Develop group coherence and self-confidence to accomplish difficult tasks as commander.
- analyze objectively group conflicts of various natures with reference to social cultural background, internalized social norms and developmental factors.

Course Contents

Introduction

History and scope of Military Psychology; fields of Psychology developed after World War I & II and up to present era and Psychological testing, Abnormal Psychology, organizational psychology etc.

Theoretical perspectives of operational/combat psychology

Characteristics of behavior required in peace and war, effective model of training and learning under stressful conditions. Role of perception in war field; theories of camouflage. Model of motivation in war and peace; Biological, Psychodynamic, Behaviorist, Cognitive and Humanistic models of human behavior and their application in combat and Training.

Psycho social perspectives of military and civil culture

Transformation of civil cultural into military culture among the soldiers and officers; development of faith and conviction of army personnel. Role of individual's faith in combat; Psycho-physical factors / skills required in combat i.e. dynamism, stress tolerance, initiative, confidence, mental toughness, courage, self-motivation etc. Adhering of social norms and values in military culture; Issues of conformity and non conformity to the military norms and culture. Behavior modification; Theories of attitude formation, attitude change, persuasion, interrogation and brainwashing; development /grooming of warrior traits during training; Propaganda and rumors in war and peace; Psychosocial aspect of conflicted role of Pakistan Army, mass media and its Impact on morale and motivation of Armed Forces.

Issues of Psychological health of soldiers, officers and families

Psycho dynamic, humanistic, Eric Fromm view of mental health: Sado-masochistic tendencies, four nonproductive personality orientations; Bio-Psycho-Social-Spiritual Aspects of Combat / war on terror /LIC; psychological issues after war injury or permanently disabled in battle and being a prisoner-of-war; conflict, anxiety frustration; reaction to stress and coping techniques; the screening, assessment, and treatment of personnel with acute and long-term combat-related post-traumatic stress disorders(PTSD), along with impact on the family and community.

Role of psychologist in Armed forces

In selection at preliminary level and at higher level and in placement; In training of officers and soldiers; as instructor, as researcher and behavior analyst; as clinical psychologist/ counselor & advisor; responsibilities as Psychometrician; brief review of Individual differences, intelligence, aptitude and personality; Intelligence versus Emotional Intelligence; Intelligence and personality tests used for screening /recruitment of military personnel in Pakistan. Biases and errors in judgment /selection and decision making.

Theories of Military Leadership

Personality traits of a military leader; comparison of personality traits of civil leadership and military leadership; various models of Military leadership; Organizational structure of leadership in different world Armies and in Pakistan Armed forces. Group dynamics and leadership development in military set up

Psychological operation (Psy ops)

Psychology of intelligence; *human skills required in psych-operations*; *Psychology of Terrorism, factors leading to develop the terrorist behavior*; theories of terrorism; Different

types of terrorist organizations based on various criteria including motives, means, objectives.

Recommended Books

Chen, G. & Bliese, P. D. (2002). The role of different levels of leadership in predicting self- and

collective efficacy: Evidence for discontinuity. *Journal of Applied Psychology*,
psycnet.apa.org

David, H. & Rand, M. (2001). *Psychological and psychosocial consequences of combat and*

deployment. With special emphasis on the gulf war.

Dewsbury, D.A. (1997). On the evolution of divisions. *American Psychologist*, 52, 733-741.

Kennedy, C.H., & Zillmer, E.A. (2006). *Military psychology: Clinical and operational applications* (2nd ed.). New York: The Guilford Press.

Laurence, J. H. & Matthews, M. D. (2012). *Military psychology* (4th ed.). Oxford University Press.

Lawrence, L. (2002). *The psychology of war: Comprehending its mystique and its madness.*

Watson-Guptill Publications; Expanded edition.

Murray, L. (2013). *Brains and bullets. How psychology wins wars.* London: Biteback.

Reuven, G., & Dolgin, D. L. (1996). *Handbook of military psychology* (Ed.). New Jersey: John Wiley & Sons.

Rostow, C., & Davis, R. (2004). *A handbook for psychological fitness-for-duty evaluations in law*

enforcement. Binghamton, NY: Haworth Press

Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Journal of Academy Management*, 41(4). Doi, 10.2307/257080.

Sheh, S. W. (2003). *Chinese Leadership: Moving from Classical to Contemporary*, Times Editions, Singapore.

United States Postal Service. (2000). *Fitness-for-duty examinations. Management Instruction EL-860-2000-7*. Washington, DC: Author

U.S. Department of the Army. (1999). *Command-directed mental health evaluations. (United States Army Medical Command Regulation 40-38)*. Fort Sam Houston, TX: Author.

U.S. Department of the Air Force. (2000c). *Mental health, confidentiality, and military law. (Air*

Force Instruction 44-109). Washington, DC: Author

Wanke, P. (2005). *Russian / Soviet military psychiatry 1904-1945*. Routledge.

Wilson, J.P., Boris, M. D., & Drozdek, M.A. (2004). *Broken spirits: The treatment of traumatized asylum seekers, refugees, war and torture victims*. Brunner-Routledge.

Course Title: Disaster and Trauma Management

Credit Hours: 3

Course Objectives

- An understanding of trauma and its impact and the role of a trauma response worker
- To understand why people react differently to traumatic events
- Demonstrate a critical understanding of key concepts in disaster risk reduction and trauma management
- A comprehensive knowledge of community agencies and service providers who assist people experiencing trauma
- Effective communication with individuals and groups affected by trauma and effective case management

Course Outcome

At the completion of the course the student will be able to:

- understand trauma and its impact and his/her role as a trauma response worker
- Understand and appreciate the specific contributions of various movements to the practice and conceptual understanding of disaster and trauma management and their significance in the current context
- Critically evaluate disaster risk reduction and trauma management policy and practice from multiple perspectives
- Critically understand the strengths and weaknesses of disaster and trauma management approaches, planning and programming in different countries, particularly their home country or the countries they work in
- Respond to disaster and trauma risk reduction initiatives and disasters and trauma in an effective, humane and sustainable manner.
- Effectively document the essential elements of patient assessment, care and transport.
- Integrate patho-physiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with severe injuries
- work safely and professionally across a range of organizations and roles within the field of trauma response

