

**CURRICULUM FOR TWO-YEAR
ASSOCIATE DEGREE / BS (4-YEAR) IN
PSYCHOLOGY
(HEC UG-POLICY-2023)**



**DEPARTMENT OF PSYCHOLOGY
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF MALAKAND
2023**

HOD/INCHARGE
Department of Psychology
University of Malakand

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Assisting Registrar
(Academics)
University of Malakand
05-Dec-2023

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HOD/INCHARGE
Department of Psychology
University of Malakand

Assistant Registrar
(Academics)
University of Malakand
05-Dec-2023

**DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF MALAKAND**



UOM/Psy/2023/45

Date: 04-10-2023

Subject: Minutes of the 3rd Board of Studies, Department of Psychology, UOM

The meeting started with recitation from the Holy Quran. The Dean Faculty of Social Sciences welcomed all the distinguished members. The following members attended the meeting.

1. Prof. Dr. Arab Naz (Convener)
(Dean Faculty of Social Sciences, UOM)
2. Dr. Muhammad Tahir Khalily (Member)
Vice President (Academic) Professor, Department of Psychology IIU Islamabad
3. Dr. Erum Irshad (Member)
Professor, Department of Psychology, University of Peshawar
4. Mr. Inayat Shah (Member)
Incharge, Department of Psychology, UOM
5. Dr. Zainab Qazi (Member)
Assistant Professor Department of Psychology, Women Campus Batkhela
6. Ms. Kainat Zia (Member)
Lecturer, Department of Psychology, University of Malakand
7. Ms. Noor Fatima Ajmal (Member)
Lecturer of Psychology, Islamia College and University, Peshawar
8. Mr. Bahadar Khan (Member)
Associate Professor Commerce College Thana, Malakand
9. Ms. Abbier Iqbal (Member)
Assistant Professor of Psychology, GGDC Adenzai, Chakdarar, Dir (L)

After welcoming remarks, the Dean concerned allowed Mr. Inayat Shah (HOD) department of psychology to present the formal agenda as circulated with the worthy members of the BOS:

Agenda Items-1: Approval of Vision and Mission Statement of the Department of Psychology.

The vision and mission statement of the Department of Psychology was presented to the members of the BOS. All the members of the Board discussed the various aspects of vision. After detailed discussion, the board unanimously approved the following vision and mission for the department of psychology and recommended the same for consideration of the BOF.

Vision

The vision of the department is to equip students through the science of psychology, fostering academic excellence, promoting community well-being by providing quality education, research, and outreach programs that connect the students and community.

Mission

The department mission is to cultivate academic excellence, ethical values, passion for inquiry with advance knowledge of psychology, rigorous research, that can foster personal and intellectual growth of the students by instilling a sense of dedication, spirit of inquiry by equipping the graduates with the skills and knowledge to contribute to the prosperity and well-being of the nation.

Agenda item -2: Approval of the Scheme of Studies for Associate Degree/BS (4-Year) in Psychology and General Education Course of "PSY-113. Understanding Psychology" as per HEC Undergraduate Policy 2023

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Mr. Inayat Shah presented the scheme of studies revised as per the format of the University in line with the policy of the HEC. The board therefore discussed all the amended/new courses according to the HEC undergraduate policy 2023 and recommended the same with elaborating mechanism for internship and capstone project in the details for consideration of the BOF.

The course of General Education category for social sciences was also presented to BOS and the board after minor correction in the text recommended the course with title and code as **“PSY-113. Understanding Psychology”** for consideration of the BOF.

The meeting ended with a vote of thanks to/by the chair.

Minutes of the meeting were recorded by Mr. Inayat Shah



Signed by
Head Department of Psychology

Counter Signed by
Dean, Faculty of Social Sciences



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**Curriculum
for
Psychology
AD & BS (4-YEAR) PROGRAM
2023 & Onward**



**DEPARTMENT OF PSYCHOLOGY
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF MALAKAND
2023**

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➤ LAYOUT

General Education Cluster	Number of Courses	Credit Hours	Course(s) Selected
Arts and Humanities *	1	02	Introduction to Philosophy, Seerat un Nabi, Urdu, Pashto, History, Art, and Design
Natural Sciences *	1	03 (2+1)	Physics, Chemistry, Botany, Geology, Ecology, Everyday Science, Science
Social Sciences *	1	02	Sociology, Political Science, Social Work, Psychology, Anthropology, Economics, International Relations, Criminology, Journalism, and Mass Communication
Functional English **	1	03	Functional English
Expository Writing **	1	03	Introduction to Expository Writing
Quantitative Reasoning **	02	06	Quantitative Reasoning, I&II. Basics of Mathematics, Introductory Statistics, Statistics for Social Sciences, Data Analysis,
Islamic Studies ** for Muslim Students/ Ethics (for Non-Muslim Students)	1	02	Islamic Studies, Religious Education
Ideology and Constitution of Pakistan **	1	02	Ideology and Constitution of Pakistan
Introduction to Information and Communication Technologies (ICT) **	1	03 (2+1)	Introduction to Information and Communication Technologies (ICT)
Entrepreneurship **	1	02	Entrepreneurship
Civics and Community Engagement **	1	02	Civics and Community Engagement
Total	12	30	
*University may offer any course within the specific broader subject domain/cluster to meet the given credits.			
** HEC designed model courses may be used by the university.			

Table 2.

Inter-disciplinary Course			Field specific Internship & Research		
04 courses					
12 Cr. Hours					
Course	Code	Cr. Hr.	Course	Code	Cr. Hr.
1. General Methods of Teaching	EDU 111	03	1. Internship/Fieldwork	PSY 365	03
2. Medical & Psychiatric Social Work	SW 361	03	2. Capstone Project/Thesis	PSY 500	03
3. Social Anthropology	SOC 209	03			
4. Media Ethics and Laws	JMC 355	03			
5. Theoretical Perspectives on Crimes and Criminals	CRIM 363	03			

Table 3.

Major Courses					
Number of Courses 24 -27					
Credit Hours 72 – 80					
Code	Courses	Cr. Hr.	Code	Courses	Cr. Hr.
PSY 111	Introduction to Psychology	03	PSY 361	Mental Health and Psychopathology – II	03
PSY 121	Contemporary History of Psychology	03	PSY 362	Advance Research Methodology	03
PSY 231	Schools of Psychology	03	PSY 363	Neurological Basis of Behavior	03
PSY 232	Ethics in Psychology	03	PSY 471	Basics of Psychometrics	03
PSY 233	Introduction to Social Psychology	03	PSY 472	Educational Psychology	03
PSY 234	Personality Theories – I	03	PSY 473	Environmental Psychology	03
PSY 241	Advance Social Psychology	03	PSY 474	Counseling Psychology	03
PSY 242	Personality Theories – II	03	PSY 476	Cyber Psychology	03
PSY 243	Industrial Psychology	03	PSY 481	Advance Psychological Testing	03
PSY 244	Positive Psychology	03	PSY 482	Cross Cultural Psychology	03
PSY 245	Organizational Behavior	03	PSY 483	Cognitive Psychology	03
PSY 246	Developmental Psychology	03	PSY 484	Psychology of Criminal Behavior	03
PSY 351	Mental Health and Psycho Pathology – I	03	PSY 486	Disaster and Trauma Management	03
PSY 352	Basics of Research Methodology	03	PSY 487	Sports Psychology	03
PSY 353	Clinical Psychology	03	PSY 488	Peace Psychology	03
PSY 354	Experimental Psychology	03	PSY 489	Islamic Psychology	03
					72

**SCHEME OF STUDIES FOR
ASSOCIATE DEGREE
4-YEAR BS IN PSYCHOLOGY**

Single Major: An undergraduate/equivalent degree program with a single major is focused on one disciplinary specialization and comprises of a minimum of 120 credit hours including the requirements of field experience/internship and capstone project.

The breakup of credit hours is as under:

- i. General education courses: 30 credit hours (Must be completed in first 04 semesters)
- ii. Major: minimum 72 credit hours
- iii. Interdisciplinary/allied courses: minimum 12 credit hours
- iv. Field experience/internship: 03 credit hours
- v. Capstone project: 03 credit hours

Courses Nature	Number of Courses	Credits
General Courses	12	30
Major courses	27	81
Interdisciplinary	05	15
Internship	01	03
Project	01	03
	46	132

46 courses

Total Credit Hours: 132



SEMESTER WISE DISTRIBUTION OF COURSES

S. No	Year-I Semester-I		Name of Subject	Credits Hours
1	ENG 101	Gen-Ed	Functional English	03
2	GS 117/ CHEM 110	Gen-Ed	Natural Science/General Science/ Chemistry in Everyday Life	03
3	SOC 116/ PSC 112	Gen-Ed	Introduction to Sociology/Introduction to Political Science	02
4	CS 110	Gen-Ed	Introduction to Information and Communication Technologies	2+1
5	ISL 112/ETH 118	Gen-Ed	Islamic Studies / Ethics (for Non-Muslim Students)	02
6	PSY 111	Major	Introduction to Psychology	03
			Teaching of the Holy Quran with Translation	Non-Credit
				16
S. No	Year - I Semester-II			
1	ENG 102	Gen-Ed	Introduction to Expository Writing	03
2	QR 101	Gen-Ed	Quantitative Reasoning-I (Mathematics)	03
3	PSC 111	Gen-Ed	Ideology & Constitution of Pakistan	02
4	SOC 114	Gen-Ed	Civic and Community Engagements	02
5	ISL 113	Gen-Ed	Seerah and its Contemporary Application سیرت رسول ﷺ اور اس کی عصری معنویت	02
6	PSY 121	Major	History of Psychology Teaching of the Holy Quran with Translation	03 Non-Credit
				15
S. No	Year-II Semester-III			
1	MGT 215	Gen-Ed	Entrepreneurship	02
2	QR 102	Gen-Ed	Quantitative Reasoning-II (Statistics)	03
3	PSY 231	Major	Schools of Psychology	03
4	PSY 232	Major	Ethics in Psychology	03
5	PSY 233	Major	Introduction to Social Psychology	03
6	PSY 234	Major	Personality Theories – I	03
			Teaching of the Holy Quran with Translation	Non-Credit
				17
S. No	Year – II Semester-IV			
1	PSY 241	Major	Advance Social Psychology	03
2	PSY 242	Major	Personality Theories – II	03
3	PSY 243	Major	Industrial Psychology	03
4	PSY 244	Major	Positive Psychology	03
5	PSY 245	Major	Organizational Psychology	03
6	PSY 246	Major	Developmental Psychology	03
			Teaching of the Holy Quran with Translation	Non-Credit
				18
S. No	Year-III			

