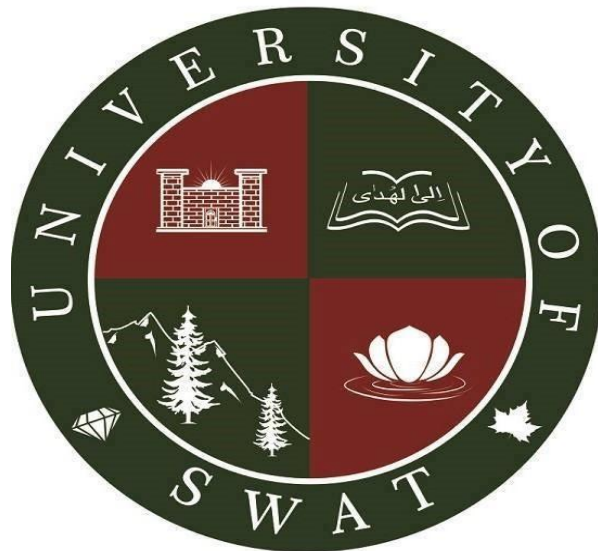


**CURRICULUM OF PSYCHOLOGY FOR  
M.Sc Psychology (2-year program)  
(Semester System)**

**2015 onwards**



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

**Department of Psychological Studies  
University of Swat**

**LAYOUT OF THE SCHEME OF STUDIES  
 MSC PSYCHOLOGY (4 Semesters)  
 APPROVED BY BOARD OF STUDIES  
 DEPARTMENT OF PSYCHOLOGICAL STUDIES  
 UNIVERSITY OF SWAT**

**1<sup>st</sup> semester**

<b>S. No.</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Credit Hours</b>
1.	History and Schools of Psychology	Psy-511	3
2.	General Psychology	Psy-512	3
3.	Developmental Psychology	Psy-513	3
4.	Behavioural Neuroscience	Psy-514	3
5.	Use of Computers in Psychology	Psy-515	2
6.	Professional and Efficient Communication	Psy-516	2
7.	Practicum: Experimental Psychology	Psy-517	1
8.	Practicum: Behavioural Neuroscience	Psy-518	1
<b>Total Credits</b>			<b>18</b>

**2<sup>nd</sup> Semester**

<b>S.No</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Cr.Hrs</b>
9.	Research Methodology	Psy-521	3
10.	Mental Health and Psychopathology	Psy-522	3
11.	Theories of Personality	Psy-523	3
12.	Statistics in Psychology	Psy-524	3
13.	Educational & Psychological Testing	Psy-525	3
14.	Practicum: Research Methods	Psy-526	1
15.	Practicum: Psychopathology	Psy-527	1
16.	Practicum: Psychological Testing	Psy-528	1
<b>Total Credits</b>			<b>18</b>

### 3<sup>rd</sup> Semester

S.No	Course Title	Course Code	Cr. Hrs
17.	Test Construction and Adaptation	Psy-631	3
18.	Counseling	Psy-632	3
19.	Educational Psychology	Psy-633	3
20.	Social Psychology	Psy-634	3
21.	Organizational Behaviour	Psy-635	3
22.	Practicum: Test Construction and Adaptation	Psy-636	1
23.	Practicum: Counseling	Psy-637	1
24.	Practicum: Social Psychology	Psy-638	1
<b>Total Credits</b>			<b>18</b>

### 4<sup>th</sup> Semester

S.No	Course Title	Course Code	Cr.Hrs
25.	Health and Community Psychology	Psy-641	3
26.	Forensic and Criminal Psychology	Psy-642	3
27.	Therapeutic Models in Clinical Psychology	Psy-643	3
28.	Consumer Psychology/ Gender and Psychology	Psy-644	3
29.	Psychological Management of Disaster	Psy-645	2
30.	Positive Psychology/ Military Psychology	Psy-646	2
31.	Practicum: Therapeutic Models	Psy-647	1
32.	Practicum: Disaster, Health	Psy-648	1
<b>Total Credits</b>			<b>18</b>

**(All courses are compulsory)**

## **OBJECTIVES**

- To provide quality education in the field of psychology and psycho-social research.
- To clarify students concepts in general psychology, and different sub-areas in psychology
- To train and prepare graduates for careers in scientific psychology and scientifically based professional practice.
- To carry out these educational goals in the context of a research-oriented department founded on the principles of scholarly excellence, interdisciplinary collaboration, and other wide-ranging psychological services.
- To assist students in cultivating skills and knowledge necessary for success in endeavors after the completion of the degree.
- To develop in our students, generic skills in research methods, statistics, and critical thinking, which will allow them to evaluate future trends in the field of Psychology and prepare them for a lifetime of learning.
- To provide, each student, with the basic knowledge of general psychology and of different areas of specialization in psychology e.g. Clinical Psychology, Counseling Psychology, and Psychometrics.
- To provide didactic instruction and supervised training in psychological research. Our intent is to enable each student to become proficient in conducting research and evaluating the research of others.
- To provide didactic instruction and supervised training in the practice of Clinical Psychology, Counseling, psychological assessment, and intervention.
- To encourage students to integrate empirical findings and theoretical frameworks with clinical and counseling practices.
- To courage appreciation of diversity across content areas of science and professional fields.
- To prepare each student to make ethically and legally informed decisions about clinical, counseling, psychometrics, research, and other professional fields.
- To foster identification with the profession of clinical psychology, counseling psychology, psychological assessment, participation in professional communities, and active professional services.
- To foster collegial and appropriate professional relationships.