Course Contents

Introduction to Hazards and Disasters

Terms and concepts used in disaster management

Evolution of disaster risk management

Classification of hazardous processes

Hazard Mapping

Key issues in emergency and disaster management

Research and analytical methods

Disaster Risk Analysis and Risk Reduction

Disaster preparedness and vulnerability reduction

Types of Disaster: Natural & man made

Complex natural disasters: Hurricanes and Tsunamis, Cyclone and Tornado,

Seismic hazards, Flooding, Landslides and volcanic hazards,

Climate change and drought, Dengue fever

Working in Disaster Settings: Obstacles and Constraints

Disaster management planning

Protracted disasters

Public awareness and community

Gender issues in disaster management

Community based risk reduction

Disaster management cycle

Vulnerability science: methods, models, metrics, indicators

Measuring vulnerability

Vulnerability and adaptation to climate change induced

Communicating in Emergency Settings

Coordination of actors: public private partnerships in disaster situations

Disaster responders and psychosocial issues

Disaster response and post-disaster recovery

Nature and type of immediate response

Humanitarian aid, principles, values, relief and rehabilitation and development

Media in disasters

Organizational and policy context of disaster management

Communication Skills for Working in the Field of Trauma

Listening Skills

Reflective practice

Cultural sensitivity

Micro-counseling

Trauma and its Impact

Types of trauma

The impact of trauma on individuals and groups

Normal responses to change, loss and grief

Personal responses to trauma

Understanding different personality types and reactions

Responding within the Context of a Traumatic Event

The role of a worker in the context of a traumatic event

Ethical and legal issues involved in trauma response

Working effectively with groups in response to trauma

Working within cultures

Referral procedures across a range of organizations

Self-care and safe practice

Support and individual coping strategies

Techniques for Working in the Field of Trauma

Psychological management of trauma in various settings

Working safely: Self care

Traumatic incidents and environments

Trauma response plans and risk assessments

Referral processes

Legal and ethical boundaries

Case management and record keeping

Trauma Intervention Techniques

Supervision

Vicarious trauma

Recommended Books

Action Against Hunger UK (2001). *NGO initiative in risk reduction case study no. 14: Preparation for flood-related disasters*. London: Red Cross.

ADB (1992). *Disaster mitigation in Asia and the Pacific*. Manila: ADB.

Blakie, P. et al (1994). *At risk: Natural hazards, people's vulnerability and disasters*. London:

Routledge.

Carter, W. N. (1991). *Disaster management: A disaster manager's handbook*. Manila:

ADB. Hall, G. & Snedden, R. (1996). *Natural disasters: Fact finders*. Bristol, Parragon.

IDNDR (2000a). *Natural disasters: Strategies for mitigation and disaster response*.

Germany:

IDNDR.

InterWorks (1998). *Model for national disaster management structure, preparedness plan and*

supporting legislation. Madison: InterWorks.

Nizamuddin, K. (Ed.) (2001). *Disaster in Bangladesh*. Dhaka: DRTMC.

Pramanik, M. A. H. (1994). *Natural disasters* in Rahman, A.A. et al (Eds.). Environment and

Development in Bangladesh.1. Dhaka, UPL.

Reazuddin, M. (1994). *Industry and pollution related issues* in Rahman, A.A. et al (Eds.).

Environment and Development in Bangladesh, Vol. 2. Dhaka, UPL.

Stoner, J. A. F. & Freeman, R. E. (2000). *Management*. New Delhi: Prentice-Hall.

Wehrich, H. & Koontz, H. (1993). *Management: A global perspective*. New York: McGraw Hill.

Withers, J. (1988). *Major industrial hazards: The appraisal and control*. Aldershot (UK), Gower

Technical Press.

Course Title: Family Psychology

Credit Hours: 3

Course Objectives

The objectives of the study of Family Psychology are as following:

- Trace the historical development of the institution of family, importance and the contemporary challenges

- Explore the internal dynamics of the family
- Indicate parenting styles, intergenerational relationships and their repercussions
- Examine the transition to parenthood, and changes in marital relationship
- Have a brief review of marriage and family counseling and wellbeing

Course Outcome

At the completion of the course the student will be able to:

- Identify family stressors, resources, crises, and resilience
- Examine the transition to parenthood, and changes in marital relationship
- Indicate the prevailing marriage and family traditions in socio-cultural perspective
- Evaluate the child, adolescence, spouse and elderly abuse and neglect
- Understand the prevailing family laws in Pakistan including child, marriage, divorce, inheritance, harassment, violence etc.
- Indicate the development needs of family resources with case studies

Course Contents

Importance of the Family

History of family development
Family as a social institution
Individual in family

Research Methods in Family

Survey, case study, videos, films, qualitative or quantitative research related to local, regional, national or international perspective.

Social Development

Contemporary challenges in the family
Personality development and the Family

Marriage

Various perspectives of marriage and family

Psychodynamics of marriage and the family

Hill's Theory of ABCX Model; Hill and McCubbin Double ABCX Model

Marriage and the transition to parenthood – dyad to triad

Marital quality and its repercussions

Parenthood

Birth – prenatal and postnatal development

Expectant mother and expectant father's concerns

Number of children, gender and sociocultural perspective

Issue of non-fertility, causes and related aspects

Parenting Process

Importance and process of early childhood development

Parental child rearing practices and implications on personality development

Adolescent development, issues and interventions

Genetics, brain development, cognitive & socio-emotional development in family

Marriage and Family Traditions

Indicative and contraindicative in Pakistani socio-cultural perspectives and human rights

Childmarriage, inheritance, harassment, violence and all family related laws in Pakistan

Intergenerational Relationship

Empty nest syndrome, physical and mental health of the elderly

Work and family life balance

Dealing individuals with special needs

Death and grief in the family

Stress and conflict management in intra-and-inter familial relationship, Communication skills

Intervention in Family

Child, marriage and family counseling, and wellbeing

Group and individual therapy

Divorce issues – Laws, settlements, maintenance, and child custody

Recommended Books

- Bredehoff, D. J., & Walcheski, M.J. (2009). *National council on family relations*. US. MN: (Ed.).
- Brehm, S.S., & Miller, R.S. (2002). *Intimate relationships*. (3rd ed.). McGraw Hill.
- Brock, G.W., & Bernard, C.P. (2009). *Procedures in marriage and family therapy*, (4th ed.). USA: Pearson.
- Busby, D. M., & Loyer-Carlson, V.L. (2003). *Pathways to marriage: Premarital and early marital relationships*. USA: Pearson.
- Cowan, C.P., & Cowan, P.A. (1992). *When partners become parents: The big life change for couples*. New York. NY: Basic Books.
- Davis, C.G., & Mantler, J. (2004). *The consequences of financial stress for individuals, families, and society*. Doyle Salewski Inc.
- Ford, L., & Arter, J.A. (2013). *Human relations: A game plan for improving personal adjustment*, (5th ed.). Pearson.
- McGoldrick, M., Carter, B., & Gracia-Preto, N. (2011). *Expanded family life cycle, the: Individual, family, and social perspectives*, (4th ed.). Pearson.
- Nicholas, M.P., & Schwatz, R.C. (2001). *Familytherapy*. Allyon & Bacon.
- Walsh, F. (1993). *Normal family processes*. (3rd ed.). Guilford Press.
- *Latest version of the Muslim Marriage and Family Laws including Harassment, Violence etc. related to the course outline.