	Semester-V			
1	PSY 351	Major	Mental Health and Psycho-Pathology – I	03
2	PSY 352	Major	Basics of Research Methodology	03
3	PSY 353	Major	Clinical Psychology	03
4	PSY 354	Major	Experimental Psychology	03
5	EDU 111	Inter-disp	General Methods of Teaching	03
6	SW 361	Inter-disp	Medical & Psychiatric Social Work	03
			Teaching of the Holy Quran with Translation	Non-Credit
				18
S. No	Year – III			
	Semester-VI			
1	PSY 361	Major	Mental Health and Psycho-pathology – II	03
2	PSY 362	Major	Advance Research Methodology	03
3	PSY 363	Major	Neurological Basis of Behavior	03
4	SOC 219	Inter-disp	Social Anthropology	03
5	PSY 365	Major	Internship/Field Experiment	03
			Teaching of the Holy Quran with Translation	Non-Credit
				15
S. No	Year-IV			
	Semester-VII			
1	PSY 471	Major	Basics of Psychometrics	03
2	PSY 472	Major	Educational Psychology	03
3	PSY 473	Major	Environmental Psychology	03
4	PSY 474	Major	Counseling Psychology	03
5	JMC 355	Inter-disp	Media Ethics and Laws	03
6	CRIM 363	Inter-disp	Theoretical Perspectives on Crimes and Criminals	03
			Teaching of the Holy Quran with Translation	Non-Credit
				18
S. No	Year – IV			
	Semester-VIII			
1	PSY 481	Major	Advance Psychological Testing	03
2	PSY 482	Major	Cross Cultural Psychology	03
3	PSY 483	Major	Cognitive Psychology	03
4	PSY 484	Major	Psychology of Criminal Behavior	03
5	PSY 500	Major	Capstone Project /Thesis	03
			Teaching of the Holy Quran with Translation	Non-Credit
				15

Note:

Courses included in the General Education Category are designed by the respective departments including their course codes, credit hours and titles (reflected in the scheme of studies). All such courses approved by the Syndicate are available on the university website. For any query the office of the Registrar Academics may be approached for clarification/guidance.

Course Title: INTRODUCTION TO PSYCHOLOGY

Course Code: PSY 111

Credit Hours: 03

Course Objectives

This course will help to describe Psychology with major areas in the field and identify the parameters of this discipline. It will help to distinguish between the major perspectives on human thought and behavior.

Course Outcome:

It helps to gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Course Outline:

1. Introduction to Psychology

- Introduction, Meaning and definition of Psychology
- Nature and Scope of Psychology
- History of Psychology
- Different Schools in Psychology
- Application of Psychology with special reference to Pakistan

2. Research in Methods of Psychology

- Observation
- Case History Method
- Experimental Method
- Survey Method
- Interviewing Techniques

3. Biological Basis of Behavior

- Neuron: Structure and Functions
- Central Nervous System and Peripheral Nervous System
- Endocrine Glands

4. Sensation, Perception and Attention

- Sensations: Characteristics and Major Functions of Different Sensations
- Vision: Structure and functions of the Eye.
- Audition: Structure and functions of the Ear.

5. Perceptions:

- Nature of Perception
- Factors of Perception: Subjective, Objective and Social
- Kinds of Perception:
 - Spatial Perception (Perception of Depth and Distance)
 - Temporal Perception; Auditory Perception.

6. Attention:

- Factors, Subjective and Objective
- Span of Attention
- Fluctuation of Attention
- Distraction of Attention (Causes and Control)

7. Motives

- Definition and Nature
- Classification of Motives (Primary (Biogenic) Motives: Hunger, Thirst, Defecation and Urination, Fatigue, Sleep, Pain, Temperature, Regulation, Maternal Behavior, Sex,
- Secondary (Sociogenic) Motives: Play and Manipulation, Exploration and Curiosity, Affiliation, Achievement and Power, Competition, Cooperation, Social Approval and Self Actualization)

8. Emotions

- Definition and Nature
- Physiological changes during Emotions (Neural, Cordial, Visceral, Glandular), Galvanic Skin Response; Pupillometric
- Theories of Emotion (James Lange Theory; Cannon-Bard Theory, Schachter –Singer Theory)

9. Learning

- Definition of Learning
- Types of Learning: Classical and Operant Conditioning: Trial and Error, Learning by Insight; Observational Learning, Methods of Learning

10. Memory

- Definition and Nature
- Memory Processes: Retention, Recall and Recognition
- Forgetting: Nature and Causes

11. Thinking

- Definition and Nature
- Tools of Thinking: Imagery; Language; Concepts
- Kinds of Thinking (Problem Solving; Decision Making; Reasoning)

12. Individual differences

- Definition of Individual Differences and conceptual Framework
- Intelligence, personality, aptitude, achievement

Recommended books:

1. Atkinson R. C., & Smith E. E. (2000). Introduction to psychology (13th Ed.). San Diego, California, USA Harcourt Brace College Publishers.
2. Fernald, L. D., & Fernald, P. S. (2005). Introduction to psychology. USA: WMC Brown Publishers.
3. Thomson & Lahey, B-B. (2004). Psychology: An Introduction (8th Ed.). New York, USA: McGraw-Hi--ll Companies, Inc.

Course Title: HISTORY OF PSYCHOLOGY

Course Code: PSY 121

Credit Hours: 03

Course Objectives

The course aims at the development of basic understanding of the various processes of scientific development and change and to become familiar with the chronological history of ideas which contribute to the field of Psychology. So, the brief historical context within which that historical development took place and the schools of psychology, are well explained and understood. It will enable current psychological thought within that historical development and context.

Course Outline

1. Introduction

- Brief History of Psychology
- Early Greek, Roman philosophy, and Philosophers. (Thales, Anaximander, Heraclitus, Parmenides, Pythagoras, Empedocles)
- Early Greek Medicine
- The relativity of Truth; Protagoras, Gorgias, Xenophobes, Socrates, Plato, Aristotle
- Skepticism & Cynicism
- Epicureanism and Stoicism, Neoplatonism, and Emphasis on spirit Contribution of Muslim Philosophers
- Scholasticism

2. The Beginning of Modern Science and Philosophy

- Renaissance and the rise of Humanism; Challenges to Church authority; Rene Descartes
- British Empiricism; French Sensationalism; Positivism
- Rationalism
- Spinoza; Immanuel Kant; Johann Friedrich Herbart; Friedrich Hegel
- Romanticism and Existentialism
- Early developments in physiology and the rise of experimental psychology; Individual differences; Early Research on brain functioning, Voluntarism, Structuralism, and other early approaches to psychology Voluntarism.

3. Psychobiology

- Karl and Lashley; New connectionism; Behavioral genetics
- Contemporary Psychology
- The Diversity in contemporary psychology
- The tension between pure, scientific, and applied psychology

4. Psychology's status as a science; Post modernism

Recommended books:

1. Ajmal, M. (1986). Muslim Contribution to Psychotherapy and Other Essays. Islamabad, Pakistan: National Institute of Psychology, Quaid-i-Azam University.
2. Boring, E. G. (1957). A History of Psychology. New Jersey, USA : Prentice-Hall.
3. Leahey, T. H. (1987). A History of Psychology. New Jersey, USA: Prentice-Hall Inc.
4. Murphy, G. (1949). Historical Introduction to Modern Psychology. London: Routledge & Kegan Paul.
5. Shultz, D. (1981). A History of Psychology. Florida, USA : Academic Press.

Course Title: SCHOOLS OF PSYCHOLOGY

Course Code: PSY 231

Credit Hours: 03

Course Objectives

The course will develop a basic understanding of the various processes of scientific development and change, It will assist in becoming familiar with the chronological history of ideas which contribute to the field of psychology. The historical context within which that historical development took place and the schools of psychology, are explained in brief.

Course Outline

1. Roots of Psychology Philosophical roots:

- Greek and Muslim contribution to the development of psychology.
- The spread of scientific psychology. Psychology in Europe, USA, and Former Soviet Union

2. Systems and Schools of Thought:

- Structuralism
- Functionalism
- Behaviorism
- Gestalt psychology and Field Theory
- Psychodynamics
- Humanistic Psychology
- Cognitive Psychology

3. Psychology in Pakistan

4. Practicum: 25 Marks

- Following experiments shall be performed by the students: Concept Formation Maze Learning Memory: Function of Recitation Memory: Function of Time (Saving Method) Memory: Method of Serial Reproduction Problem Solving

Recommended books:

1. Ajmal, M. (1986). Muslim Contribution to Psychotherapy and Other Essays. Islamabad, Pakistan: National Institute of Psychology, Quaid-i-Azam University.
2. Boring, E. G. (1957). A History of Psychology. New Jersey, USA : Prentice-Hall.
3. Leahey, T. H. (1987). A History of Psychology. New Jersey: Prentice-Hall Inc.
4. Shultz, D. (1981). A History of Psychology. Florida, USA : Academic Press.
5. Wolmen, B. B. (1979). Contemporary Theories And Systems In Psychology. New York, USA: Harper & Row

Course Title: ETHICS IN PSYCHOLOGY

Course Code: PSY 232

Credit Hours: 03

Course Objectives:

The course aims to develop the students' insight into the ethics of Psychology, being a student of psychology, it is necessary to be aware of the code of conduct of the particular field. It will enable the students to know, how to behave professionally, how to practice, conduct research and how to carry out experiments.

Course Outline:

1. Introduction To Ethics:

- Ethical conduct of Psychologists
- Ethical Principles of Psychologist
- Ethical Standard
- Ethical Committees; Formation of working guidelines
- Privacy and Confidentiality
- Classroom Materials
- Research Data

2. Assessment Materials

3. Psychologists And Social Responsibility

4. Ethics In Psychotherapy

- Therapists' obligations.
- Sexually intimated behaviour with clients
- Dual relationship
- Conflict of interest situation
- Psychologists and advertising.
- Acceptable advertisement; Unacceptable advertisement

5. Ethical Issues Involved In Experimentation With Human And Animal Subjects

- Relationship With Colleagues.
- Monitoring conduct of colleagues.
- Vindictive/ difficult colleague.
- Relationship with students/ employees

6. Ethics and Psychological research.

7. Psychologists' responsibility.

- Volunteerism.
- Enticements
- Concealment.
- Distortion.
- Deception.
- Debriefing

Recommended books:

1. Austin, K. M., Moline, M.E., & Williams, G. T. (1990). Confronting Malpractice: Legal & Ethical Dilemmas In Psychotherapy. Newbury Park: CA. Sage.
2. Spiegel, P. K., & Koocher, G. P. (1998). Ethics In Psychology. New York, USA : Oxford University Press.

Course Title: INTRODUCTION TO SOCIAL PSYCHOLOGY

Course Code: PSY 233

Credit hours: 03

Course Objectives

Social Psychology aims to give awareness of certain fundamental concepts and principles involved in human behavior, and in its interaction with society. It provides an awareness of the major problems and issues in the discipline of social psychology, and the capacity to interpret them through research findings. The aim is to accomplish the goal of understanding and interpretation of human behavior.