**DETAILED CONTENTS OF  
COURSES  
M.Sc Psychology  
Scheme of Studies for the 4 semesters**

**1<sup>st</sup>  
SEMESTER**

**Psy-511      “HISTORY AND SCHOOLS OF PSYCHOLOGY”      3 Credit Hours**

**Course Objectives**

The objectives of this course are to introduce the students to the developmental history of the subject of psychology, to prepare students to appreciate and use more advanced materials of psychology and to provide the basic and the most modern knowledge related to psychology.

**Course outcomes** After successfully completing this course students will be able to:

- Identify the major schools of thought that contributed to our current understanding of human behavior.
- Identify important thinkers & scientists associated with these ideas and schools of thought.
- Trace the development of the field of psychology over time and be able to identify important dates and events in the history of psychology.
- Be able to relate people, circumstances, and ideas from the history of psychology to contemporary ideas about human behavior.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	A brief introduction to the contributions of Greek and Muslim philosophers to the development of psychology
2	Pre-Socratic philosophies to the time of Plato and Aristotelian Philosophies
3	Muslim philosophers e.g. Avicenna, Averroes, Imam Ghazali, Maulana Ashraf Ali Thanvi.
4	Beginning of Modern philosophical influences Mind-Body Problem
5	Descartes, Leibniz and Spinoza Empiricism and Associationism,
6	Sensationalism, Positivism Darwinian Theory of Evolutionism
7	Rise of the Experimental Psychology Physiological Psychology
8	Early studies of nerve impulses Early studies on brain functioning (Phrenology, localization of brain functioning)
9	<b>MIDTERM EXAM</b>
10	Experiments on auditory and visual perception Reflex Action and Reaction Time Experiments Psychophysics: Weber- Fechner
11	Schools of Psychology: Structuralism
12	Functionalism, Behaviourism
13	Neo-behaviourism
14	Gestalt Psychology
15	Field Theory
16	Humanistic Approach
17	<b>Presentation and Assignments.</b>
18	<b>FINAL TERM EXAM</b>

***Essential Readings***

Hergenhahn, B. R. (2004). *An Introduction to the History of Psychology* (5<sup>th</sup> ed.). Woodsworth.  
 Leahy, T. H. (2003). *A History of Psychology: Main Currents in Psychological Thought* (6<sup>th</sup> ed.).  
 New Jersey: Prentice Hall.  
 Singh, A. K. (2002). *The Comprehensive History of Psychology* (3<sup>rd</sup> ed.). New Delhi: Motilal

**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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
<b>1</b>	<b>Understanding Psychology</b> 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
<b>2</b>	<b>Methods of Psychology</b> Observation, Case History Method, Experimental Method, Survey Method and Interviewing Techniques
<b>3</b>	<b>Biological Basis of Behavior</b> <b>a.</b> Neuron: Structure and Functions <b>b.</b> Central Nervous System. <b>c.</b> Peripheral Nervous System <b>d.</b> Endocrine Glands
<b>4</b>	<b>Sensation</b> 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.
<b>5</b>	<b>Perception</b> Introduction to perception, Nature of Perception, Factors of Perception: Subjective and Objective.
<b>6</b>	Gestalt principles Binocular and monocular cues Illusions and extra sensory perception Social Factors of Perception. Kinds of Perception: Spatial Perception
<b>7</b>	Perception of Depth, Distance, Temporal Perception Auditory Perception
<b>8</b>	<b>Attention</b> Factors, of attention, Subjective Objective factors of attention. Span of Attention Fluctuation of Attention

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

### ***Essential Readings***

- Feldman, R. S. (2005). *Understanding Psychology*. (7<sup>th</sup> ed.). New York: Mc Graw
- Fernald, F. (2005). *Munn's Introduction to Psychology*. (5<sup>th</sup> ed.). Delhi: Virender Kumar Arya for A. I. T. B. S. Publishers and Distributors.
- 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.
- 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.



**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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
<b>1</b>	Definitions , Nature and Scope of Developmental Psychology
<b>2</b>	Foundations of development, Theories of Development
<b>3</b>	Significant facts about development
<b>4</b>	Research methods in developmental psychology
<b>5</b>	Biological foundations
<b>6</b>	Heredity Mechanism, genes
<b>7</b>	Chromosomes, chromosomal problems
<b>8</b>	Phases of Development: Prenatal, Birth, Infancy, Childhood, Adolescence, Adulthood, Old-age
<b>9</b>	<b>MIDTERM EXAM</b>
<b>10</b>	Physical Development
<b>11</b>	Motor Behavior, Cognitive Development
<b>12</b>	Emotional Development
<b>13</b>	Social and Moral Development in the following stages
<b>14</b>	Infancy and babyhood
<b>15</b>	Child hood, Puberty, Adolescence
<b>16</b>	Adulthood, Middle Age, Old Age
<b>17</b>	<b>Presentation and Assignments.</b>
<b>18</b>	<b>FINALTERM EXAM</b>

***Essential Readings***

Berger, K. S. (2012). *The developing person through the life span*. New York: Worth Publishing Company.

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

Santrock, J.W. (2012). *Lifespan Development* (13<sup>th</sup> ed.). New York: McGrawHills.