Journals:

- Journal of Family Psychology
- Journal of Family Relations
- Journal of Family Theory and Review
- Journal of Marriage and Family
- Journal of Marriage and Family Counseling
- Journal of Marriage and Family Therapy

Elective-II (Practicum/ Case Reports/ Internship)

Credit

Hours: 3

Active Citizenship/ Voluntary Work/ Community Work

Mandatory

***Research Thesis**

Credit Hours: 4

Semester- VIII

Credit Hours: 16

Course Title: Positive Psychology

Credit Hours: 3

Course Objectives

- To highlight and discuss the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful.
- To get an understanding of the valued personal experiences in the past, in present and for the future contributing to personal satisfaction and happiness.
- To discuss how positive changes can be made in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
- To gain a deeper insight in the current research focused on pleasure, joy, creativity, self-efficacy, flow, well-being, etc.

Course Outcome

At the completion of the course the student will be able to:

- Understand the value of personal experiences in the past, in the present and for the future contributing to personal satisfaction and happiness.
- Understand the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful.
- Bring positive changes in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
 - identify and use positive emotions and strengths to spark personal growth.

Course Contents

Overview of Positive Psychology

Introduction

Positive Psychology in historical context

Dimensions of subjective well-being: Happiness, Life satisfaction

Traits of Happy People

Classification and measurement of human strengths

Moving from the classification of Illness to 21st century classification of human strengths

The Gallup Themes of Talent
The Values in Action (VIA)
The Search Institution's 40 Developmental Assets
Self-report measures of well-being

Positive Emotional States and Processes

Positive Emotions

Importance of positive emotions
Determinants of well-being, e.g., age, gender, money, work satisfaction, social support, faith, self-esteem, etc.
Positive Emotions and physical health
Expanding the Repertoire of Pleasure
Broad and built theory of positive emotions

Using emotions for coping

Adaptive Potential of Emotion-Focused Coping
Functions of Emotional Approach
Neurobiological Basis of Emotional Responses

Emotional Intelligence (EI)

Importance of EI
Perceiving, understanding and managing emotions
EI and positive outcomes
Can EI be taught?

Positive Cognitive States and Processes

Self-Efficacy: Self-Efficacy and developmental antecedents, Neurobiology of self-efficacy, Scales: Measuring self-efficacy

Optimism: Neurobiology of optimism and pessimism, Learning optimism (study of Scheier and Craver), Measuring Learned Optimism

Hope: Characteristics and childhood antecedents, Neurobiology of hope

Wisdom: Implicit and explicit theories of wisdom, Relation between Wisdom and Intelligence

Courage: Theories, Physical Courage, Moral Courage, Psychological courage, Vital courage, Learning and measuring courage, Fear and Courage

Flow: Flow theory, Dynamics of flow experience, Fostering Flow

Pro-social Behavior

Religiosity/Spirituality

Purpose and pathways to Spirituality
Research on Religiosity and Health

Altruism: Genetic and Neural Foundations of Empathy, The Empathy-Altruism Hypothesis, Cultivating altruism

Gratitude: Gratitude as viewed in Islam, Cultivating gratitude, Measuring gratitude
The psychophysiological underpinnings of gratitude

Forgiveness: The evolutionary and neurological basis of forgiveness, Forgiveness in Islam, Measuring and cultivating forgiveness

Attachment: Attachment as an adaptive response, Neurobiology of interpersonal connection, Parent-child attachment, Attachment styles & later adult relationships
Research on attachment styles, Building a mindful relationship connection

Positive environments: Positive parenting, Positive schooling, Good work, Positive communities, Positive ageing

Recommended Books

Baumgardner, S. R., & Crother, M. K. (2009). *Positive Psychology*. Pearson Education.
Corer, L., Keyes, M., & Handit, J. (Eds.), (2002). *Flourishing – Positive psychology and the life*.

Washington: APA Publication

Edi, S. I. D. (2011). *Applied positive psychology*. Taylor and Francis: New York.

Seligman, M. E. P. (2002). *Authentic happiness*. Free Press.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive psychology: The scientific and*

practical explorations of human strengths (2nd ed.). USA: SAGE Publications, Inc.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology*. London: Sage Publications.

Swinson, J. (2012). *Positive psychology for teachers*. London: Rutledge.

Course Title: Peace Psychology

Credit Hours:3

Course Description

This course examines the key concepts, themes, theories, and practices involved in peace psychology. The students will be introduced to the issues of peace and conflict across a wide range of interpersonal, community, national and international contexts.

Course Objectives

- To become more knowledgeable concerning the core concepts and methods involved in peace psychology.
- To become familiar with various forms of direct violence ranging from intimate violence to mass violence and war.
- To have understanding of the concept of structural violence and its impact on individuals, groups, and communities.
- To become familiar with the importance of and the strategies involved in understanding of the various aspects of conflict including partisan perceptions.

Course Outcome

At the completion of this course the student will be able to:

- become more knowledgeable and familiar with the core concepts and methods involved in peace psychology.

- Understand the importance of the strategies involved in understanding of various aspects of conflict and conflict resolution including the psychological dimensions associated with peacekeeping and peacemaking.
- examine psychological aspects of peace building as individuals, groups, and communities.