Course Outline:

1. The Field of Social Psychology

- Introduction to social psychology
- Conducting research in social psychology
- Current trends and future scope

2. Self- Presentation and Social Perception

- Non-verbal behavior
- Attribution
- Impression management

3. Social Cognition

- Schemas
- Heuristics
- Affect and Cognition.

4. Behavior and Attitudes

- Nature of attitudes
- Formation, maintenance, and change in attitudes
- Relationship between attitude and behavior
- Cognition & attitude

5. Aspects of Social Identity

- The self
- Nature of the self
- Self-concept
- Social diversity
- Self esteem
- Other aspects of self-functioning
- Self-focusing
- Cognitive and affective aspects
- Self-Monitoring
- Self-Efficacy

6. Gender & Socialization

7. Social Influence

- Conformity
- Compliance
- Obedience

8. Pro-social Behavior

- Why do we help?
- When do we help?
- Does true altruism really exist?
- Whom do we help?
- How can we increase helping?

9. Aggression /hurting others

- What is Aggression?
- Influences on Aggression
- Reducing Aggression
- Lucifer effect
- Bullying

Recommended books:

1. Forsyth, D- F. (1987). Social Psychology. California, USA: Brooks Publishing Company.
2. Myers, D-G. (1987). Exploring Social Psychology. New York, USA: McGraw-Hill.
3. Wayant, J-M. (1986). Applied Social Psychology. New York, USA: Oxford University Press
4. Wesley.,& Fisher, R-J. (1982). Social Psychology: An Applied Approach. New York, USA: St. Martin Press.



Course Title:
Course Code: PSY 234

PERSONALITY THEORIES-I

Credit Hours: 03

Course Objectives

This course aims to examine, in depth, specific theories of Psychology, under each of the major psychological models of personality through their theoretical concepts and principles, their explanation of personality development, their assessment techniques, and their application to treatment of psychopathology. Students will be able to articulate the major concepts and principles of each personality theory discussed in the class and in the text.

Course Outline:

1. Psychology Of Personality

- Introduction to the Discipline
- Meaning of personality
- Meaning of theory
- Components of personality theory

2. The Psychoanalytic Legacy; Sigmund Freud

- Basic concepts
- Personality structure:
- Three interacting systems
- Personality development
- Five sequential stages.
- Personality dynamics
- instincts / anxiety / catharsis and anti-catharsis
- Defense mechanisms
- Application of psychoanalytic theory; Dream analysis paraphrases
- Psychotherapy
- Critical evaluation

3. Personality's Ancestral Foundations: Carl Jung:

- Basic concepts: Conscious and unconscious; Archetypes.
- Personality typology
- Personality development
- Further applications: Dream analysis; Psychopathology.
- Psychotherapy
- Critical evaluation

4. Overcoming Inferiority and Striving for Superiority: Alfred Adler

- Basic concepts:
- Developing social feelings: society; work and love
- Style of life; future goals vs. past events.
- overcoming inferiority Striving for superiority and supe
- Family influences on personality development
- Further applications: Dream analysis; Psychopathology
- Psychotherapy
- Critical evaluation

5. Neo Freudians -Karen Horney

- Basic anxiety
- Coping by way of 10 neurotic needs moving towards, or against, or away from people
- Development of an idealized vs. a real image of self
- Claims, should
- Defense mechanisms.

6. Harry Stack Sullivan

- Empathy
- Anxiety and security

- 3 modes of experience
 - 6 stages of Development
7. **Henry A. Murray**
- Definition of need
 - variety of needs
 - Strength of needs and interactions Environmental press
 - Themes
8. **Erik Erikson**
- Psycho-social stages of personality development
 - Identity crises
9. **Erich Fromm**
- Existential needs
 - Individual and social characters

Recommended books:

1. Buss, D. M. (2004). Evolutionary Psychology: The Science of Mind (2nd Ed.) Boston: Allyn & Bacon.
2. Ewen, R. B. (1998). An Introduction of Theories of Personality. (5th Ed.). New Jersey: Lawrence Erlbaum Associate Publishers.
3. Feist, J. (1985). Theories of Personality. Sydney: Holt Rinehart & Winston, Inc.
4. Pervin, L. A., Cervone, D., & John, O. P. (2005). Personality Theory and Research (9th Ed.). New York: John Wiley & Sons

Course Objectives

This course will examine several major research topics in Social Psychology. Students are expected to gain substantial knowledge of the field, including major concepts, theories, empirical findings, and controversies. Also, students will also communicate critically and creatively about these theories and findings.

Course Outline

1. Introduction

- Introduction to Advance Social Psychology
- Definition, scope, subject matter, and nature of Advance Social Psychology

2. Theories of Social Psychology Theorists

- Sigmund Freud
- C.H. Cooley
- B. F. Skinner
- G. H Mead

3. Basic Concepts in Social Psychology

- Stereotypes
- Prejudice and Discrimination

4. Interacting with others

- Interpersonal Attraction – need
- Characteristics of other situation and problems
- Intimacy — Parent-child.
- Interpersonal violence.

5. Group Influence

- Nature and functions
- How groups affect individual performance
- Facilitation
- Social loafing
- Coordination in groups
- Cooperation or conflict
- Perceived fairness in groups
- Decision making by groups:
- Process
- Potential dangers.

6. Leadership

- History of leadership
- Types and leadership styles
- Effective leadership process
- Core activities of a leader
- Leadership Training
- Leadership & Gender.

7. Role of Media in Social Psychology

- Perception, Persuasion
- Propaganda
- Portrayal of Role Models & Media and Agent of change,

8. Social Psychology in action

- Applying social psychology to:
- Interpersonal aspects of the legal system

- Health related behavior
- World of work

Recommended books:

1. Feldman, R. S. (1998). Social Psychology: Theories, Research and Application. New York,USA: McGraw-Hill.
2. Forsyth, D. F. (1987). Social Psychology. California,USA : Brooks Publishing Company.
3. Myers, D. G. (1987). Exploring Social Psychology. New York, USA: McGraw-Hill.
4. Myers, D. G. (1987). Social Psychology. New York,USA: McGraw-Hill.
5. Wayant, J. M. (1986). Applied Social Psychology. New York,USA: Oxford University Press.



Course Title: PERSONALITY THEORIES-II

Course Code: PSY 242

Credit hours: 03

Course Outcome:

This course aims to develop an understanding of theories related to Psychology, of the new era. This course aims at highlighting the basic concepts of psychologists after Freud. It will enable the students to articulate each theory, its assessment techniques and the theoretical approach to the treatment and understanding of Human. Students will be able to critically evaluate each theory.

Course Outline

1. Dispositional Theories:

Gordon Allport

- Personality development
- Personality traits
- Critical evaluation

Raymond Cattell

- View of a person; Understanding of the person Factor analysis; Economic model
- Basic concepts; Data types; Traits; Personality of nations
- Critical evaluation
- Hans Eysenck
- Basic concepts; Traits and types.
- Measuring and describing E, N, and P
- Critical evaluation

2. Humanistic And Existentialist Theories

Abraham Maslow

- Basic concepts
- Five basic human needs
- Self-actualizing person
- Critical evaluation:

Carl Rogers

- Basic concepts
- Actualization
- Importance of self
- Personality development
- Client centered therapy

George Kelly:

- Basic concepts
- Personality as a system of constructs
- Relation among constructs
- Personality development
- Predictability
- Dependency constructs
- Role playing
- Choices: the C-P-C cycle
- Critical evaluation

3. Behaviorist Theories

B.F. Skinner

- Basic Concepts
- Operant conditioning
- Positive reinforcement
- Negative reinforcement and punishment
- schedules of reinforcement
- Operant conditioning and reinforcement

- Development of humans: Language, Personality and child rearing.
- Critical evaluation.

John Dollard and Neal E. Miller

- Basic concepts
- Psychopathology
- How fear is learned
- Effect of fear
- Critical evaluation

4. Social Learning Theory of Albert Bandura

- Basic concepts
- Models and modeling
- Goals and self-regulating
- Self-efficacy
- Reward
- Defensive behavior
- Critical evaluation

5. Current Paradigms

Recommended books:

1. Allen, B- P. (1997). Personality Theories: Development, Growth and Diversity. (2nd Ed.). Boston,USA: Allyn & Bacon.
2. Ewen, R- B. (1998). An Introduction to Theories of Personality. (5th Ed.) New Jersey,USA: Lawrence Erlbaun Associate Publishers.
3. Feist, J. (1985). Theories of Personality. Sydney: Holt Rinehart & Winston, Inc.

Course Title: INDUSTRIAL PSYCHOLOGY

Course Code: PSY 243

Credit Hours: 03

Course Objectives:

This course contributes to the following competence areas of reasoning and arguing about psychological theory, practice and policy based on solid arguments. It deals with a multitude of theoretical models or research approaches relevant to Industry, the effects of Industry on human beings and the effects of human upon the out-put of an industry. To situate the relevance of psychological theory, practice and policy in society.

Course Outline

1. The Practice of Industrial Psychology

- Principles, practices, and problems
- Methods and techniques

2. Personnel management

- Recruitment and selection
- Psychological testing
- Performance appraisal
- Training and development

3. Organizational psychology

- Leadership
- Motivation, job satisfaction and job involvement
- The Organization of the organization

4. Work Psychology

- Working conditions
- Safety, violence, and health in the workplace
- Stress

5. Consumer psychology

- Industrial psychological analysis of consumer behavior

Recommended books:

1. Chatterjee. N.R. (1969). Industrial Psychology. Sudha Publications
2. Myers, C. (2011). Industrial Psychology. Bibliobazaar.
3. Tiffin, J. (1952). Industrial (3rd Edition). New York, USA: Prentice Hall Inc
4. Tylor, F. (2006). Principles Of Scientific Management. Cosimo: Inc

Course Title: POSITIVE PSYCHOLOGY

Course Code: PSY 244

Credit Hours: 03

Course Objectives

The proposed course aims to enrich the students regarding positive aspects of human nature. It also covers subjective state of well-being, optimism and emotional intelligence that facilitates the development of human resources in any society.

Course Outline

1. Introduction,

- Nature
- Scope of Positive Psychology
- Approaches/Perspectives on Positive Psychology

2. Personal Traits

- Positive traits and Negative traits

3. Nature and Associated Psychological Factors:

- Hope; Optimism; Happiness; Love; Empathy; Attachment; Emotional Intelligence; Tolerance; Forgiveness; Gratitude; Faith; Morality; Wisdom and Creativity; Resilience; Spirituality; Altruism

4. Self Determination Theory and Intrinsic Motivation

5. Social Development and Well Being

Recommended books:

1. Corer, L., Keyes, M., & Handit, J. (2002). Flourishing - Positive Psychology & Life. Washington, USA: APA Publication
2. Lias, Aspmwaly, L., & Ursole, M. (2002). A Psychology of Human Strengths. Washington, USA: APA Publication.
3. Rizvi, A. A. (1990). Muslim Psychology and Positive Psychology. Lahore, Pakistan: Institute Of Muslim Psychology.