**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 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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Behavioral Neuroscience, Historical Background, nature
2	Scope and Contributions, Darwinian Theory of Evolution
3	Nervous System: Human Brain. Central, Peripheral and Autonomic Nervous system
4	Physiological Measures of behavior, circulation, respiration, GSR and EEG , poly graph
5	Neuro Anatomy, The Neuron: Types
6	Transmission and Communication Synapses Neuronal Conduction, Resting and Action Potential.
7	Endocrine Glands, Structure and Functions of Endocrine glands
8	The integrative and developmtlnal effects of endocrine Glands
9	<b>MIDTERM EXAM</b>
10	Motivation: Homeostasis. Involvement of Brain Areas and Neurotransmitters
11	Drinking fluid and isotonic Regulation.
12	Temperature regulation Thermostat etc. Sleep and circadian Rhythms (types and Basic Function)
13	Emotions: Brain Areas Involved in Emotions, (Limbric System, Hypothalamus)
14	Cortical Areas and Emotions. .
15	Hormonal changes in Emotions
16	Practical: Upto five relevant practical/experiments or researches will be conducted
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Essential Readings***

- Koib, B. Whishawa, I.Q. (2003). *Fundamentals of Human Neuropsychology* (4<sup>th</sup> Ed.). W.H. Freeman and Company.
- Pinel, J.P. (2000) *Biopsychology* (4th ed.). Allyn and Bacon.

**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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
<b>1</b>	<b>Introduction to Computers</b> 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
<b>2</b>	<b>Introduction to Windows</b> Why Windows? Basic features of Windows
<b>3</b>	Starting up Using Applications
<b>4</b>	Managing Files and Folders Managing the Desktop Change Settings
<b>5</b>	<b>Introduction to MS Word</b> Basic features of MS Word
<b>6</b>	Typing, editing, formatting text
<b>7</b>	Saving and printing Making Tables and graphs in Word
<b>8</b>	Numbering; Bordering the tables
<b>9</b>	<b>Mid Term Exam</b>
<b>10</b>	<b>Introduction to MS Excel</b> Basic features
<b>11</b>	Everyday Worksheet Tasks
<b>12</b>	Creating and Formatting Charts , Printing Worksheet
<b>13</b>	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
<b>14</b>	<b>Introduction to Power Point</b> Basic Features Preparing presentations using Power Point
<b>15</b>	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.
<b>16</b>	<b>Using Computer for online Literature Search</b> E-books E-journals Data Bases
<b>17</b>	<b>SPSS data analysis</b> Statistical Package for Social Sciences (SPSS 17 or Latest), or Statistica (6 or latest)
<b>18</b>	<b>Final Term Exam</b>

### **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. (2<sup>nd</sup> 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.

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**Psy- 516****Professional and Efficient Communication****2 Cr. Hrs.**

This mandatory 2-credit hour course focuses on helping students improve their writing and speaking skills. Essays, research papers, resumes, personal statements, reports, memos, and official correspondence are too common to deserve an introduction. Some of these forms are trickier than they sound.

Research papers, personal statements, and resumes are essential part of professional and academic careers now. Through rigorous drafts, this course aims at understanding the techniques of writing well, and at making use of the skills to generate ideas and connect them in a coherent manner and improve their expression in English.

***Recommended Readings***

Blaxter, Loraine, Hughes, Christina, Tight, Malcolm. (2005). *How to Research*. New York: Open University Press.

**Practicum: Psy-517****“EXPERIMENTAL PSYCHOLOGY”****1 Credit Hour****Practicum: Psy-518****“BEHAVIOURAL NEUROSCIENCE”****1 Credit Hour**

**2<sup>nd</sup>**

**SEMESTER**

**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.
- 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 Outcomes**

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

- Have 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.

***Essential Readings***

Kumar, R. (2005). *Research methods: A step-by-step guide for beginners*. (2<sup>nd</sup> ed.). Pearson Education.

Bordens, K.S., & Abbott, B. B. (2005). *Research designs & methods*. (6<sup>th</sup> ed.). Tata McGraw-Hill Publishing Company.

Cozby, P. C. (2001). *Methods in behavioral research*. (7<sup>th</sup> ed.). California: McGraw Hill Compa

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Psychology and Science
2	Methods of knowing
3	Characteristics of Science Working assumptions of science
4	Goals of science
5	Research problem: Characteristics, sources and literature review
6	Concepts and constructs, Types of variables, Operational definition
7	Types and Characteristics of hypotheses The APA code of ethics for research
8	Types of Validity Threats to different types of validity
9	<b>MIDTERM EXAM</b>
10	Introduction: population and sample. Types of Sampling: Probability and non- probability sampling.
11	Sample size and sampling bias.
12	Observation Research; naturalistic and Participant Observation
13	Archival Records, Case Studies, Survey Research; Designing the Questionnaire True Experiments: Characteristics of a true experiment Within subjects Designs, Between Subjects Designs Single Subject Design
14	Simple Factorial Design Within subjects, Between-Subjects and Mixed Designs , Difference between Quasi Experiments and True experiments Types: Designs with Control Group; Non equivalent Control Group Design.
15	Designs without Control Group; Interrupted Time Series Designs, Repeated Treatment Designs
16	APA style of article writing How to write a research thesis
17	<b>Presentation and Assignments.</b>
18	<b>FINAL TERM EXAM</b>



**Psy-522      “MENTAL HEALTH AND PSYCHOPATHOLOGY”      3 Credit Hours**

**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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	The Concept and Criteria of Normality and Abnormality
2	Historical Background of Psychopathology
3	Ancient Demonology and Medieval Witchcraft. Philosophical Era
4	Renaissance and Rise of Humanitarian
5	Approach. Emergence of Organic View Point
6	Origin of Psychological View, Point in Psychotherapy. View of psychopathology in Pakistan
7	Classification of Psychological Disorders: Introduction to the Current Classification Systems (DSM IV, IVTR and ICD-10). Psychological Disorders
8	Anxiety Disorders (GAD; Obsessive - Compulsive, Phobic, Panic and Post-traumatic Stress Disorders).
9	<b>MIDTERM EXAM</b>
10	Somatoform Disorders (Somatization, Conversion Hypochondria, Body-dysmorphic and Pain disorders).
11	Dissociative Disorders (Amnesia, Fugue, Identity/disorders, and Depersonalization and Multiple personality disorders).
12	Schizophrenia and the Psychotic disorders.
13	Mood Disorders.somatoform Disorders
14	Eating Disorders (Anorexia Nervosa and Bulimia Nervosa). Sleep Disorders. Cultural specific syndromes
15	Mental Retardation Personality Disorders (Narcissistic,Borderline and Antisocial Personality)
16	Eating Disorders (Anorexia Nervosa and Bulimia Nervosa). Sleep Disorders. Cultural specific syndromes
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