Course Contents

Introduction to Peace Psychology

Chronology of peace psychology

Core concepts

Psychological causes and effects of violence and non violence

Nature of human aggression/ emotion

Cycle of violence

Roots of hate and prejudice

Cognitive/affective perspectives of world views

Emotional intelligence

Learning theories on violence and peace

Types of Violence

Direct Violence: Domestic /Intimate Violence, Violence against Minorities, War, Homicide, Genocide and Democide, Terrorism

Structural Violence: Poverty, Unemployment, Corruption, Social injustice

Remedies of Structural Violence

Social Justice

Women and Children

Globalism and Human Rights

Negative and Positive Peace

The psychology of peacekeeping and peacemaking

Conflict Resolution

Types of conflict

Theoretical and practical concerns

Methods used to resolve conflict

Peace-building

Interpersonal psychological strategies for peace making/building

Role of psychologist in peace building

Reconciliation and issues of forgiveness

Peace building personally, socially, globally and environmentally

Psychologists making a difference

Reducing trauma

Peace practices

Peace Psychology in Asia

How Asia can contribute to world peace psychology

Future of peace psychology in Asia with special reference to Pakistan

Recommended Books

- Abrahams, N. (2001). *Intimate violence*. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century*. Upper Saddle Creek, NJ: Prentice-Hall.
- Borris, E., & Diehl, P. F. (1998). *Forgiveness, reconciliation, and the contribution to international peacekeeping*. In H. J. Langholtz (Ed.). *The psychology of peacekeeping*. Westport, CT: Praeger Publishers.
- Christie, D. J., Wagner, R. V., & Winter, D. (2001). *Introduction to peace psychology*. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century* (pp. 1-13). Upper Saddle Creek, NJ: Prentice-Hall.
- Fisher, R., Schneider, A. K., Borgwardt, E., & Ganson, B. (1997). *Coping with international conflict*. Upper Saddle River, N.J.: Prentice-Hall.
- Langholtz, H. J. (1998). *The evolving psychology of peacekeeping*. In H. J. Langholtz (Ed.). *The psychology of peacekeeping* (pp. 3-16). Westport, CT: Praeger Publishers.

Elective III

Credit Hours: 3

Elective- IV(Practicum/ Case Reports/ Internship)

Credit Hours: 3

***Research Thesis**

Credit Hours: 4

Psy-366

Neurological Bases of Behavior

3 CH

Objectives:

- To enable students and provide them quality education and basics of neurology in psychology.
- To enable students understand the role of hormones, and neurotransmitters in psychological functioning and dysfunctions.
- To enable students identify the area of brain affecting and controlling behavior.

Out Comes:

- At the end students will be able to identify, explain and differentiate between different roles and function of hormones and neurotransmitters.
- At the end the students will be able to identify the basics in their field of study.
- The students will be able to utilize in their research different brain areas affecting and controlling behavior.

COURSE BREAKUP	
WEEK	CONTENTS
1	Neurological explanation of behavior, Historical roots of Physiological Psychology,
2	Evolution of brain, Genetics and evolution of behavior, Chromosomal disorders
3	Ethical issues in Neuropsychological research, Careers in Physiological Psychology.
4	Neurons, Types of neurons
5	Nerve impulse, Communication within a neuron, Communication between neurons
6	Basic features of nervous system,
7	Central nervous system
8	Peripheral nervous system, investigating how the brain controls behavior, Development of the brain
9	MID TERM EXAM
10	Emotions and Regulations of Internal Body States
11	Neural control of emotional response patterns
12	Role of orbitofrontal cortex in social judgment and emotions
13	Neural basis of the communication of emotions
14	Endocrine system and emotions, Homeostasis
15	The psychology and biology of thirst, the multiple controls of hunger
16	Physiological mechanisms of sleep and waking
17	Presentation/ Quizzes
18	FINAL TERM EXAM

1. Origins of Neuropsychology

Neurological explanation of behavior, Historical roots of Physiological Psychology, Evolution of brain, Genetics and evolution of behavior, Chromosomal disorders, Ethical issues in Neuropsychological research, Careers in Physiological Psychology.

2. Physiology of Neural Cells

Neurons, Types of neurons, Nerve impulse, Communication within a neuron, Communication between neurons.

3. Physiology of Nervous System

Basic features of nervous system, Central nervous system, Peripheral nervous system, Investigating how the brain controls behavior, Development of the brain.

4. Emotions and Regulations of Internal Body States

Neural control of emotional response patterns, Role of orbitofrontal cortex in social judgment and emotions, Neural basis of the communication of emotions, Endocrine system and emotions, Homeostasis, The psychology and biology of thirst, The multiple controls of hunger, Physiological mechanisms of sleep and waking.

BOOKS RECOMMENDED:

Kalat, J. W. (1998). *Biological psychology* (6th ed.). California: Brooks/Cole Publishing Company.

Carlson, N. R. (1999). *Foundations of physiological psychology* (4th ed.). Boston: Allyn and Bacon.

Erum Irshad, Alay Ahmad and Maher Bano (2006). Stress and Headachic in (Ed) *Health Psychology: Recent Perspective* Abhieet Publications, DELHI, INDIA

SEMESTER–VII

Psy-233

Positive Psychology

3 CH

Course Objectives

- To highlight and discuss the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful.
- To get an understanding of the valued personal experiences in the past, in present and for the future contributing to personal satisfaction and happiness.
- To discuss how positive changes can be made in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
- To gain a deeper insight in the current research focused on pleasure, joy, creativity, self-efficacy, flow, well-being, etc.

Course Outcome

At the completion of the course the student will be able to:

- Understand the value of personal experiences in the past, in the present and for the future contributing to personal satisfaction and happiness.
- Understand the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful.
- Bring positive changes in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
- identify and use positive emotions and strengths to spark personal growth.

COURSE BREAKUP	
WEEK	CONTENTS
1	Nature and Scope of Positive Psychology
2	Evolutionary Perspectives
3	Positive Personal Traits
4	Nature and Associated Psychological Factors
5	Hope; Optimism
6	Happiness; Love
7	Empathy; Attachment
8	Emotional Intelligence
9	MIDTERM EXAMINATION
10	Tolerance; Forgiveness
11	Gratitude; Faith
12	Morality
13	Wisdom and Creativity
14	Self Determination Theory
15	Intrinsic Motivation Social Development
16	Well Being
17	Latest trends in Humanistic Psychology
18	FINAL TERM EXAMINATION

BOOKS RECOMMENDED:

Corer, L., Keyes, M., & Handit, J. (Eds.). (2002). *Flourishing — Positive psychology & the life*. Washington: APA Publication

Lias, Aspmwaly, L., & Ursole, M. (Eds.). (2002). *A psychology of human strengths*. Washington: APA Publication

Rizvi, A. A. (1990). *Muslim psychology and positive psychology*. Lahore: Institute of Muslim psychology.