Course Title: ORGANIZATIONAL PSYCHOLOGY

Course Code: PSY 245

Credit Hours: 03

Course Description

Organizational behaviour (OB) is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, anthropology, economics, organization theory, statistics, and many others. Effective management of human resources within organizations requires an understanding of various behaviour and processes. Managers need to know why people behave as they do in relation to their jobs, their work groups and their organizations. This knowledge of individuals' perceptions, motivational attitudes and behaviour will enable managers to not only understand themselves better, but also to adopt appropriate managerial policies and leadership styles to increase their effectiveness. The focus of instruction will move progressively through the individual, group and organizational levels of behaviour and will examine the interrelationships of behavioral phenomena among these levels. Additionally, concepts such as motivation, communication and leadership and their relevance to organizational behaviour will be examined in detail. The course is also designed to help the students understand if Western Organizational Behavioral theories and practices have any relevance to the local settings. The course will also discuss the Islamic perspective of understanding and directing human behaviour in a specific direction.

Course Outline

1. What is Organizational Behaviour

- Importance of organizational behavior
- Foundations of Individual Behaviour:
- Biographical Characteristics, Ability, Learning

2. Attitudes and Job Satisfaction

- Types of attitudes
- Types of behaviors

3. Perception and Individual Decision Making

- Why perception is important
- Types of decision making
- Biases and errors in decision making

4. Motivation concept

- Content theories of Motivational
- Process theories of motivation

5. Foundations of Group Behavior

- Groups in organization
- Power and politics
- Types and sources of power
- Politics in organizations
- Conflict and negotiation
- Types of conflicts

6. Functions of organization structure

- Types of organizational structure
- Organizational structure and its impact on individuals and groups
- Organizational culture
- Organizational culture and individual behavior

RECOMMENDED BOOK

1. Robbins, P. S., & Judge, T. A. (2009). Organizational Behaviour. 13th ed. Introduction to Social Work

Course Title: DEVELOPMENTAL PSYCHOLOGY

Course Code: PSY 246

Credit Hours: 03

Course Objectives:

The course aims at the theoretical explanations of the developmental process. Developing the understanding of the relationship between heredity and environment as they form the foundations of human development, in cognitive, moral, and social development. These changes occur in late childhood, ages seven to twelve and in adolescence. The psychologist will study the normal development of a child and the effect of any hindrance in the normal development.

Course Outline

1. Nature and Scope

2. Research Methods in Developmental Psychology:

- Longitudinal; Cross-Sectional.

3. Experimental Aspects of Development:

- Physical, Emotional, Moral, Social, Linguistic & Cognitive

4. Phases of Development:

- Prenatal, Birth, Infancy, Childhood, Adolescence, Adulthood, Old age

Recommended books:

1. Ahmad, F-Z. (1993). Mental health And Patterns of Child Rearing in Pakistan. Karachi, Pakistan: Institute of Clinical Psychology, University of Karachi.
2. Bee, H. (1994). Lifespan Development. Harper Collins College Publishers.
3. Berk, E-L. (2000). Child Development (5th Ed.). Boston, USA: Allyn & Bacon.
4. Feldman, R-S. (1999). Child Development: A Typical Approach. USA: Prentice- Hall, Inc.

Course Title: MENTAL HEALTH AND PSYCHO-PATHOLOGY – I

Course Code: PSY 351

Credit Hours: 03

Course Objectives

The course will help spread the knowledge of the psychological theories and models for the field of abnormal psychology or Psychopathology. It will help in understanding assessment, etiology, symptoms, and treatments of major psychological disorders. Also, assisting in the development of familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. The students will be developing the ability to apply course materials to case studies of individuals.

Course Outline

1. Introduction to Abnormal Psychology

- Concept of Abnormality
- Criteria of Normality and Abnormality
- Defining Psychological Abnormality (Deviance, Distress, Dysfunction, Danger)
- Paradigm shift of mental health

2. Historical Background of Modern Abnormal Psychology

- Ancient views and treatment
- Greek and Roman views; Europe in the Middle Ages
- The Renaissance; 19th Century
- Views of abnormality; modern trends

3. Models of Psychopathology

- Biological Model
- The Psychodynamic Model
- Behavioral Model
- Cognitive Model
- The Humanistic Model
- The Socio-cultural Model
- Eclectic Approach

4. Clinical Assessment of Abnormality:

- A brief overview of clinical observation, tests, and interviews
- Diagnostic Systems: DSM-V and ICD-10

Recommended books:

1. American Psychiatric Association. (1994). Diagnostic and Statistical Manual Of Mental Disorders (4th Ed.). Washington, DC.
2. Bootzin, R-P., & Acolleah, Jr. (1983). Abnormal Psychology: Current Perspective. New York, USA : Random House.
3. Coleman, J-C., & Boring. (1976). Abnormal Psychology and Modern Life. (8th Ed.). New York, USA : Scott, Foresman and Co.

Course Title: BASICS OF RESEARCH METHODOLOGY
Course Code: PSY 352 **Credit Hours: 03**

Course Objectives

This course will examine several major research topics in social psychology. Students are expected to gain substantial knowledge of the field, including major concepts, theories, empirical findings, and controversies. Also, students will also could communicate critically and creatively about these theories and findings.

Learning Outcomes

Course Outline:

1. Introduction

- Scientific and non-scientific approaches to knowledge.
- The scientific method: definition, features, goals, and steps.

2. Identifying a research problem

- Basic approaches
- Sources of research literature

3. Scientific theories and hypotheses

- Formulation of a hypothesis
- Criteria of a hypothesis
- The nature and types of hypotheses
- Operational definitions

4. Ethical issues in the conduct of psychological research: APA ethical standards

- Risk versus benefit
- Anonymity and privacy of the subjects
- Informed consent
- Research with animals
- Qualitative Techniques
- Program evaluation Focus groups

5. Descriptive research methods

- Observation
- Naturalistic observation \ observation without intervention
- Observation with intervention
- Participant observation
- Structured observation
- Field experiments
- Recording behavior
- Qualitative measures of behavior
- Quantitative measures of behavior
- Analysis of observational data:
- Advantages,
- Problems
- methodological issues
- Unobtrusive measures of behavior
- Physical traces
- Archival data

6. Sampling techniques

- Basic terminology; representativeness and bias Probability sampling
- Random sampling methods: pure\simple random sampling; Random digit dialing, Systematic\interval sampling
- Stratified random sampling
- Cluster sampling; simple and multistage

- Non-probability sampling: Accidental\Incidental \grab; Purposive; quota; Self-Selected; Snowball; Convenience; Clinical Sampling
- Time and event sampling
- Situation sampling

Recommended books:

1. Billing,S-H.,&Waterman,A-S.(2003). Studying Service-Learning: Innovations In Education Research Methodology. London. New Jersey, USA: Lawrence Erlbaum Publishers.
2. Ellis, L. (1994). Research Methods in Social Sciences. Madison: Brown And Benchmark Publishers
3. Goodwin, C. J. (2002). Research in Psychology: Methods AndDesign. (3rd Ed.). New York, USA: John Wiley & Sons.



Course Title: CLINICAL PSYCHOLOGY

Course Code: PSY 353

Credit Hours: 03

Course Objectives:

The course aims at the development of students' insight into the practice of psychological theories and therapies. Various therapies are studied for the better understanding of the people in distress.

Course Outline:

- 1. History of Clinical Psychology**
- 2. Definition, Scope, and present status**
- 3. Training of Clinical Psychology**
 - Training of clinical Psychology
 - Differentiate between psychiatrist and psychologist
 - Interview, Testing, intervention, projective tests.
 - Neuro Psychological tests
- 4. Psychological Assessment**
- 5. Psychotherapies for different disorders**
 - Psychology Analytical Therapy
 - Client – Centered Therapy
 - Behavior Therapy
 - Group Therapy
 - Rational Emotive Behavior Therapy.
 - Gestalt Therapy
 - Family Therapy.
- 6. Rehabilitation**

Recommended books:

1. Barker, C., Pistrang, N., & Elliott, R. (2002). Research Methods in Clinical Psychology: An Introduction for Students and Practitioners. New York, USA: John Wiley & Sons.
2. Boll, T. J., Raczynski, J. M., & Leviton, L. C. (2004). Handbook of Clinical Health Psychology: Disorders of Behavior and Health. American Psychological Association (APA).
3. Halgin, R. P., Whitbourne, S. K., & Halgin, R. (2004). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. New York, USA: McGraw-Hill.
4. Sayette, M. A., Mayne, T. J., & Norcross, J. C. (2004). Insider's Guide To Graduate Programs In Clinical And Counseling Psychology: The Guilford Press

Course Title: EXPERIMENTAL PSYCHOLOGY

Course Code: PSY 354

Credit Hours: 03

Course Objectives

This course will help the students to examine the importance of the Psychology of the individual to the development of self- esteem, cooperative learning, individual differences, and motivation and learning styles.

Course Outline:

1. Psychophysics:

- Importance of Psychophysics
- Absolute & Differential Thresholds
- Psychophysical Methods
- Theory of signal detection.

2. Perception:

- Perception and Sensation.
- The Gestalt Concept of Perception.
- Perceptual Consistencies; Depth Perception; Figure and Ground Perception; Perception of Movement; Perceptual defense and vigilance; Perception of time.
- Visual illusions

3. Learning:

- Types of learning.
- Basic factors in learning and performance.
- Role of reinforcement in learning.
- Contemporary theories of Learning

4. Memory:

- Theories of Memory.
- Compartments of Memory (The storage and retrieval process.)
- Mnemonics: ways of improving memory (Devices Mnemonics)

5. Thinking and Problem-Solving:

- Nature of Thinking
- Concept formation
- Set and attitude as factors in Thinking
- Creative Thinking
- Theories of Thinking.

6. Practicum: 25 Marks

(Three of the following experiments shall be performed by the students:

- Meaningful vs. Nonsense Learning
- Retroactive Inhibition
- Simple Reaction Time
- Transfer of Training
- Trial Position Effect under Massed and Distributed Practice
- Whole vs. Part Learning

Recommended books:

1. Andreas, B-G. (1972). Experimental Psychology (2nd Ed). New York, USA : John Wiley and Sons
2. Boring, E.-G. (2007). History of Experimental Psychology. New Delhi, India : Cosmo Publications
3. McGuigan, F. J. (2001). Experimental Psychology-Methods of Research: (7th Ed).UK: Prentice Hall.
4. Postman, L & Eagan, J-P. (2007). An Introduction. New York, USA: Harper and Row.