### ***Essential Readings***

- Bootzin, R.P. & Acocellah, Jr. (1990). *Abnormal Psychology*. Current Perspectives. (Ed). New York: Random House.
- Coleman J. C & Broen. (1988). *Abnormal Psychology and Modern Life*. (8<sup>th</sup> ed.). New York: Scott, Foresman & Co.
- Korchin, J.S. (1986). *Modern Clinical Psychology*. CBS Publishers.
- Neale & Davison. (1990). *Abnormal Psychology*. (5<sup>th</sup> ed.). New York: John Wiley & Sons.

**Objectives:**

1. To introduce the students with the different theories of personality.
2. The students will get an intuition of the Psychodynamic theories where by mainly focusing on the work of Sigmund Freud, Carl Gustav Jung Alfred Adler and Erick Erikson.
3. These Theories will in turn gives the student an insight of what motivates people to behave in a certain way?
4. How do Behavioral and Humanistic psychologists like Abraham Maslow, Carl Rogers, George Kelly, and B.F. Skinner explain personality?
5. The subject will make us enable to understand the basic concepts of these theories and importance of these theories where by focusing specially on Actualization and environmental influence on personality.
6. This subject will also cover the main contribution of Muslim Philosophers like Imam Ghazali, Shah Waliullah and Ashraf Ali Thanvi.
7. This subject will provide an understanding of how to utilize these theories and its importance in psychotherapies, learning, motivations, self-efficacy and defensive behavior.

**Outcomes of the subject:**

Following will be the outcomes of the studying the subject.

After studying this subject the students will be enabled and well aware of

1. Different theories of Personality.
2. Its applications in the context of social research.
3. Its practical importance for developing personalities.
4. Usefulness in psychotherapies and the relationship amongst these theories and psychotherapy.
5. At the end students, will be cognizant of the back ground, concepts, modeling and goals of these theories.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Introduction, definition, basic terminology and brief history of personality theories.
2	Freudian Psychoanalysis. Level of conscious, structure of personality, defense mechanism, psychosexual stages of development, psychotherapy and criticism
3	Carl. Gustav Jung's Analytical theory. Level of conscious (Conscious, personal Unconscious and collective Unconscious). Persona, shadow, anima and animus, archetype. Dynamics of self.
4	Personality types (Extrovert and Introvert)& its functions. Psychotherapy (Dream analysis, word association). Criticism. Alfred Adler's Individual Psychology
5	Key Concepts of Adler's theory. Fictional final goals, compensation, inferiority and superiority complexes. Birth order, Masculine protest, social interest and style of life. Criticism.
6	Erick Erikson and the life cycle. Biography, Psychosocial stages of development.
7	B.F. Skinner and Radical Behaviorism. Biography, Basic Ideas, study methods and Reinforcement's concept. Psychotherapy and Critical evaluation.
8	George Kelly's personal construct theory. Biography, Basic Ideas, study methods, CPC cycle. Fundamental postulates and corollaries. Critical Evaluation.
9	<b>MIDTERM EXAM</b>
10	Humanistic theories of personality. Abraham Maslow's theory of self-actualization. Critical Evaluation.
11	Carl Roger theory of personality. Biography, basic concepts and psychotherapy (Client centered therapy). Critical Evaluation.
12	Introduction to the work of Muslim Psychologists. Imam Al Ghazali. Key notions, terms and concepts. Critical evaluation.
13	Introduction to the work of Ashraf Ali Thanvi. His contribution to the field. Critical evaluation.
14	Shah Waliullah's work and contribution to the theory of personality. Working, basic concept, Ideas and concepts in psychotherapy. Critical evaluation.
15	Gordon Allport Trait theory. Biograph, key concepts, working, study of values.Criticism.
16	Student's involvement in the course. Presentation. Learning objective analysis.
17	Student's involvement in the course. Presentation. Learning objective analysis.
18	<b>FINALTERM EXAM</b>

### ***Essential Readings***

Allen, B. (1997). *Personality theories: Development, Growth and Diversity*, Boston: Allyn & Bacon.

Barker, R.G. (1988). *The stream of behavior*. New York: Appleton Century crafts. Fordham, R. (1953). *An introduction to Jung's psychology*. New York: Penguin.

Hall, C.S, & Lindzey, G. (1978). *Theories of personality*. (2<sup>nd</sup> ed.). John Wiley and Sons.

**Course Objectives:**

This course is designed in view of the application of statistics through the use of computer in wide range of areas. This course would familiarize students with statistical concepts used in psychological research. It further aims to educate students about the tremendous potential of statistics as an instrument for research work in a variety of disciplines.

**Learning Outcomes:** At the completion of course the students should be able to:

1. Understand basic concepts in statistical research
2. Carry out statistical techniques of data analysis manually
3. Carry out statistical analysis using SPSS
4. Interpret and discuss statistical results and present them in tables.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Introduction, Importance and Limitations of Statistics
2	Scales of Measurement
3	Collection and Presentation of Statistical Data [Graphic Representation of Data
4	Basic Concepts of Measures of Central Tendency and Dispersion.
5	Probability and Theoretical Distributions viz
6	Binomial and Normal Distributio
7	Estimation and Confidence Intervals.
8	Level of Significance
9	<b>MIDTERM EXAM</b>
10	Critical Ratio
11	Tests of Significations-viz t- Tests and Chi-Square.
12	Introduction to Analysis of Variance Relating to One and Two Way Classification
13	Nonparametric Test viz wilcoxin test,kruskal-wallis .
14	Pearson Coefficient Correlation
15	Rank Correlation , Tetrachoric
16	Spearman Phi, Biserial, and Point Biserial Coefficient of Correlation.
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Essential Readings***

Ferguson, G.A. (1976). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill.