Psy-472

Sports Psychology

3 CH

Course Objectives

- To introduce the students to the emerging branch of Sports Psychology
- To introduce students to the basic terminology, avenues of research, and theoretical models in Sport Psychology
- To develop an understanding of the application of principles of Psychology to the field of Sport and sport performance

Course Outcome

At the completion of the course the student will be able to:

- Use basic terminology, demonstrate understanding of theoretical models in Sport Psychology
- understand the application of principles of Psychology in the field of Sports and enhancing sportsman performance

COURSE BREAKUP	
WEEK	CONTENTS
1	Introduction to Sports Psychology Historical Background of Sports Psychology

2	Theories and Models of Sports Psychology Methods and Measure of Sports Psychology
3	Imagery Development of Imager
4	Neuromuscular Theories of Mental Practice Cognitive Theories of Mental Practice Bio-Informational theory of Mental Practice
5	Motivation Introduction to Motives; Self-determination Theory; Perceived Competence Theory;
6	Achievement Goal Theory; Self-efficacy and social cognitive theory; Integrated Model of youth sport participation and withdrawal; Sport Commitment Model
7	Concentration Development: Origin of Concentration; Attention as a 'Filter' Attention as a 'Zoom lens'; Attention as a 'resource; Psychometric Approach; Effective Concentration; Mental Practice
8	Anxiety Introduction to Anxiety
9	MID TERM EXAM
10	Drive Theory; Catastrophe Theory; Processing efficiency theory Conscious Processing or 'Reinvestment' Hypothesis; Physiological Measures;
11	Self-report Instruments; Physical Relation Techniques; Simulation Training; Choking under pressure
12	Sports Exercise Perceptual and cognitive expertise in sports; Identifying patterns of play; Reading on opponents intentions; Visual search behavior; Role of Deliberate Practice in Developing; Expertise in Sport
13	Acquiring Sports Skills Demonstrating the Skills; Providing verbal instructions about the skills; Practice Scheduling; Feed Back
14	Teams How to define a Team; Individual performance in team; Team Dynamics; Teams in Content; Team Roles
15	The Athlete's Career Gerontology Theory; Thematology Theory; Transition Models
16	Exercise and Mental Health Depression; Anxiety; mood State; Stress response, Self Esteem
17	Body Image; Endorphin Hypothesis; Mastery; Hypothesis; Distraction or Time-out-Hypothesis; Thermogenic Hypothesis
18	FINAL TERM EXAM

BOOKS RECOMMENDED:

Millamn, D. (1999). *Body mind mastery: Creating success in sports and life*.
Novato: New World Library.

Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and exercise psychology*. Washington D. C.: American Psychological Association.

Lavallec. D., Kremer, J., Moran, A., & Williams. M. (2004). *Sports psychology: Contemporary Themes*. New York: Palgrave Macmillan Publishers.

Course Objectives

- To provide students adequate knowledge of the concepts and theoretical models of Organizational Psychology, the course is designed to help students learn major dimensions of organizational Psychology within its ethical and legal framework.

Course Outcome

At the completion of this course the student will be able to:

- Understanding of the principles of organizational behaviour with complete understanding of interpersonal interaction in organizations and related issues

COURSE BREAKUP	
WEEK	CONTENTS
1	Introduction of consumer psychology, Basic concepts, Importance of consumer psychology, Scope
2	Market segmentation, STP process, Levels
3	Environmental influences, Culture and sub cultures
4	Social class and group influences
5	Family influence
6	Personal influence, Motivation
7	Memory, Personality
8	Learning, Attitudes and Attitude change
9	MID TERM EXAM
10	Consumer Decision Process, Problem recognition
11	Information search
12	Purchase Processes, Post Purchase Behavior
13	Modeling and Researching CB
14	Consumerism
15	Organizational Buyer Behavior
16	Oral discussion
17	Presentations
18	FINAL TERM EXAM

BOOKS RECOMMENDED

Blackwell, R. D., Miniard, P. W. & Engel, J. F. (1990). *Consumer behavior*. (9th ed.). Blackwell.

Loudon, D. & Bitta, A. D. (1993). *Consumer behavior: Concepts and applications*. (4th ed.). New York: Prentice-Hall International.

Shiffman, L. & Kanuk, L. L. (2000). *Consumer behavior*. (7th ed.). Upper Saddle River: Prentice-Hall.

Course Objectives

This course provides an understanding of the mental processes involved in cognition, perception, attention, memory, thinking, language and reasoning processes. The core focus will be on how information is received, perceived, filtered, stored, retrieved and conveyed and it will provide an understanding of the mental processes through which information is acquired, processed and conveyed.

Course Outcome

After completing this course students will be able to:

- think critically about the internal processes involved in human cognition.
- articulate the basic principles, major theories, and research concerning higher mental processes.

COURSE BREAKUP	
WEEK	CONTENT
1	• Methods of Cognitive Psychology, Philosophical and the approaches
2	The appeal of parallel distributed processing, Cognitive neuroscience, Color perception
3	Perception of movement and form • Visual & Auditory Perception
4	Sensory memory: iconic memory & Echoic memory o Pattern Recognition o selective adaptation of linguistic feature detectors
5	o Failure to detect changes to people during a real-world interaction o Dichotic listening task, Visual Imagery
6	Visual images preserve metric spatial information o Reinterpreting visual patterns, Neural Basis of mental imagery o Size-distance paradox, Mental rotation
7	Attention & Short Term Memory o Magic number, chunking Studies of interference in serial verbal reactions o Attention and cognitive control
8	o Selection for actions and the of inhibitory mechanisms o Visual Perception, Masking, Learning & Long Term Memory, Retention in episodic memory
9	MIDTERM EXAM
10	Semantic integration of verbal information into a visual memory o Working Memory and long term memory Creating false memories of an effect
11	Levels of processing o Practice effects, Mnemonic devices, Recall vs recognition
12	Implications for studying and examination: the SQ3R's Thinking and Problem Solving Categorization Basic Objects in natural categories o Concepts and conceptual structure o Modus tollens

13	Cognitive biases & gambler's fallacy o Heuristics and algorithms, Psycholinguistics Chomsky's contribution o Language comprehension o Reading: Parsing
14	Linguistics Determinism: Whorf-Sapir hypothesis Cognitive Development o Piaget's contribution
15	Social and Emotional development, Moral Development
16	Gender differences in development o Development of Language in genie o Child's learning of morphology Rule learning by 7-month old infants, Bilingual development: child-adult differences
17	Presentation and Assignments.
18	FINAL TERM EXAM

BOOKS RECOMMENDED

Friedenberg, J. (2012). *Cognitive science* (2nd ed.). Los Angeles: Sage.

Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. Thousand Oaks: SAGE

Publications.