Course Outcomes

After completing this course, Student Teachers will be able to:

1. Describe and discuss their personal theory of teaching and learning based on a critical analysis of implicit theories formed as Student Teachers.
2. Summarize and debate the pros and cons of teacher-centred and learner-centred teaching methods and state their position as a teacher.
3. Make records of structured, reliable classroom observations and draw conclusions based on these observations.
4. Participate in a cooperative learning group that plans, teaches, and critiques a lesson.
5. Create and critique plans for teaching and learning in primary school classes.

Unit 1

Sources of information about effective teachers

1. Your experience as a student,
2. Students currently in school,
3. Published research,
4. Observations in classrooms,
5. Reflections on classroom observation by yourself and with others,
6. Conversations with experienced teachers,
7. Theories about education and instruction,
8. The relationship between teaching and learning

Sources of information about learning in schools

1. Your experience as a student
2. Current students' self-descriptions
3. Published research, especially in cognitive and educational psychology
4. Observations in classrooms
5. Reflections on student interviews by yourself and with others
6. Conversations with experienced teachers
7. Theories about learning
8. Cultural influences on teaching and learning

Unit 2

Sources of complexity in the classroom

1. Managing a crowded space
2. Working with groups and individuals
3. Managing different activities occurring at the same time
4. Diversity among children
5. Managing scarce resources
6. Coping with unexpected events

Managing complexity

1. Learn names, interests, and learning strengths fast
2. Establish rules and routines
3. Group students
4. Organize books and other materials for easy access
5. Create pairs of students to help each other

Unit 3

Key concepts

1. Distinction between lower- and higher-order learning
2. Outcomes from lower-order learning
3. Outcomes from higher-order learning
4. Instructional activities that enable lower-order learning
5. Instructional activities that enable higher-order learning
6. Direct instruction: a method to enable lower- order learning
7. Indirect instruction: a method to enable higher- order learning
8. Different roles for teachers and student

Model lessons

1. Template for direct instruction lessons
2. Sample lessons
3. Template for indirect instruction lessons
4. Sample lesson
5. Inquiry-based, problem-solving, and project-based learning: are these the same or different?
6. Choice: teacher-centred, learner-centred, or both?

Unit 4

Cooperative learning

1. Peer teaching practice
2. Rationale for cooperative learning
3. Different models of cooperative learning
4. Cooperative learning procedures
5. Incentive structure of cooperative learning
6. Limitations of cooperative learning
7. Checklists as assessment devices

Lecture, demonstration, and discussion

1. Reasons to lecture
2. Structure of a lecture
3. Active lectures
4. Structure of a demonstration
5. Characteristics of good discussion
6. Purposes of questions
7. Questions in lectures, demonstrations, and discussions
8. Wait time

Asking Questions

1. Open and closed questions
2. Lessons taught in class

Unit 5

Constructive interactions between teacher and students

1. Respect
2. Credibility
3. Fairness (justice)
4. Trust
5. Interest
6. Enthusiasm
7. Adaptive teaching

Constructive interactions between teacher and students

1. Cooperative working relationships are central
2. Examples of cooperative working relationships
3. Feelings are the foundation of thought
4. Importance of trust and confidence

Unit 6

Sources of knowledge for designing lessons

1. Learning principles
2. Pakistan's primary school curriculum
3. Definitions of standards, goals, and objectives
4. Examples of standards, goals, and objectives
5. Bloom's Taxonomy of Educational Goals and Objectives

Assessment

1. Definition of assessment in schools
2. Personal experience with assessment
3. Assessment practices in schools in Pakistan
4. Purposes of assessment
5. Distinction between formative and summative assessment
6. Examples of formative assessment

Instructional materials

1. Sources of instructional materials, including textbooks, in Pakistan
2. School budgets for instructional materials
3. Low- and no-cost materials to supplement or substitute for materials provided by the government
4. Examples of materials created from local resources by teachers for mathematics, science, and literacy

Unit 7

Self-regulated learning

1. Becoming your own teacher
2. Parents and teachers attitudes towards self-regulated learning
3. Interdependence between learning and motivation
4. Intrinsic and extrinsic motivation
5. Mastery learning goals and performance learning goals

Recommended Books

1. B. Rosenshine, Principles of Instruction (Educational Practice Series No. 21) (Geneva: International Bureau of Education, 2010). Available at: <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>
2. UNICEF, 'What Makes a Good Teacher? Opinions from Around the World' (1996) <[http:// www.unicef.org/teachers/teacher/teacher.htm](http://www.unicef.org/teachers/teacher/teacher.htm)>, accessed on 23 February 2013.

COURSE TITLE: MEDICAL AND PSYCHIATRIC SOCIAL WORK

COURSE CODES: SW 361

CREDIT HOURS: 03

COURSE OBJECTIVES

The course will help the students to understand the social causes and consequences of medical and psychiatric problems and to help them to know about the skills and techniques used by social worker in hospital setup.

COURSE CONTENTS

I Introduction

- a. Definition, meaning nature and scope of medical social work
- b. The need for social work in medical setting
- c. Relation of Medical Social Work with Psychiatry and Psychology

II Historical Development

- a. Background of medical social work in Western World.
- b. Development of social work in medical setting in Pakistan

III Organization and Administration of Medical Setting

- a. Relationships of a medical social work with various professions
- b. Role and functions of medical social workers

IV Bio-Psycho-Social Factors of diseases.

- a. Factors influencing health and disease: Physiological, Social Psychological, economical and environmental
- b. Psychology of a patient. The concept of a patient as a person

V Mental Health

- a. Definition and scope of mental health
- b. Mental health problems
- c. Remedial and preventive aspects of the mental health program
- d. Social implications of mental health problem and mental retardation

VI. Types of mental disorder:

- a. Physiogenic disorder
- b. Psychogenic disorder
- c. Psychosis
- d. Neurosis
- e. Causative factors of mental disorder

VII Rehabilitation

1. Definition, Scope of Rehabilitation of:
 - a. Physical Impairment
 - b. Mentally Impairment
 - c. General patients
2. Methods in Rehabilitation
 - a. Guidance and counselling
 - b. Vocational training
 - c. Community organization

VIII Application of Social Work in medical setting

1. Use of Social Casework, Social Group, Community Welfare Organization and Research Methods of Social Work in Medical settings.
2. Role of professional social worker in medical setting
3. Social services in medical settings, their nature and extent
 - a) Primary prevention: Awareness
 - b) Secondary prevention: Treatment
 - c) Tertiary prevention: Rehabilitation
4. Major issues and trends in medical social work

RECOMMENDED READINGS:

- Alan, B., and Pritchard. (1983). Social Work and Mental Illness.
- Ann, B. et.al (1982). Rehabilitation of the Handicapped; New Dimensions in Programs for the Developmentally Disabled.

Course Title: MENTAL HEALTH AND PSYCHO-PATHOLOGY-II
Course Code: PSY 361 **Credit Hours: 03**

Course objectives

The course aims to briefly define the Psychological Theories in detail. In this course, pathology is briefly studied to build the student's understanding of abnormal behavior, its etiology, symptoms, treatment, and the related factors.

Course Outline:

- 1. Introduction And Basic Concept of Abnormal Behavior**
- 2. Different Diagnosis and Etiological Factor described in DSM-V**
- 3. Disorders.**
 - Anxiety Disorders
 - Somatoform Disorders
 - Dissociative Disorders
 - Schizophrenia
 - Mood Disorders
 - Eating Disorders
 - Adjustment Disorders
 - Sexual & Gender Identity
 - Developmental or Childhood and Infancy Disorders
 - Psychoactive Substance use Disorders
 - Factitious Disorders
 - Sleep Disorders
 - Delirium
 - Dementia
 - Amnesic Disorders
 - Cognitive Disorders

Recommended books:

1. American Psychiatric Association. (1994). Diagnostic and Statistical Manual Of Mental Disorders (4th Ed.). Washington, DC.
2. Comer, R- J. (2004). Abnormal Psychology. USA: Freeman and Company.
3. Neale, J-M., & Davison, G-C. (2004). Abnormal Psychology. New York: John Wiley & Sons.
4. Bootzin, R-P., & Acolleah, Jr. (1983). Abnormal Psychology: Current Perspective. New York, USA : Random House.
5. Coleman, J-C., & Boring. (1976). Abnormal Psychology and Modern Life. (8th Ed). New York, USA : Scott, Foresman and Co.

Course Title: NEUROLOGICAL BASIS OF BEHAVIOR
Course Code: PSY 362 **Credit Hours: 03**

Course Objectives

The course aims at the development of a student's insight into the biological basis causing any act, or behavior or any abnormal functioning. The biological or physiological bases of associative psychological disorders are studied. This course will equip the students to understand the natural process of functioning, by studying many different methods used to explore these processes.

Course Outline

1. Origins of Neuropsychology

- Neurological explanation of behavior
- Historical roots of Physiological Psychology
- Evolution of brain
- Ethical issues in Neuropsychological research

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
- Development of the brain.
- Investigating how the brain controls behavior.

4. Emotions and Regulations of Internal Body States

- Neural control of emotional response patterns
- Role of orbit frontal cortex in social judgment and emotions
- Neural basis of the communication of emotions

5. Endocrine System and Emotions

6. Homeostasis

- The psychology and biology of thirst
- The multiple controls of hunger
- Physiological mechanisms of sleep and waking.

Recommended books:

1. Carlson, N-R. (1999). Foundations of Physiological Psychology (4th Ed.). Boston, USA: Allyn and Bacon.
2. Cooper, J-R., Bloom, F-I., & Wroth, R-J. (1989). Biochemical Basic of Neuro Pharmacology. London: Oxford University Press.
3. Kalat, J-W. (1998). Biological Psychology (6th Ed.). California, USA: Brooks/Cole Publishing Company.
4. Pinel, J-P. (2000). Biopsychology. (4th Ed). Boston, USA: Allyn and Bacon

Course Title: ADVANCED RESEARCH METHODOLOGY

Course Code: PSY 363

Credit Hours: 03

Course Objectives

The course will help in briefly explaining social research, providing a brief description of various methods of research.

Course Outline:

1. Correlational Research:

- The nature and logic of correlations
- Correlation versus causality
- Measures in correlational research
- Interviews and questionnaires
- Margin of error
- Reliability and validity
- Predictions and decisions

2. Surveys:

- Nature, goals, and basic steps
- Survey methods: mail surveys, personal interviews, telephone surveys

3. Survey Research Designs

- Cross-sectional design
- Successive independent samples design
- Longitudinal design

4. Experimental Research Methods

- Experimental method: Control and variability, logic, characteristics independent measure designs/Between group design Random group design
- Alternative independent groups design
- Methodological issues: Individual differences; Assigning conditions.
- Repeated Measures designs/Within group design
- Advantages and methodological issues: Differential carry-over effect, and general practice effect
- Complex designs
- Small N designs
- Classical, After – only, before – after no control group, Crossover, Solomon four-group, and Factorial designs

5. Applied Research

- Single Case research designs
- Quasi- Experimental Designs
- Retrospective \ Ex Post Facto Designs
- Prospective Quasi – Experimental Designs
- Time Series Designs
- Event – Specific Alignment Designs
- Twin Studies and Adoption Studies
- Reporting Investigations

6. The structure of a research report based upon APA standards:

- Title page,
- abstract,
- introduction,
- review of relevant literature,
- method,
- results,
- discussion,
- references and citations

7. Data Analysis (Quantitative Data & Qualitative Data)

8. Research Project

- The students will be expected to carry out small research projects either individually or in groups (preferably 2 students per group) and submit formal research reports. The final evaluation will be based on the report as well as individual viva voce. APA protocol of report writing will be required.