Garret, K. E. (1983). *Statistics in Psychology and Education*. New York: Longmans.

Guilford, J.P. & Fruchter, B. (1978). *Fundamental Statistics in Psychology & Education*. (6<sup>th</sup> ed.) Auckland: McGraw Hill Book Company.

**PSY-525      “EDUCATIONAL AND PSYCHOLOGICAL TESTING”      3 credit hours**

**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 rationale, administration, scoring and interpretation of psychological tests

**Course Outcome**

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

***Essential Readings***

Anastasi, A. , & Urbina, S. (1997). *Psychological testing*. (7<sup>th</sup> ed.). New York: Prentice Hall International Inc.

Kaplan, R. M. & Succuzzo, D. P. (1982). *Psychological Testing: Principles, Applications, and Issues*. California: Brooks/ Cole Publishing Company.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Definition and nature of psychological test Uses and types of psychological test Psychological test and assessment
2	Ethical, legal and professional issues in assessment
3	Test Construction and Standardization
4	Different taxonomies of test development
5	Types of items
6	General guidelines for writing items Item writing
7	item analysis Approaches of item writing Types of item analysis Item difficulty index, item discrimination index Item response theory, item characteristics curve
8	Characteristics of a Test Reliability Concept of reliability Types and measurement of reliability Standard error of measurement
9	<b>MIDTERM EXAM</b>
10	Introduction of Psychological Testing: Definition, History and Types.
11	Test Administration and Factors Affecting Performance on Tests. Item Analysis: Difficulty Level and Discriminatory Power of items.
12	Norms: Definition and Types; Normal Distribution Curve; Skewness and Kurtosis.
13	Validity: Definition and aspects (Construct, content & criterion related validity) Factors affecting validity.
14	Reliability; Definition; Types of Reliability; Standard Error of Measurement; Factors affecting reliability coefficients
15	Steps in the process of Test Construction and Standardization Intelligence: definition and theories
16	Major approaches to Personality testing. APA code of ethics for Testing and Assessment
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

**Practicum: Psy-526 “RESEARCH METHODS”**  
1 Credit Hour

**Practicum: Psy-527 “PSYCHOPATHOLOGY”**  
1 Credit Hour

**Practicum: Psy-528 “PSYCHOLOGICAL TESTING”**  
1 Credit Hour

**3<sup>rd</sup>**

**semester**



**Psy-631**

**“TEST CONSTRUCTION AND ADAPTATION”**

**3 credit hours**

**Objectives:**

- To enable the student understand the what, why and how to adopt a Psychological test cross culturally.
- To enable student to develop the Psychological Phenomenon’s accordingly.
- To make students enable the use of SPSS in data entry and test data interpretations.

**Out Comes:** At the end students will be able:

- To explain the objective, methodology and evaluation of how to adapt a psychological test.
- To develop psychological tests reliability, according to APA standards.
- To interpret various data of Psychological tests results and facts.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	General guidelines of Test Construction
2	Different types of Item formats: Dichotomous, Polytomous
3	Likert, Category, Checklist,:
4	Q-sort Objective type items
5	Guidelines for writing Objective type items (Multiple choice, True/False, Matching, & Completion)
6	Essay type items: Characteristics
7	construction & how to improve its development
8	Construction of Ability Tests (Intelligence & Achievement)
9	<b>MIDTERM EXAM</b>
10	Construction of Personality Tests.
11	Setting standards: Norms and Cutoff scores
12	Adaptation: Meaning
13	Nature, and Purpose.
14	Translation: Types of translation, Methods of Translation
15	Cross-Cultural Testing
16	Issues and type of biases in cross-cultural testing
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Essential Readings***

Anstey, E. (1966). *Psychological Tests*. Belfast: University Press.

Brislin, R. W. (Ed.). (1976). *Translation: Application and research*. New York: Gardner Press, Inc. Kaplan, R. M. & Succuzzo, D. P. (1982). *Psychological Testing: Principles, Applications, and*

**Course Objectives:**

Counseling psychology is one of the largest specialty areas within psychology. The course provides information regarding assessment and treatment of mental, emotional, and behavioral disorders. The use of psychological principles is being made to treat complex human problems and promote change. It can also be used to promote resilience and help people discover their strengths.

- Students will be trained to provide clinical services work in research, education, training and health sectors;
- The purpose of teaching the counseling is to develop a passion for discovery, learning, and listening required to be a successful counselor;
- Students are taught working with numerous populations, they focus on individual differences, normal and abnormal behavior, mental and emotional health, healthy behaviors, and mental disorders and their prevention;
- The possibilities for a career as a health service psychologist are vast and varied.