Groome, D. (2013). *An introduction to cognitive psychology: Processes and disorders*. London: California: Brooks/Cole Publishing Company.

Introduction to Motivation

1. Definition, Nature and Scope
2. Historical Background
3. Motivated Behavior: Characteristics and dominants
4. Biogenic and sociogenic Motives
5. Motivation and its role in attitude change, National Development, in organization
6. Methods used to assess human motivation: Projective Techniques and Theories
7. Methodological Problems
8. Motivation, Power and Politics
9. Fostering Achievement motivation and childrearing practices
10. Variables which influence the Achievement process
11. Treatment Approaches to underachievement

Theories of Motivation

1. Biological Theories of Motivation
2. Theory of Unconscious motivation
3. Cognitive Theory
4. The Need-Drive-Incentive Theory
5. The Stimulus-Cue Theory
6. The affective arousal Theory
7. Dynamic Theory of Motivation
8. Motivational Theory of Emotion
9. Theories of reinforcement
10. Cross-Cultural Theories of Motivation

BOOKS RECOMMENDED

Atkinson, J. W. (Ed.) (1958). *Motives in fantasy, action and society*. Princeton: Van Nostrand.

Atkinson, J. W. & Raynor, J. (1974). *Motivation and achievement*. New York: Winston-Wiley.

Atkinson, J. W. (1964). *An introduction to motivation*. Princeton: Van Nostrand.

Beck, R. C. (2000). *Motivation: Theories and principles*. (4th ed.). Singapore: Pearson Education.

Maslow, A. H. (1954). *Motivation and personality*. N.Y.: Harper Co.

McClelland, D.C. (1971). *Assessing human motivation*. Morristown, N.J: General Learning Press.

McClelland, D. C. (1975). *Power the inner experience*. New York: Irvington & Co.

Petri, G. (2000). *Motivation: Theory, research and application*. (5th ed.). London: Oxford University Press.

Winter, D. G. (1973). *The Power Motive*. New York: Free Press.

Course Objectives

Main objective of this course is:

- Provide orientation to students of the main concepts, models, assessment and intervention in forensic setting.
- To acquaint students with contribution of forensic psychologists to the legal system i.e. Law Enforcement Agencies (LEAs), Judicial and Correctional Settings.
- Train them in Interrogation and assessment and rehabilitation modalities appropriate to the civil and criminal settings. Students would be familiarized with the methods used by forensic psychologists.

Course Outcome

At the completion of the course the student will be able to:

- understand the basic concepts of forensic psychology, role of forensic psychologists and will be able to apply assessment and investigative skills and assist legal system.

COURSE BREAKUP	
WEEK	CONTENTS
1	Introduction to Forensic Psychology, History of Forensic Psychology
2	Defining Forensic Psychology; Legal Research for the social scientist
3	Applying Psychology to Civil Proceedings, Understanding Adult Domestic Law Issues
4	Understanding Child Domestic Law Issues
5	Conducting Personal Injury Evaluation
6	Personality Assessment in Personal Injury Litigation
7	Applying Psychology to Criminal Proceedings
8	Evaluating eyewitness testimony in Adults & children; Competency to stand Trial; Insanity Defense; Specific intent and Diminished capacity; Probation and Parole
9	MIDTERM EXAM
10	Special Applications
11	Violence Risk Assessment; Psychology and Law Enforcement; Polygraph Testing
12	Communicating Expert Opinions, Writing Forensic Report; Serving as an expert witness

13	Interviewing with Offenders
14	Punishments and alternate routes to crime prevention; Practicing psychology in Correctional settings; Psychotherapy with criminal offenders
15	Professional Issues
16	Practicing Principled Forensic Psychology; legal, ethical and moral consideration; Training in Forensic Psychology
17	Presentation and Assignments.
18	FINALTERM EXAM

BOOKS RECOMMENDED:

Heidensohn, F. (1985). *Women and crime*. London: Macmillan Education Ltd.

Laurence, S., & Wrightman. (2001). *Forensic psychology*. Belmont:

Weiner, B. A., & Hess. A. (2006). *The handbook of forensic psychology*. (3rd ed.). New York: Wiley.

What is Leadership in Organizations?

Difference between Management and Leadership

The Historically Important Studies on Leadership:

Iowa Studies

Hawthorne Studies

Michigan Studies

Traditional Theories of Leadership:

Trait Theories

Situational Approaches

Modern Theoretical Processes of Leadership in the New

Environment:

Contingency Theories

Charismatic and Transformational Leadership

Leadership Styles and Management Grid

The Roles and Activities of Effective Leader

BOOKS RECOMMENDED:

Bernard M. Bass, (1985). *Leadership and performance beyond expectations*. New York: Free Press.

Cris Argyris & Donald Schon. (1978). *Organizational learning*. Addison-Wesley. Daniel, C. F. & Hugh, J. A. (1983). *Managing individual and group behavior in organizations*. (2nd ed.). New York: McGraw-Hill.

David G. Myers (1990). *Social Psychology*. (2nd ed.). New York: McGraw-Hill.

Edgar H. Schein, (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass. Spencer A. Rathus. (1990). *Psychology*. (4th ed.). Fort Worth Tex.: Holt, Rinehart & Winston. Stephen, P. R. (1990). *Organization theory*. (3rd ed.). Upper Saddle River, N.J.: Prentice-Hall.

This course explores the nature and scope of Muslim Psychology by looking at the origins and development of Islamic perspective in Psychology. The course will remain anchored by focusing on important personalities in the mystical traditions of Islam through their literature.

Course Objectives:

To describe the detailed Islamic perspectives on psychology, mental health and well-being;
 To present a number of contemporary scientific evidences that verify the miracles of the Qur'ān;
 To acquaint students with a number of good personality traits such as truth, justice, humility, patience and honesty while highlighting other negative traits such as showing off, arrogance and hypocrisy.
 To know about the potential for self-transformation that Islam offers.

Learning Outcomes:

1. The students will be able to define psychology from both Western and Islamic perspectives;
2. Students will be able to describe the historical background of Muslim Psychology, the ideological contexts in which it evolved, its key figures and the main doctrines;
3. They are expected to gain an acquaintance with the basic principles of Islamic psychology, that is, the concept of *fiṭrah* with respect to the purpose of life, creed ('*aaqīdah*), faith (*īmān*), good and evil, as well as the four spiritual entities, including the soul (*rūḥ*), heart (*qalb*), intellect ('*aql*) and self (*nafs*), free will and accountability, and predestination (*qaḍā'* and *qadar*);
4. In reference to the classical period, they should also be able to have an informed opinion on modern trends and developments;
5. They should be able to benefit from the methodological approach adopted in these classes and apply them for their own studies and/or research projects.