Recommended books:

1. Ellis, L. (1994). Research Methods In The Social Sciences. Madison: Brown & Benchmark Publishers.
2. Goodwin, C. J. (2002). Research in Psychology: Methods and Design. (3rd Ed.). New York, USA: John Wiley & Sons.
3. Kerlinger , F. N. (1986). Foundations of Behavioral Research. New York, USA: Holt Rinehart & Winston, Inc.
4. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). Research Methods In Psychology (5th Ed.). Singapore: McGraw-Hill.

Course Title: INTERNSHIP REPORT

Course Code: PSY 365

Credit Hours: 03

Course Objectives:

- Students will be placed in Psychiatric units, rehabilitation centers and educational institutions and other relevant fields suggested by the HOD.
- The internship will be extensively supervised by two supervisors i.e., one from department of psychology and one from the institution where the students are placed.
- Bi-weekly report must be submitted and formally approved satisfactorily by the internship committee.
- Mid-Term report should be submitted to internship committee.
- Final report should be submitted and formally rated by the internship committee and the student will present the report.
- The marks distribution will be 50+50 (report +Viva)

Course Title: BASICS OF PSYCHOMETRICS

Course Code: PSY 471

Credit Hours: 03

Course Objectives

The subject is to introduce the student to the basic theoretical psychometric concepts and use of psychological tests. Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. And, to understand reliability, validity, and understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

Course Outline

1. Psychological Assessment and tests:

- Definition
- Nature of Psychological assessment
- Psychological testing
- Types and uses
- Control in use of psychological tests
- Sources of information about tests
- Ethics of psychological testing
- Standards of testing and test administration.

2. History Of Psychological Testing:

- Antecedents
- Rise of modern psychological testing
- Current status and controversies

3. Test Construction and Adaptation:

- A general introduction
- Characteristics of a good psychological test
- Steps of test construction and adaptation.

4. Item Writing:

- Types of items
- General guidelines for writing items
- Methods of scoring

5. Item Analysis:

- Meaning and purpose of item analysis
- Item difficulty
- Item discrimination
- Item distracters
- Factors influencing item difficulty and item discrimination
- Item response theory
- Item characteristic curves.
- Problems of item analysis: Cross Validation.
- Item analysis of tests.

6. Reliability:

- Introduction
- Types of reliability
- Measurement of reliability
- Test-retest, split-half reliability
- Parallel forms and inter-rater reliability
- Cronbach alpha.
- Factors influencing reliability of test scores
- Improving reliability of tests.

7. Validity:

- Introduction
- Types of validity
- Face / Content, Criterion, Concurrent, Predictive and Construct validity
- Relation of validity & reliability
- Convergent & divergent validation
- Statistical methods for calculating validity
- Threats to validity

8. Test Norms:

- Introduction
- Types of norms
- Steps in developing norms
- Relativity of norms
- Cut-off scores.
- Implications of response sets Methods to eliminate response sets
- Interpretation of test scores

Recommended books:

1. Anastasia, A. (1988). Psychological Testing (6th Ed.). New York, USA: Macmillan.
2. Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New York, USA: Prentice-Hall Inc.
3. Cronbach, L. J. (1970). Essentials of Psychological Testing (3rd Ed.). London: Harper & Row Publishers.
4. Thorndike R. L., & Hagen, E. P. (1995). Measurement And Evaluation In Psychology And Education (4th Ed.). New York: Macmillan.



HOD/INCHARGE
Department of Psychology
University of Malakand

Assistant Registrar
(Academic)
University of Malakand
05-Dec-2023

Course Title: **EDUCATIONAL PSYCHOLOGY**

Course Code: **PSY 472**

Credit Hours: **03**

Course Objectives

The student will be able to apply learning theories to classroom situations. Examine the importance of the psychology of the individual to the development of self-esteem, cooperative learning, individual differences, motivation and learning style. Describe the relationships of teacher, parents, and students that lead to a productive learning environment. Articulate their own beliefs about education and the role of educational psychology.

Course Contents

1. Educational Psychology defined: Nature and Scope
2. Introduction to development
3. Individual Differences: Intelligence, Cognitive styles
4. Learner 's Characteristics: Abilities, Motivation, Interest, Aptitude
5. Learning theories and practical applications of behavioral, cognitive and constructivist approaches
6. Characteristics of a Good Teacher
7. Counseling and vocational Guidance
8. Behavior Modification
9. Design and Evaluation
10. Psychology of Teacher (constructivism)
11. Special Education:
12. Segregated education; integrated education; inclusive education
13. Classroom Management: Managing the Classroom Methods of Control

RECOMMENDED BOOKS

1. Borich, G. D., & Tombari, M. L. (1997). Educational Psychology: A Contemporary approach (2nded). New York: Addison Wesley Longman, Inc.
2. Cartwright, G. P., Cartwright, C. A. & Ward, M. E. (1985). Educating special learners (2nded). California: Wadsworth Publishing Company.
3. Crow, L., & Crow, A. (2000). Educational Psychology. New Delhi: Euroasia Publishing House Ltd.
4. Lefranceis, G.R (1988) Psychology for Teaching (6th ed.). California: Wordsworth Publishing Co.
5. Slavin, R. (1994). Educational Psychology. Boston Allyn & Bacon. Sprinthall, N., & Sprinthall, R. (1987). Educational Psychology: A developmental approach (4th ed.). New York: Raudom House.

Course Title: ENVIRONMENTAL PSYCHOLOGY

Course Code: PSY 473

Credit Hours: 03

Course Objectives:

To enable the students, learn the psychological effects of the environment on humans and humans' effects on the environment. The main course's aim is to teach the student the importance of the environment, and its impact upon human nature.

Course outline:

1. Introduction to Environmental Psychology:

- Importance and Application of Subject in Daily Life

2. Components of the Environment

- Environmental Men: Evaluation and Anthropology

3. Environment:

- Historical Attitudes toward the Natural Environment
- Environment Perception and the Use of Natural Environment
- Social Interaction and the Environment.
- Impact of Environment on Personality Development and Individual Differences
- Mob and Group Behavior in Environmental and Cultural Variances
- Environmental Changes and Stress

4. Impact of Environment in its Incumbents

- The city as an Unnatural Habitat
- Nature and Environment Changes in Rural and Urban Areas

5. Environment and Adjustment:

- Gender, Age, Job Family, Fashion, Religion Society.
- Catastrophes and Human Adjustment to Meet the Future Challenges like Changes in Industrial and Geographical Development
- The Built Environment and Human Adjustment

6. Further Plans, Cities and Global Interaction in Reference to Entranced Issues

Recommended books:

1. Baum, A. (1998). Advances In Environmental Psychology. New York, USA:
2. Lawrence Erlbaum Associates.
3. Cassidy, T. (1997). Environmental Psychology. UK: Psychology Press.
4. Garling, T., & Golledge, R. (Eds.). (1997). Behavior And Environment: Psychological and Geographical Approaches. Amsterdam: North Holland.

Course Title: COUNSELING PSYCHOLOGY

Course Code: PSY 474

Credit Hours: 03

Course Objectives:

The course aims to highlight the basic principles of counseling and techniques used in the process of counseling.

Course Outline:

- 1. The Counseling Profession: A Historical Perspective**
 - The development of counseling as a distinct profession in Pakistan
 - Historical and Social factors
 - Frank Parsons and other early influences
 - Beginnings of professional organizations and professional identity.
 - Influence of World War-I & II
 - Government involvement; Current Trends and future directions.
- 2. The Criteria of Mental Health**
 - The Concept of Adaptive and Maladaptive Behaviour;
 - Healthy personality with reference to Jahoda (1958),
 - Shoben, (1957) Allport (1961) Kinnier (1993) and others.
- 3. Client Centered and Behaviorist Counseling Approach**
- 4. The Counseling Interview**
 - Introduction.
 - Kinds of Interviews
 - The Intake Interview
 - The Diagnostic Interview
 - Interviewing with significant others
 - The Case History Interview and some other major types
 - Interview techniques in Counseling
 - Structuring the counseling relationship
 - Relationship Techniques
- 5. The Process of Counseling**
 - Nature & Importance of professional relationship.
 - Ingredients of helping relationship,
- 6. Characteristics of Effective Counselors: A client's rights**
- 7. Tests in Counseling**
 - Introduction,
 - Limitations of the Use of Psychological Tests
 - Types of Psychological Tests
 - Factors affecting psychological test results
 - Test Use in Counseling Situations
 - Test Interpretation in Counseling

Recommended books:

1. Caizzo, D., & Grpss, D. (1991). Introduction To Counseling: Perspectives for The
2. 1990. Boston, USA: Allyn & Bacon.
3. Gladding, T. S. (1988). Counseling: A Comprehensive Profession. Toronto: Merrill Publishing Company.
4. Ivery, A., & Ireys, M. (1993). Counseling And Psychotherapy: A Multicultural
5. Perspective. Boston, USA: Allyn & Bacon.
6. Nugent, A. F. (1994). An Introduction to the Profession of Counseling. (2nd Ed.). New Jersey, USA: Prentice-Hall Inc.

Course Title: MEDIA ETHICS AND LAWS

Course Code: JMC 355

Credit Hours: 03

The course seeks to apprise the students about the codes of ethics, the laws and regulations, which are governing and regulating the media in Pakistan. The course develops the sense of norms, values and responsibility in future professionalize, government media relationship and press freedom in Pakistan.

Objectives

- To develop an understanding of norms and values in maintaining relationship with government, practicing media freedom and carrying out professionalism.
- To enable students learn about how to contribute positivity towards life as well as their profession.
- To help students develop extensive knowledge about the required rules and code of conduct.

Outcomes

- Recognize the importance and need of laws.
- Apply and follow the laws and ethics in their daily as well as professional life.
- Earn a much more credible position as professional for themselves and the media corporation they are working for.