**At the end of the course, student will be able to:**

- Know about the nature of counseling process and the steps involved in conducting it.
- Develop awareness about the knowledge, skills and applications of counseling services.
- Know about the role of counselor in different settings of our life and how much effective they are.
- To work in ways that range from helping patients overcome depression or anxiety to better understanding how to manage stress.
- Specialize in areas such as family counseling, marriage counseling, career counseling, and educational counseling.
- Specialize in working with the elderly and the challenges of aging, or working with children or college students.
- Specialize in physical health concerns and help patients manage diabetes or other chronic illnesses.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	An introduction to history of counseling
2	Approaches in counseling: Person-centered
3	Gestalt, Family
4	Process of counseling: Structuring the relationship
5	clarification, reflection etc
6	Counseling in specific settings
7	Educational counseling: counseling in school
8	Consulting with teachers:
9	<b>MIDTERM EXAM</b>
10	Consulting with school administration
11	Consulting with parents
12	Consulting with students
13	Career counseling definition
14	process of career counseling, counseling process for employees
15	Mental health counseling: Definition
16	role of mental health counselor, counseling in the community Ethical issues in counseling
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

### ***Essential Readings***

- Caizzo D. & Grpss, D. (1991). *Introduction to counseling: Perspectives for the 1990*. Boston, Allyn and Bacon.
- Corey, G. (1996). *Theory and Practice of Counseling and Psychotherapy*. (5<sup>th</sup> ed). NY:Brooks/Cole Publishing Company
- Corsini, J. R., & Wedding, D. (1995). *Current Psychotherapies*. (5<sup>th</sup> ed). Illinois: F. E. Peacock Publishers, Inc.
- Eisenberg, S. & Delaney, D. (1978). *The counseling Process*. Rand McNally.
- Ivery, A. & Irey, M. (1993). *Counseling and Psychotherapy: A Multicultural Perspective*. Boston. Allyn and Bacon.

**Psy-633**

**“EDUCATIONAL PSYCHOLOGY”**

**3 credit hours**

This course introduces the student to the psychological foundations of educational theory, research, and practice. The course mainly focuses on learning theories, learner characteristics, and characteristics of effective teachers, intelligence, creativity, motivation, measurement and evaluation, and models of teaching for all learners.

**Course Objectives:**

The goals for each student in this course are:

- To become familiar with several prominent theories of human development, intelligence, and learning and how each influences educational processes;
- To examine the influence of students’ individual characteristics on their learning and performance, including cultural differences and student exceptionality;
- To know how to establish a learning community in which individual differences are respected.

**Learning Outcomes:**

- The students will be able to recognize the impact of a variety of instructional strategies on learning outcomes;
- The students will know the most effective ways to design instruction to meet students’ levels of development and learning needs;
- The students will understand basic assessment concepts for use in educational settings.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	The Meaning of : Education, Teaching, Psychology, Educational Psychology, The role of Psychology in Education
2	Educational Psychology: Definition, Brief-history, Nature and Scope; Significance and application Individual Differences: Intelligence, Cognitive styles, Nature versus Nurture
3	Learner's Characteristics: Abilities, Motivation, Interest, Aptitude Characteristics of a Good Teacher
4	The development of cognition and language Jean Piaget and Lev Vygotsky's works, Language development, Constructivism and education
5	Social Development: Erick Erikson's theory,
6	Self-concept and self-esteem, self-concept and achievement
7	Motivation in educational setting: Views, theories, personal factors
8	Theories of Learning: Putting learning theory into practice; Practical applications of behavioral and cognitive approaches Behaviour Modification
9	<b>MIDTERM EXAM</b>
10	Special Education: Physical Disability, Retarded and Gifted children
11	Learners with exceptionalities: Intelligence, Mental retardation, Learning disabilities, Creativity, Communication, visual, and hearing problems
12	Concept Learning and Problem Solving,
13	Cognitive strategies, Transfer of learning,
14	Moral development: Piaget's and Kohlberg's contribution
15	Methods of Evaluation; Assessing Class room learning: Tests, reliability, validity, norms, designing assessment and grading
16	Class room management : Managing the Class Room Methods of Control
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

### ***Recommended Readings***

Woolfolk, A. E. (2012). *Educational Psychology* (12th edition). Boston, MA: Allyn and Bacon.  
Supplements as assigned in class

Crow, L. & Crow, A. (2000). *Educational Psychology*. New Delhi: Euroasia Publishing House Ltd.

**Psy- 634 “THERAPEUTIC MODELS IN CLINICAL PSYCHOLOGY” 3credit hours**

**Objectives:**

- To make students able to gain knowledge and evaluative techniques regarding different models to therapies.
- To make students identify different areas and departments for treatment of different disorders.

**Out Comes:**

- The students will be able to apply their knowledge and techniques in the field work.
- The students will be able to apply their knowledge in different areas for treatment, diagnosis and interventions in society.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	The Perspective of Clinical psychology
2	scientific and professional aspects of clinical psychology
3	client and therapist variable
4	Ethics and legalities
5	Clinical Assessment
6	The nature and objectives of clinical assessment
7	stages and types of assessment
8	Psychodynamic Model
9	<b>MIDTERM EXAM</b>
10	Behaviouristic Model
11	Behaviouristic Model
12	Phenomenological Model
13	Phenomenological Model
14	Cognitive Model
15	Cognitive Model
16	Drug therapy: classification of psychotropic drugs, anxiolytics, antidepressants, antipsychotic
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Essential Readings***

Bootzin, R.P. & Acocellah, Jr. (1988). *Abnormal Psychology, Current Perspectives* (Ed), New York: Random House.

Colloby, K.M. (1951). *A primer for Psychotherapists*. John Wily & Sons.

Garfield, S. L. & Bergin, A. E. (1986). *Handbook of Psychotherapy & Behaviour Change*. New York: John Wiley & Sons.

Korchin, J.S. (1986). *Modern Clinical Psychology*. CBS Publishers.

Neale & Davison. (1990). *Abnormal Psychology*. (5<sup>th</sup> ed.). New York: John Wiley & Sons.

**Objectives**

This course is designed to familiarize the students about the principles of psychology as they are applied in organizational settings in order to make a constructive contribution to the organizations.