COURSE BREAKUP	
WEEK	CONTENTS
1	1) Introduction i) Definition of Psychology from Islamic perspective, Subject matter and scope ii) Sources of Knowledge: Science and the scientific method, Knowledge and scholarship from Islamic perspective (Revelation)
2	iii) Historical background of Muslim Psychology, The True Nature of Humans, the <i>fiṭrah</i> , Purpose of life: To worship Allah, <i>Aqeeda</i> , <i>eeman</i> and Psychology, levels of <i>eeman</i>
3	The nature of soul (<i>Rooh</i>), Mysteries of the soul, <i>Nafs</i> , levels of <i>Nafs</i> , <i>Qalb</i> (heart) Types of <i>Qalb</i> : the healthy, sick and dead heart. Signs of a sound and diseased heart.
4	Poisons of heart (unnecessary and harmful speech, unrestrained glances, overindulgence in food, bad company), Purification of Soul; Free will, accountability and divine decree (<i>qadr</i>) Importance of Intention
5	Personality: Character Traits: Positive Character Traits (Kindness, mercy and compassion; Truthfulness and honesty; Humility; Patience and Justice) Negative Traits: oppression, envy, greed, conceit, arrogance and show off

6	Motivation: Spiritual motivation, physiological drives and psychological motives from the perspective of Muslim Psychology.
7	2) Studies of Muslim Scholars on Psychology i) Al-Kundi (ii) Abn Sina (iii) Ghazali (iv) Miskewah (v) Ashraf Ali Thanvi (vi) Shah Wali Allah
8	3) Concept of Man i) Quranic concept of Human Psyche
9	MIDTERM EXAM
10	4) Personality Theories i) Ghazali ii) Miskewah iii) Ashraf Ali Thanvi
11	5) Self Determination i) Nafs, Laataif, Hawadas, Khawater
12	6) i) Muslim approaches to Mental Health ii) Well being, love, contentment, satisfaction, hope, optimism and happiness
13	7) Psychological implication of Huqooq Allah and Huqooq Ibad
14	8) Psychotherapy i) Muslim tradition in psychotherapy
15	ii) Ghazali therapy of opposites iii) Sufi psychotherapy iv) Reading therapy
16	9) Muslim Psychological Assessment i) Ghazali personality inventory ii) Dewn's projective test for children iii) Shakhseyt ka se rukhi jaiza
17	10) Muslim Contributions to Sufism
18	FINALTERM EXAM

BOOKS RECOMMENDED:

Ajmal, M (1986). *Muslim contribution to psychotherapy*. Islamabad: National Institute of Psychology.

Badri, M. (1979). *The Dilemma of Muslim Psychology*. London: MWH Publishers

Huq, M. (1984). *Concept of personality development in the light of Islamic thoughts*. Bangladesh Journal of Psychology 7, 118-128.

Latif, A. (2000) *Holistic health, healing and spirituality*. Lahore: Psyche Hope.

Rizvi, A. A. (1994). *Muslim Tradition in psychotherapy and modern trends*. Lahore: Institute of Islamic Culture.

Rizvi, A. A. (1998) *Muslim nafsiyat kay khado khal*. Lahore: Urdu Science Board.

Rizvi, A. A. (2005) *Quranic concept of psyche*. Lahore: Institute of Muslim Psychology . Rizvi, A.

A. (2005). *Reading therapy*. Lahore: Institute of Muslim Psychology.

Rizvi, A.A. (1994) *Traditions, paradigms and basic concepts of Muslim psychology*. Lahore: Institute of Muslim Psychology.

1-INTRODUCTION

- i) What is Parapsychology? ii) Historical Perspective
- iii) Difference between Psychology and Parapsychology. 2-WORLD RELIGION AND PARAPSYCHOLOGY

- i) Islam ii) Judaism iii) Christianity iv) Hinduism
- v) Buddhism

3-BASIC BRANCHES OF PARA PSYCHOLOGY

- i) Soul ii) Extra Sensory Perception (ESP) iii) Telepathy
- iv) Clairvoyance v) Pre-recognition vi) Out-of-body experiences (OBE's) vii) Near-Death-Experiences (NDE's) viii) Altered-state of consciousness through meditation ix) Dreams x) Psychic Healing
- xi) Meditation

4-PARAPSYCHOLOGY AND MYSTICISM

- i) Defining mysticism and its origin ii) Islam and mysticism
- iii) Prevalent form of Mysticism 5-HOLISTIC

HEALTH & HEALING

- i) Principles of Body ii) Principles of Mind iii) Principles of Spirit
- iv) An Integration of Body & Mind & Spirit 6- CURRENT TRENDS AND EVALUTION

- i) The standard practices of ESP evaluation and the ultimate truth.
- ii) Can Para psychological good or bad? True or False?
- iii) Research problems

7- SUBMISSION OF REPORT BY STUDENTS**BOOKS RECOMMENDED:**

Barber, T. X. (1986). *Foundations of parapsychology*, London: Routledge & Kegan Paul Boston.

Robert, B. (2004). *We are eternal*. New York: Boston Warner Books.

Hazel, C. (2005). *The evidence for the sixth sense*. London: Cico Books.

Martin, E. (1978). *The Signet handbook of parapsychology*.

TITLE OF COURSE	English–I (Functional English)
TOTAL CREDIT HOURS	2
PRE-REQUISITE	None
NOTES	None
COURSE OBJECTIVE	Enhance language & report writing skills; be able to answers to questions on a given text; improving listening by showing documentaries/films; translation skills; paragraph writing; vocabulary building.
COURSE OUTLINE	<ul style="list-style-type: none"> ▪ Basics of Grammar ▪ Parts of speech and use of articles ▪ Sentence structure, active and passive voice ▪ Practice in unified sentence ▪ Analysis of phrase, clause and sentence structure ▪ Transitive and intransitive verbs ▪ Punctuation and spelling ▪ General topics and every-day conversation
COURSE OUTCOME	Ability to use English functionally in their courses
READING LIST	<ol style="list-style-type: none"> 1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492 2. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506 3. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41. 4. Reading. Upper Intermediate. Brain Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.