Course Contents:

- Ethics
- Introduction, need and nature
- Sources of ethics in Pakistan society.
- **Media Ethics:**
 - Need and scope Ethics and media profession Social responsibility theory Islamic code of ethics
 - Islamic concept of communication
- **Ethical Problems:**
 - External and internal pressures on media
 - The violations of media ethics in Pakistan (deadline and ethics)
 - Privacy, corruption, personal interests, etc.)
 - Violation of professional values: problems and consequences
- **Codes of Ethics and Application:**
 - International codes of ethics (Print, electronic and web media)
 - Pakistani codes of ethics (ethical code of practice – 17pointsinpress council ordinance, 2002), PFUJ, APNS, CPNE etc. Other codes of ethics and application
- **Press Council of Pakistan**
 - Evolution, need, establishment and code of ethics
- **Media Laws:**

Introduction, need and nature Evolution of press laws in sub-continent and Pakistan. Salient features of the current press ordinances:-

- PEMRA ordinance –establishment and salient features
- Press Council Ordinance
- Press Laws: An overview
- Defamation Ordinance
- Copy Right Act
- Constitutional provisions on fundamental rights of speech, expression etc
- Social media ethics Cyber laws and PTA Social media as an emerging check on traditional media and vice versa

Recommended Books:

- Dr. AhsanAkhtarNaz, SubafticZimadoryanMuqadraQaumZabar (Natal Language 1998).
- JavedJabbar, QaziFaiz Isa, Mass Media Laws and Regulation in Pakistan
- Dr. AhsanAkhtar Nar, SohaftiQananee, A. H. Publishers, Urdu Bazar, Lahore
- Dr. Naz, SahbaftiIkhlaqiat, AzeemAcademi Urdu Bazar, Lahore.

Course Code: THEORETICAL PERSPECTIVES ON CRIME AND CRIMINALS

Course Code: CRIM 315

Credit Hours: 3

Course Objectives:

The course aims at providing understanding about various theoretical perspectives about crime, criminals and criminality. The various theories provide explanation of causation of criminal behavior. The classical, neo-classical, positivists and other theories are discussed to provide clear understanding about criminality. Beside the criminological thoughts, psychological theories and structural perspective are discussed.

Course Outline:

Early Explanation of Criminal Behavior

- The origins of criminological theory
- Theological perspective
- Supernatural explanation

Criminological School of Thoughts

- Classical
- Neo-classical
- Positive schools of criminology
- Social process theories
- Social conflict theories
- Radical/conflict schools
- Social learning
- Social control

Biological Theories

- Bio-chemical factors and autonomic nervous system on Criminality
- Positive school of thought
- Physique and crime
- Genetics and behavior

Psychological Theories

- Mental disorder and criminality
- Psychiatric approach
- Intelligence and crime
- Personality theory
- Cognitive theory
- Behavior theory

Social Structural Theories

- Ecological theory
- Sub-culture theories
- Conflict theories
- Learning theory
- Anomie, strain and juvenile culture
- Social control theory

Recommended Readings:

George B. Vold, Thomas J. Bernard, Jeffrey B. Snipes. (1998). *Theoretical Criminology*. Oxford University Press, New York

Hagan, J. (1987). *Modern Criminology; Crime, Criminal Behaviour, and its Control*. New York: McGraw-Hill Book Company.

Mannheim, H. (1960). *Pioneers in Criminology*. Chicago: Quadrangle Books.

Seigel, L. (1989). *Criminology*. St. Paul, M. N.: West Publishing Company.

Course Title: CYBER-PSYCHOLOGY

Course Code: PSY 476

Credit Hours: 03

Course Description:

This course will cover both a theoretical base to understanding the psychological processes associated with engaging with emerging technology as well as the application of this knowledge to understanding diverse behaviours in numerous real-world applications of technology. Topics covered on the course will include.

Course Objectives:

- To understand what psychologists are learning about the effects of the Internet on our brain functioning, our relationships, and our sense of self.
- To learn about psychological phenomena related to emerging technology, such as the curated Self of social media, technology-mediated communication and interaction, techno-anxiety, and cyberbullying.
- To examine how our behavior and emotional states can be affected by different technologies.
- To refine and practice research and presentation skills
- To work together to contribute to the growing research base in this new area of Psychology
- To examine the digital revolution from a Scandinavian perspective
- To explore how psychologists deal with an emerging topic in the field of Psychology
-

Course Outline:

1. Cybercrime and deviance
2. Artificial intelligence
3. Video gaming behaviour
4. Social media behaviour
5. Online consumer behaviour
6. Health applications of technology
7. Self and identity in cyberspace

Readings

1. Barrat, J. (2015) Our Final Invention: Artificial Intelligence and the End of the Human Era
2. Introduction to Cyberpsychology (2017), CMC and online media, Kirwan, G. Pp. 31-41
3. Rooney, B. (2017) Introduction to Cyberpsychology. Conducting online-research, pp.15-22
4. Suler, J. (2006) *Psychology of Cyberspace. The classic text.*

Course Title: ADVANCED PSYCHOLOGICAL TESTING

Course Code: PSY 481

Credit Hours: 03

Course Objectives

Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics, and the use of evaluation are emphasized. Understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

Course Outline

1. Assessment Of Intellectual and Cognitive Abilities

- Intelligence
- Nature, Meaning, Different view points
- Types of intelligence tests: Howard Gardner, Robert Sternberg, Simon-Binet, Wechsler, Kaufman.
- Differential Ability Scales
- Problems in testing intelligence during infancy, childhood, adulthood, and old age.
- Cross cultural & longitudinal studies in intelligence testing.
- Diversity in test performance

2. Tests for special populations.

- Infant & Preschool Testing
- Testing of the Mentally Retarded populations.
- Testing for physical disabilities
- Multicultural testing.
- Adaptive Testing

3. Computer Based Administration

- Multilevel batteries
- Educational Testing
- Career guidance
- Aptitude testing
- Achievement testing
- Learning disabilities

4. Personality Assessment and Testing

- Meaning & purpose of personality assessment and testing.
- Types of Personality tests:
- Objective and Projective tests.
- Inventories, check lists, Autobiographical memories, rating, and ranking scales
- Interview: structured, semi structured, and unstructured
- Current status of different personality assessment techniques
- When to use which test or assessment techniques

5. Assessment of interests, values & attitudes

- Overview & highlights
- Significant trends
- Performance.

6. Occupational & Organizational Testing and assessment

- Criteria for occupational testing
- Career assessment

7. Tests applied to organizational setting

8. Assessment and Psychological Testing in Clinical & Counseling Settings

- Psycho Neurological tests
- Behavioral assessment and clinical judgment
- Battery of diagnostic tests
- Evaluation of various assessment techniques

Recommended books:

1. Aiken, L. R. (2006). Psychological Testing & Assessment (12th Ed). Allyn & Bacon, Inc.
2. Anastasia, A., & Urbina, S. (1997). Psychological Testing. New Jersey, USA: Prentice-Hall.



Course Title: CROSS CULTURAL PSYCHOLOGY

Course Code: PSY 482

Credit Hours: 03

Course Objectives

The course should result in the students' higher awareness of the balance between the social and biological substrates of human behavior. Students should learn the difference between area studies, cross-cultural studies, and intercultural studies. Students will learn the basics of successful cross-cultural research and be competent to conduct a valid study of behavior in the cross-cultural context.

Course Outline

1. History of Cross-Cultural Psychology

- Methodological issues of cross-cultural psychology Comparability and Equivalence
- Emic and Etic Approaches
- Sampling Strategy in Cross Cultural Research
- Problems of translation, adaptation, and application of psychological tests across cultures

2. Culture and Basic Psychological Processes

- Culture and Cognition
- Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock
- Cross Cultural Studies on Perception and Cognitive Styles
- Cross Cultural Research on Motivation

3. Socialization across cultures:

- Individualism & Collectivism
- Sex-trait stereotypes
- Development of Gender-stereotypes
- Parental acceptance – Rejection Theory (PART)
- Cross Cultural Testing of PART
- Worldwide application of Piaget cognitive theory
- New Trends in Cross Cultural Research
- Indigenous Psychology across Cultures

Recommended books:

1. Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (1997). Handbook Of Cross-Cultural Psychology. (Vol. I). Boston, USA: Alyn& Bacon.
2. Kagitcibasi, C. (1996). Family and Human Development across Cultures. New Jersey, USA: Lawrence Erlbaum Associates, Publishers.
3. Matsumoto, D. & Juang, L. (2004). Culture and Psychology. Sydney, Australia: Thomson's Wadsworth
4. Rohner, R. P. (1986). The Warmth Dimension: Foundation of Parental Acceptance Rejection Theory. Beverly Hills, CA, USA: Sage Publication, Inc.
5. Rohner, R. P. H. (1999). Handbook for the Study of Parental Acceptance and Rejection. Stress. CT: University of Connecticut.

Course Title: COGNITIVE PSYCHOLOGY

Course Code: PSY 483

Credit Hours: 03

Course Objectives

The course helps to understand the contributions made to the understanding of human thought processes by cognitive psychologists. The course aims at becoming familiar with the basic subjects of cognitive study including perception, attention, consciousness, memory, imagery, comprehension, categorization, problem-solving and language. And to develop a view of human cognition that is grounded in research and based on an integration of the student's faith with what psychologists have observed. It will help to develop each student's skills in analytical and synthetic thinking, and research methods.

Course Outline

1. Introduction

- Historical Perspective
- Cognitive neuroscience
- The eye and Visual cortex; Perception of movement and form
- The ear and auditory cortex; Magnocellular and parvocellular pathways
- Memory scanning. Mental processing revealed by reaction time experiments.
- Types of perception; Colour perception, Depth Perception, movement perception, perception of time.

2. Visual & Auditory Perception

- Sensory memory: iconic memory & Echoic memory
- Pattern Recognition
- Selective adaptation of linguistic feature detectors
- Failure to detect changes to people during a real-world interaction Dichotic listening task

3. Visual Imagery

- Visual images preserve metric spatial information. Reinterpreting visual patterns
- Neural Basis of mental imagery. Size-distance paradox.
- Mental rotation.

4. Attention & Short-Term Memory

- Magic number 7, chunking
- Studies of interference in serial verbal reactions Attention and cognitive control.
- Selection for actions and the inhibitory mechanisms Visual Perception.
- Masking.

5. Learning & Long-Term Memory

- Retention in episodic memory
- Semantic integration of verbal information into a visual memory Working Memory and long-term memory
- Creating false memories
- Fan effect
- Levels of processing
- Practice effects
- Mnemonic devices
- Recall vs recognition
- Implications for studying and examination: the SQ3R's.

6. Thinking and Problem-Solving o Categorization

- Basic Objects in natural categories
- Concepts and conceptual structure Modus Tollens
- Cognitive biases & gambler's fallacy
- Heuristics and algorithms

7. Psycholinguistics

- Chomsky's contribution
- Language comprehension Reading: Parsing
- Linguistics Determinism: Whorf-Sapir hypothesis

8. Cognitive Development

- Piaget's contribution
- Social and Emotional development Moral Development
- Gender differences in development
- Development of Language in genie Child's learning of morphology
- Rule learning by 7-month-old infants
- Bilingual development: child-adult differences.