**Outcomes**

At the completion of course the students will be able to apply theoretical knowledge in the organization.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Introduction to organizational behavior, characteristics of the field, basic concepts of the field, the importance of organizational behavior,
2	Historical background, Scientific management, Classical organizational theory, Relation movement
3	Precursors of organizational behavior, the Hawthorne studies, Others contributions, Contextual perspectives on organizational behavior
4	Managerial functions, Managerial roles and its types,
5	Managerial skills, Communication in the organization, Purpose of communication,
6	Functions of communication, Methods of communication, Written communication, Oral communication, Non verbal communication
7	Communication networks, Managing communication in the organization
8	Perception in the organization, Perceptual processes, Selective perception, Stereotyping, Managerial implications
9	<b>MIDTERM EXAM</b>
10	Attitude, Components of attitude, How attitudes are formed and changed? Work related attitudes, Job satisfaction and job dissatisfaction, Job involvement and job commitment
11	Stress, Types of stress, Causes and consequences of stress, Politics in organization
12	Motivation, Motivational frame work, Theories of motivation, Conflicts in the organization
13	Decision making, Types of decisions and characteristics, Decision process and approaches
14	Reward system
15	Career choices
16	Organizational change and development
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Essential Readings***

Fred Luthans, Alexander, D. S. & Edwin, A. Locke (2000). (Eds.). *Handbook of principles of organizational behavior*. London: Blackwell.

Jerald Greenberg & Robert A. Baron. (2000). *Behavior in organizations*. (7th ed.). Upper Saddle River, N.J.: Prentice-Hall.

<b>Practicum: Psy-636</b>	<b>“Test Construction and Adaptation”</b>	<b>1 credit hour</b>
<b>Practicum: Psy-637</b>	<b>“Counseling”</b>	<b>1 credit hour</b>
<b>Practicum: Psy-638</b>	<b>“Therapeutic Models”</b>	<b>1 credit hour</b>

**4th  
semester**



Psy-641

**“HEALTH AND COMMUNITY PSYCHOLOGY”**

**3 credit hours**

**Objectives:**

- To make students understand the cause and effect relationship of health in Psychology regarding Bio psychosocial context.
- To make students identify various approaches to health in psychology and psychology in health.

**Out Comes:**

- The students will be able to explain the cause and effect relationship regarding biological, psychological and social perspective of health.
- The students will be able to apply various approaches of health in psychology for better understanding and applications.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Primary prevention of psychopathology
2	school based prevention programmes, transition to secondary school or other adolescent problems
3	Elementary, children and parents coping style
4	programmes associated with separation or divorced
5	prevention work at the time of bereavement
6	Community mental Health Programmers/ Rehabilitation and prevention programmes in Pakistan
7	citizen participation and community mental health services
8	elderly people and community mental health
9	<b>MIDTERM EXAM</b>
10	social support net work (Edhi, Baidari, Aurat foundation, Dost-Foundation etc)
11	Stress –Management in Health care and illness prevention
12	Defining the concept of stress, methods to measure stress
13	self- Behavioural medicine and health management in chronic illness, life-style management
14	Introduction to behavioral medicine
15	Biopsychosocial paradigm
16	management of (obesity, smoking, hypertension, type-A behaviour, cancer, chronic pain)
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Recommended Readings***

Ernest.(2000).*The role of complementary and Alternative medicine*.BMJ:321,1133-5.  
Ogden.(2004).*Health psychology*. Open University Press: Bristol

**Course Objectives**

- To 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.
- To 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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Introduction to Forensic and Criminal Psychology
2	Historical development of Forensic Sciences Psychosocial causes of Crime
3	Moral development
4	developmental theories of crime Factors in criminal behavior:
5	Constitutional factors
6	Inheritance
7	economic factors
8	Media, Age
9	<b>MIDTERM EXAM</b>
10	Gender, Personality, Home atmosphere
11	Testimony and the Courtroom
12	Personal factors affecting observation
13	ii) Sensory factors affecting observation, Expectation and Attention, Emotions
14	Age, Intelligence
15	Factors between observation and recall, Memory, Special intervening events Court Conditions, Oath, Narration Vs Questioning
16	Question form Offender Profiling, Correctional Psychology in Adult and Juvenile settings
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Recommended Readings***

- Bartol, C.R (2002). *Criminal behavior, A Psychosocial Approach*. (6<sup>th</sup> ed.). NJ: Prentice Hall.
- Eckert, W.G. (1990). *Introduction to Forensic Science*. London: The C.V. Mosby Company.
- Gordon, R. (1995). *Forensic Psychology: A guide for lawyers and the mental health professions*. Tucson: Ariz, Lawyers and Judges Publishing Co.
- Hussain, S.S. (1999). *A text book of forensic Medicine and Toxicology*. Lahore: The Carvan Book House.
- Polson C.J., Gee, D.J., & Knight, B. (1985)., *The Essentials of Forensic medicine* (4 ed.) New York: Pergamon Press.

**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 Outcomes**

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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Introduction Nature and Scope of Social Psychology
2	History of Social Psychology
3	Theories of Social Psychology
4	Research methods in Social Psychology
5	Individual processes
6	Attitudes: Formation, Attitude change and measurement
7	Social Perception
8	The Self
9	<b>MIDTERM EXAM</b>
10	Interpersonal processes
11	Altruism: Helping others
12	Conformity and compliance
13	Liking and interpersonal attraction
14	Group processes
15	Group dynamics
16	Leadership: Types and theories
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

**Essential Readings**

Baron, R. A & Byrne, D. (2000). *Social Psychology*. (9<sup>th</sup> ed.). New York: Pearson Education Asia. Freedman, J.L., Sears D.O., & Carlsmith, J.M. (1981). *Social Psychology*. ( 4<sup>th</sup> ed.). New York:

Prentice Hall.

Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social psychology* (12th ed.). Boston, MA: Pearson/Allyn and Bacon.

**Course Objectives** This course is designed

- To familiarize the students with this new emerging field of human behavior;
- To bring their knowledge of the subject up to date; and
- To prepare them to use this newly acquired knowledge-tool for the benefits of marketing.

This course also helps the students to study different models of consumer behavior.

**Course Outcomes** At the completion of course, the students should able to:

- Understand basic concepts in this field like Advertising, marketing and Factors effecting effectiveness of advertisements;
- Apply their theoretical knowledge practically i.e. how psychology is applied to consumers and techniques in the analysis of consumer behavior.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
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	<b>MID TERM EXAM</b>
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	<b>FINAL TERM EXAM</b>

### **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**

- 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

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	A brief History of Psychology of Women
2	Early studies of Gender comparisons
3	Early studies of Gender comparisons
4	Issues in Research on Psychology of Gender
5	Issues in Research on Psychology of Gender
6	Motherhood and psychosocial Reactions
7	Pregnancy
8	Childbirth
9	<b>MIDTERM EXAM</b>
10	Motherhood
11	Infertility
12	Gender differences in cognitive abilities and achievement motivation
13	Gender differences in cognitive abilities and achievement motivation
14	Self-concept
15	satisfaction with Gender
16	competence and self-esteem
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Recommended Readings***

Marry & Matiland. (1997). *Psychology of Women*. New York: Foreman & Company.  
 Helgeson, V.S. (2005). *Psychology of Gender*. New Dheli: Pearson Education Inc.

**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 Outcomes**

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

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Introduction to International Disaster Psychology
2	Psychopathology
3	Diagnosis
4	Psychology of Loss and Grief
5	Planning
6	implementation
7	Evaluation
8	Crisis Intervention
9	<b>MIDTERM EXAM</b>
10	Application of Multicultural Issues in International Disaster Psychology
11	Application of Multicultural Issues in International Disaster Psychology
12	Clinical Interviewing
13	Clinical Interviewing
14	Trauma and Child Development
15	Family Systems and Therapeutic interv
16	Family Systems and Therapeutic interv
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Recommended Readings***

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

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

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

**Practicum: Psy-647**

**“Social Psychology”**

**1 Credit hour**

**Practicum: Psy-648**

**“Disaster, Health Psychology”**

**1 Credit hour**

**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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
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	<b>Mid Term Examination</b>
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	<b>Final Term Examination</b>

**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.



**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 Outcomes** 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.

<b>COURSE BREAKUP</b>	
<b>WEEK</b>	<b>CONTENTS</b>
1	Nature and scope
2	Organization of military in Pakistan
3	Role of military in Pakistan
4	Role of military in Pakistan
5	Environmental actors
6	Military performance
7	High attitude
8	glaciated terrain
9	<b>MIDTERM EXAM</b>
10	Effects of hot and cold environments
11	Effects of hot and cold environments
12	Constant fatigue
13	rest and sleep needs Acoustic noise
14	environments Sickness and phonics effects of the war
15	Factors leading to maladjustment in military personnel's
16	Clinical assessment of such maladjusted perennials and interviewing/therapeutic measures for their rehabilitation
17	<b>Presentation and Assignments.</b>
18	<b>FINALTERM EXAM</b>

***Recommended Readings***

- 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*, *91*, 1-11. [psycnet.apa.org](http://psycnet.apa.org)
- David, H. & Rand, M. (2001). *Psychological and psychosocial consequences of combat and deployment: With special emphasis on the gulf war*. New York: Guilford Press.
- 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.

## **List of Practicals**

(To be selected and demonstrated under different relevant subjects)

1. Attitude change
2. Auditory acuity
3. Bilateral transfer in mirror tracing
4. Blind spot
5. Colour mixture
6. Colour zones
7. Conditioning
8. Deceptography
9. Depth perception
10. Difference in visual comprehension as function of shape of letters.
11. Discrimination of Depth
12. Distortion of judgment under Group Pressure.
13. Differential Limen (DL) for Brilliance
14. Duration in short term memory
15. Effect of attitude on perception
16. Effect of drugs on behavior
17. Effect of over learning upon retention
18. Effect of stress on heart rate and respiration
19. Formation of individual and group norms
20. How information supplied after an event, influences memory of that event
21. Human Motor Skills and Transfer of Training
22. Human Verbal Learning
23. Incidental and Intentional learning
24. Level of aspiration
25. Location of coetaneous sense spots
26. Memory of completed and interrupted tasks
27. Methods of learning by heart (whole Vs part learning)
28. Muller-Lyer's illusion
29. Perceiving Direction of Movement
30. Perceptual defense
31. Perceptual grouping
32. Phi phenomenon
33. Physiological fatigue in frogs
34. Proactive inhibition
35. Problem solving in groups
36. Productive thinking
37. Projection of characteristics
38. Qualitative changes in memory
39. Reaction time
40. Reaction to stress in conflicting situation
41. Reaction to stress in frustration situation
42. Readjustment after experimentally produced stress

43. Retroactive inhibition
44. Serial learning
45. Size Constancy and Emmert's law
46. Span of attention
47. Speed of nerve conduction
48. Sperling's experiment on Iconic memory
49. Stroop test
50. Study of communication by the methods of content analysis
51. The Tachistoscopic Perception of Verbal Patterns
52. Time estimation
53. Transfer of training
54. Visual acuity
55. Zeigarnik effect

**Any other problem(s) in lieu of the above as prescribed by the  
Departmental Semester Committee.**