TITLE OF COURSE	English–II (Communication Skills)
TOTAL CREDIT HOURS	2
PRE-REQUISITE	English–I (Functional English)
NOTES	None
COURSE OBJECTIVE	Enable the students to meet their real life communication needs; personality development (emphasis on content, style and pronunciation); improving listening by showing documentaries/films; translation skills
COURSE OUTLINE	<ul style="list-style-type: none"> ▪ Practice in writing a good, unified and coherent paragraph ▪ Introduction to Essay Writing, CV and Job Application ▪ Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension ▪ Letter/memo writing, minutes of meetings, use of library and internet

COURSE OUTCOME Ability to communicate in English

READING LIST

5. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.
6. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
7. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
8. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
9. Reading and Study Skills by John Langan
10. Study Skills by Richard Yorky.

Annexure “B”

TITLE OF COURSE Pakistan Studies

TOTAL CREDIT HOURS 2

PRE-REQUISITE None

NOTES None

COURSE OBJECTIVE

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

COURSE OUTLINE

1. **Historical Perspective**
 - a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
 - b. Factors leading to Muslim separatism
 - c. People and Land
 - i. Indus Civilization
 - ii. Muslim advent
 - iii. Location and geo-physical features.
2. **Government and Politics in Pakistan**

Political and constitutional phases:

 - a. 1947-58
 - b. 1958-71
 - c. 1971-77
 - d. 1977-88
 - e. 1988-99
 - f. 1999 onward
3. **Contemporary Pakistan**
 - a. Economic institutions and issues
 - b. Society and social structure

- c. Ethnicity
- d. Foreign policy of Pakistan and challenges
- e. Futuristic outlook of Pakistan

COURSE OUTCOME

Understanding of local historical and contemporary dynamics

READING LIST

1. Burki, Shahid Javed. *State & Society in Pakistan*, The Macmillan Press Ltd 1980.
2. Akbar, S. Zaidi. *Issue in Pakistan's Economy*. Karachi: Oxford University Press, 2000.
3. S.M. Burke and Lawrence Ziring. *Pakistan's Foreign policy: An Historical analysis*. Karachi: Oxford University Press, 1993.
4. Mehmood, Safdar. *Pakistan Political Roots & Development*. Lahore, 1994.
5. Wilcox, Wayne. *The Emergence of Bangladesh*, Washington: American Enterprise, Institute of Public Policy Research, 1972.
6. Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e-Saqafat-e-Islamia, Club Road, nd.
7. Amin, Tahir. *Ethno - National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. *Enigma of Political Development*. Kent England: Wm Dawson & sons Ltd, 1980.
9. Zahid, Ansar. *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
10. Afzal, M. Rafique. *Political Parties in Pakistan*, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.
11. Sayed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
12. Aziz, K.K. *Party, Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research, 1976.
13. Muhammad Waseem, *Pakistan under Martial Law*, Lahore: Vanguard, 1987.
14. Haq, Noor ul. *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research, 1993.

TITLE OF COURSE	Islamic Studies
TOTAL CREDIT HOURS	2
PRE-REQUISITE	None
NOTES	None
COURSE OBJECTIVE	<ol style="list-style-type: none">1 To provide Basic information about Islamic Studies2 To enhance understanding of the students regarding Islamic Civilization3 To improve Students’ skill to perform prayers and other worships4 To enhance the skill of the students for understanding of issues related to faith and religious life
COURSE OUTLINE	<p>INTRODUCTION TO QURANIC STUDIES</p> <ol style="list-style-type: none">1) Basic Concepts of Quran2) History of Quran3) Uloom-ul –Quran <p>STUDY OF SELECTED TEXT OF HOLY QURAN</p> <ol style="list-style-type: none">1) Verses of Surah Al-Baqrah Related to Faith (Verse No-284-286)2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)3) Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)5) Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154) <p>STUDY OF SELECTED TEXT OF HOLY QURAN</p> <ol style="list-style-type: none">1) Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No. 6, 21, 40, 56, 57, 58.)2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment3) Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1,14) <p>SEERAT OF HOLY PROPHET (S.A.W) I</p> <ol style="list-style-type: none">1) Life of Muhammad Bin Abdullah (Before Prophet Hood)2) Life of Holy Prophet (S.A.W) in Makkah3) Important Lessons Derived from the life of Holy Prophet in Makkah <p>SEERAT OF HOLY PROPHET (S.A.W) II</p> <ol style="list-style-type: none">1) Life of Holy Prophet (S.A.W) in Madina2) Important Events of Life Holy Prophet in Madina3) Important Lessons Derived from the life of Holy Prophet in Madina

INTRODUCTION TO SUNNAH

- 1) Basic Concepts of Hadith
- 2) History of Hadith
- 3) Kinds of Hadith
- 4) Uloom-ul-Hadith
- 5) Sunnah & Hadith
- 6) Legal Position of Sunnah

SELECTED STUDY FROM TEXT OF HADITH

INTRODUCTION TO ISLAMIC LAW & JURISPRUDENCE

- 1) Basic Concepts of Islamic Law & Jurisprudence
- 2) History & Importance of Islamic Law & Jurisprudence
- 3) Sources of Islamic Law & Jurisprudence
- 4) Nature of Differences in Islamic Law
- 5) Islam and Sectarianism

ISLAMIC CULTURE & CIVILIZATION

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

ISLAM & SCIENCE

- 1) Basic Concepts of Islam & Science
- 2) Contributions of Muslims in the Development of Science
- 3) Quran & Science

ISLAMIC ECONOMIC SYSTEM

- 1) Basic Concepts of Islamic Economic System
- 2) Means of Distribution of wealth in Islamic Economics
- 3) Islamic Concept of Riba
- 4) Islamic Ways of Trade & Commerce

POLITICAL SYSTEM OF ISLAM

- 1) Basic Concepts of Islamic Political System
- 2) Islamic Concept of Sovereignty
- 3) Basic Institutions of Govt. in Islam

ISLAMIC HISTORY

- 1) Period of Khlaft-E-Rashida
- 2) Period of Umayyads
- 3) Period of Abbasids

SOCIAL SYSTEM OF ISLAM

- 1) Basic Concepts of Social System of Islam
- 2) Elements of Family

3) Ethical Values of Islam

COURSE OUTCOME

Basic understanding of the Islamic Civilisation and teachings of Islam

READING LIST

1. Hameed ullah Muhammad, "Emergence of Islam" , IRI, Islamabad
2. Hameed ullah Muhammad, "Muslim Conduct of State"
3. Hameed ullah Muhammad, 'Introduction to Islam
4. Mulana Muhammad Yousaf Islahi,"
5. Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.
3. Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
7. Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)
3. H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
3. Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)