Recommended books:

1. Groome, D. (1999). Cognitive Psychology: Processes and Disorders. London: Psychology Press.
2. Medin, D. Ross, B., & Markmen. (2005). Cognitive Psychology. (4th Ed.). John Wiley Inc.
3. Reed, S. K. (2000). Cognition (5th Ed.). Belmont: Wadsworth / Thomson Learning.
4. Sternberg, R. J. (1999). Cognitive Psychology (2nd Ed.). New York: Harcourt College Publishers.
5. Sternberg, R. (2005). Cognitive Psychology. New York, USA: Wadsworth.

Course Title: PSYCHOLOGY OF CRIMINAL BEHAVIOR

Course Code: PSY 484

Credit Hours: 03

Course Objectives:

This course will examine the Psychology of Criminal Behavior using several different theoretical orientations, examining different Theories of Criminal Behavior, analysis of the criminal mind through the relationship between mental illness, criminal acts, and the Psychopathology.

Course Outline:

1. Crime

- What is crime, different types of crimes?

2. Theories of criminal behavior:

- Introduction to the Biological, Sociological and Psychological Theories of Aggression & Violence

3. Mental illness:

- Brief explanation of Crime and Mental Illness, Competency and Criminal Responsibility.

4. Psychopathology of criminal behavior.

- The association between Crime and Mental Illness

5. Homicide, serial & mass murder & sexual predators & infanticide:

- Introduction to the terms of Homicide, Serial & Mass Murder & Sexual Predators & infanticide, the etiological factors of the above-mentioned Terms.

6. Victims:

- Who are the victims of crime? Understanding victimization and fear; Gender, age and victimization, Victims and restorative justice

Recommended books:

1. Larry J. Siegel (2012). Criminology: Theories, Patterns & Typologies (11th Ed). Cengage Learning, 2012. ISBN: 1133049648, 9781133049647.
2. Larry J. Siegel (2009). Criminology: The Core (10th Ed). Thompson and Wordsworth Inc.
3. Carey Hames (1978). An Introduction to Criminology. New Jersey, USA: Prentice Hall.
4. Cavan Ruth Shoule. (1956). Criminology. New York, USA: Thomas Yacrowall, Company.
5. Block Harbertt A GilberGies Man (1992). Crime And Society, New York, USA: Random House.

Course Title: **RESEARCH PROJECT & THESIS**

Course Code: **PSY 500**

Credit Hours: **03**

Course Objectives:

The students will be expected to carry out research projects either individually or in groups (preferably 2-3 students per group) under the supervision of a supervisor. The topic will be allotted in the beginning of the 7th semester; however, the formal research report will be submitted before the start of the final examination of the 8th semester. The final evaluation will be based on the report as well as individual viva voce as per the university examination/semester regulations. APA protocol of report writing will be required.

Recommended books:

1. Ellis, L. (1994). Research Methods in the Social Sciences. Madison: Brown & Benchmark Publishers.
2. Goodwin, C. J. (2002). Research in Psychology: Methods and Design. (3rd Ed.). New York, USA: John Wiley & Sons.
3. Kerlinger, F.N. (1986). Foundations of Behavioral Research. New York, USA: Holt
4. Rinehart & Winston, Inc.
5. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). Research Methods in Psychology. US: McGraw hill

Course Title: DISASTER AND TRAUMA MANAGEMENT
Course Code: PSY 486 **Credit Hours: 03**

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 Outline

1. 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

2. 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

3. 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.

4. 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

5. Communication Skills for Working in the Field of Trauma

- Listening Skills
- Reflective practice
- Cultural sensitivity
- Micro-counseling

6. 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

7. 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

8. 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
-

9. Trauma Intervention Techniques

- Supervision
- Vicarious trauma

Recommended Books

1. Action Against Hunger UK (2001). NGO initiative in risk reduction case study no. 14: *Preparation for flood-related disasters*. London: Red Cross.
2. ADB (1992). *Disaster mitigation in Asia and the Pacific*. Manila: ADB.

Course Title: SPORTS PSYCHOLOGY

Course Code: PSY 487

Credit Hours: 03

Course Objectives:

This course aims at the explanation of physical health and mental health. The effects of mental health on physical and the effects of physical health upon the human being are studied. This course covers the area of Sports, the psychological well-being of the sports man, the way psychology can facilitate the sportsman and the practical implementation of the psychological theoretical concepts.

Course Outline

1. Introduction to Sports Psychology

- Historical Background of Sports Psychology
- Theories and Models of Sports Psychology
- Methods and Measure of Sports Psychology

2. Imagery

- Development of Imager
- Neuromuscular Theories of Mental Practice
- Cognitive Theories of Mental Practice
- Bio-Informational theory of Mental Practice

3. Motivation

- Introduction to Motives and motivation theories; Self-determination Theory; Perceived Competence Theory; Achievement Goal Theory; Self-efficacy and social cognitive theory.
- Significant Other; Integrated Model of youth sport participation and withdrawal.
- Sport Commitment Model

4. Concentration

- Development: Origin of Concentration; Attention as a 'Filter'
- Attention as a 'Zoom lens'; Attention as a 'resource.'
- Psychometric Approach; Effective Concentration; Mental Practice

5. Anxiety

- Introduction to Anxiety
- Drive Theory; Catastrophe Theory; Processing efficiency theory
- Conscious Processing or 'Reinvestment' Hypothesis.
- Physiological Measures; Self-report Instruments.
- Physical Relation Techniques.
- Simulation Training; Choking under pressure.

6. 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
- Acquiring Sports Skills
- Demonstrating the Skills
- Providing verbal instructions about the skills
- Practice Scheduling; Feed Back

7. Teams

- How to define a Team;
- Individual performance in team;
- Team Dynamics;
- Teams in Content;
- Team Roles

8. The Athlete's Career

- Gerontology Theory;
- Thamatology Theory;
- Transition Models

9. 10. Exercise and Mental Health

- Depression; Anxiety; Mood State; Stress responsively
- Self Esteem;
- Body Image
- Endorphin Hypothesis; Mastery Hypothesis; Distraction or Time-out-Hypothesis; Thermogenic Hypothesis

Recommended books:

1. Lavallee, D., Kremer, J., Moran, A., & Williams, M. (2004). Sports Psychology: Contemporary Themes. New York, USA : Palgrave Macmillan Publisher.
2. Millam, D. (1999). Body Mind Mastery: Creating Success In Sports And Life. Novato: New World Library.
3. Raalte, J. L. V., & Brewer, B. W. (2002). Exploring Sports And Exercise Psychology. Washington D. C.: American Psychological Association



Course Title: PEACE PSYCHOLOGY

Course Code: PSY 488

Credit Hours: 03

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 understand 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 Outline:

1. Introduction to Peace Psychology

- Chronology of peace psychology
- Core concepts

2. 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

3. Types of Violence

- Direct Violence: Domestic /Intimate Violence, Violence against Minorities, War, Homicide, Genocide and Democide, Terrorism
- Structural Violence: Poverty, Unemployment, Corruption, Social injustice

4. Remedies of Structural Violence

- Social Justice
- Women and Children
- Globalism and Human Rights

5. Negative and Positive Peace

- The psychology of peacekeeping and peacemaking

6. Conflict Resolution

- Types of conflict
- Theoretical and practical concerns
- Methods used to resolve conflict

7. 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

8. 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:

1. 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.
2. 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.



Course Title: ISLAMIC PSYCHOLOGY

Course Code: PSY 489

Credit Hr. 03

Aim

To provide an Islamic grounding to those studying or applying 'Western' psychology and psychological therapies.

Course Objectives

By the end of the course, Students will be able to:

- Distinguish culturally relative factors from universal factors in Western psychology.
- Identify and describe Islamic models of the self.
- Describe the therapeutic relationship from an Islamic perspective.
- Identify therapeutic aims and objectives of Islamic psychology/counseling.
- Identify a range of Islamic perspectives on mental health diagnosis.
- Recognize the role of spirit possession and black magic with Muslim clients
- Describe Western approaches to therapy and their applicability to Muslims.
- Apply Islamic psychological principles in diagnosis and treatment using case studies.

Course Outline

1. Differentiating between Islamic and Western psychology

- Potential for theories of psychology to change human psyche
- 19th century Western psychology influence on collective conceptions of the human being
- Replacement of spiritual understanding of the self with a "scientific" one
- Islamic conception of soul vs. Western conception of self

2. The Islamic Paradigm/Worldview

- Influence in shaping Muslims' personalities
- Human nature from an Islamic perspective
- Concept of fitrah
- Role of akhirah in defining human purpose in life
- Definitions of tribulation from Islamic perspective

3. The Role of Qur'an and Sunnah in guiding Muslims

- Overview of relevant Fiqh
- Islamic family law
 - i. Marriage and divorce
 - ii. Rights of spouses and children
- Seerah of the Prophet and Hadith as model of personality

4. Classical Sources of Islamic Psychology

- Al Kindi
- Al Balkhi
- Miskaweh
- Ibn Sina
- Abu Hamid Al-Ghazali
- Harith al Muhasibi
- Ibn Arabi

5. Types of Approaches

- Three main approaches to Islamic psychology:
- Western psychology through an Islamic filter- removing cultural-bound aspects and leaving Islamic-appropriate parts.
- Starting from the Qur'an and Sunnah, and the psychology that traditional Islamic scholarship has developed from these sources (Vide, al-Kindi, al-Balkhi, al-Ghazzali).
- Highlighting equivalencies between Western psychology theories and Islamic concepts and principles. For example, matching Freudian terminology with that of the Qur'an.

6. Islamic Psychology in the Global Psychology Landscape

- 'Indigenous Psychologies', Enriquez
- 'Critical psychology' movement in the UK
- Religiously adapted psychologies, ie: Christian counselling, Buddhist psychology, etc.
- Why Islamic Psychologies Now?
- Lack of development of psychology with Islamic thought from the classical period to the 1970s, three contributing factors:
- Defense reactions to Western psychological theories penetrating the Muslim majority world from the 1960s.
- With larger Muslim populations living in the West, the recognition that Western psychological therapies were inadequate.
- More complex psychopathologies are developing as societies become increasingly dissonant with fitra – requiring a more sophisticated psychology and increasingly sophisticated psychological treatments.

Suggested Readings

1. Badri, M. (2016). *Dilemma of Muslim psychologists*. Islamic Book Trust.
2. Bakhtiar, L. (1994). *Moral healer's handbook: The psychology of spiritual chivalry*. Chicago, IL: Institute of Traditional Psychoethics and Guidance.
3. Balkhī, A. S., Badrī, M., & International Institute of Islamic Thought. (2013). *Abū Zayd al-Balkhī's Sustainance of the soul: The cognitive behavior therapy of a ninth century physician*. London: International Institute of Islamic Thought.

Note:

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