

Annexure-A



**Proposed Syllabus for M.Sc. Applied Psychology
Part I & II (Annual System) for Affiliated Colleges
Academic Session 2014**



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CURRICULUM AND COURSES
M.Sc. APPLIED PSYCHOLOGY (ANNUAL SYSTEM)

Paper No.	Title of Paper	Marks
M.Sc. Applied Psychology Part-I:		
I	Schools & Perspectives in Psychology	100
II	Research Methods and Research Designs Theory : 70 Practical Work and Viva Voce : 30	100
III	Psychological Assessment Theory : 70 Practical Work and Viva Voce : 30	100
IV	Abnormal Psychology	100
V	Statistics in Psychology	100
VI	Computer Usage and SPSS Theory : 50 Practical Work and Viva Voce : 50	100
Total Marks:-		600

M.Sc. Applied Psychology Part-II:		
VII	Biological Basis of Behaviour Theory : 70 Practical Work and Viva Voce : 30	100
VIII	Experimental Psychology Theory : 70 Practical Work and Viva Voce : 30	100
IX	Social Psychology	100
Area of Specialization: Student will have to opt any one of the following courses as an Area of Specialization.		
X(a)	Counseling Psychology	100
X(b)	Clinical Psychology	100
X(c)	Developmental Psychology	100
X(d)	Organizational Psychology	100
X(e)	Educational Psychology	100
XI	Placement & Case Reports in relevant area of specialization	100
XII	*Optional Course / Research Thesis	100
Optional Paper: Student will have to opt any one of the following optional courses (complimenting with the selected area of specialization).		
XII(a)	Health Psychology	100
XII(b)	Human Resource Management	100
XII(c)	Military Psychology	100
XII(d)	Gender Issues in Psychology	100

XII(e)	Forensic Psychology	100
XII(f)	Child Psychology	100
XII(g)	Peace Psychology	100
	Total Marks:	600

***Student has to either opt any One of the Optional Course or Research Thesis.**

Note: Student will have to opt any one of the following optional courses (complimenting with the selected area of specialization).		
Paper No.	Area of Specialization	Complementing Areas
X(a)	Counseling Psychology	Health Psychology, Child Psychology, Gender Issues in Psychology and Peace Psychology.
X(b)	Clinical Psychology	Health Psychology, Child Psychology, and Forensic Psychology.
X(c)	Developmental Psychology	Child Psychology and Gender Issues in Psychology.
X(d)	Organizational Psychology	Military Psychology, Peace Psychology and Human Resource Management
X(e)	Educational Psychology	Human Resource Management, Child Psychology and Gender Issues in Psychology.

**Curriculum and Courses for M.Sc. Applied Psychology (Annual System)
Part I & II**

M.Sc. Applied Psychology (Part-I)

Paper-I: Schools & Perspectives in Psychology

Total Marks: 100

Course Objectives

The main objective of this course is to:

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

Course Outcome

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

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

Course Contents

Schools of Psychology

Brief history of Psychology
Greek contribution
Muslim contribution
Structuralism
Functionalism

Introduction to Perspectives

Difference between Theory, Models and Perspective
Major assumptions, major contributors and basic concepts

Biological Perspective

Heredity
Genes and chromosomes
Endocrine glands

Psychodynamic Perspective

Classical Psychoanalysis (Freudian perspective)
Neo-Freudians (Jung, Adler, Horney, Erick Fromm, Sullivan, Hartmann)

Current psychodynamic perspective (Ego psychologists and interpersonal psychologists)

Behaviouristic Perspective

Classical Behaviorism (Pavlov, Watson)
Operant Conditioning (Thorndike, Skinner)
Social Learning (Bandura, Mahoney, Mischel)

Cognitive Perspective

Kelley's Personal Construct Theory
Cognitive perspective by Aron Beck
Seligman's model of learned helplessness
Lazarus' Perspective of Appraisal and Coping
Cognitive-behavioral perspective by Albert Ellis

Humanistic Perspective

Abraham Maslow
Carl Rogers

Existential Perspective

Thomas Szaz
Victor Frankel
R.D Lange

Gestalt Perspective

Wertheimer, Kohler, Koffka, Lewin, Fritz Perls

Socio-Cultural Perspective

Islamic Perspective in the light of Muslim Scholars' contribution

Ibn e Sina, Ibn-e-Rushd, Al-Ghazali, Ashraf Ali Thanvi, etc

Current Status of Psychology in Pakistan

Recommended Books

- Brennan, F. J. (2003). *History and system of psychology*. USA: Prentice Hall.
Campo, J. E. (2009). *Encyclopedia of Islam*. USA: Info base Publishing
Hergenhahn, B. R. (2008). *An Introduction to the history of Psychology*. (5th ed.). UK: Cengage Learning
Leahy, T. A. (1998). *History of modern psychology*. (2nd ed.). New Jersey: Prentice Hall.
Pervin, L.A. (2003). *The science of personality*. (2nd ed.). UK: Oxford University press.
Schultz, D.P. & Schultz, S. E. (2007). *A history of modern psychology*. Orlando, USA: Harcourt Brace College press.
Sharif, M. M. (1983). *A history of Muslim philosophy*. Germany: Alinger Hcmalrerlag, New York: Harcourt Press.
Tavris, C. & Wade, C. (2001). *Psychology in perspective*. (3rd ed.). USA: Prentice Hall
Ymey, W. & King, D. B. (2003). *A history of psychology: Ideas and context* (3rd ed.). Boston: Harcourt Press.
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Paper-II: Research Methods and Research Designs**Total Marks : 100****Theory : 70****Practical Work and Viva Voce : 30****Course Objectives**

This course aims to:

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

Course Outcome

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

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

Course Contents**Introduction**

Goals and Assumption of Scientific Methods

Scientific Method: Salient features

Limitations of the use of Scientific Method in Psychology

Types of Research: Basic & Applied: Qualitative & Quantitative

From theory to testable hypothesis

Variables and measurement

Sources of Research Ideas

Observation

Theory

Searching the literature

Personal Interest

How to Conduct Literature Review

Professional review

Literature review

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

Formulation of a Hypothesis

Importance of Hypothesis
Types of Hypothesis
Formulation of Hypothesis
Characteristics of a good Hypothesis

Research Process/Steps in Research

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

Quantitative Research Methods

Survey method
Experiments
Correlational studies

Qualitative Research Methods

Ethnographic studies
Case study
Grounded theory
Focus group
Interpretative phenomenology

Research Design

What is research design?
Purpose of research design

Quantitative Research Designs

Survey Designs

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

Experimental Research Designs

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

Quasi – Experimental designs

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

Factorial Designs

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

Sampling Methods

Selecting Research Participants
 Sample Planning
 Define the population and sample
 Probability Sampling Methods: Simple random sampling, Systematic random sampling,
 Stratified random sampling, Cluster sampling
 Non-probability Sampling Methods: Quota sampling, Snow ball sampling, Purposive,
 sampling, Convenience sampling

Ethics in Psychological Research

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

Research Report Writing & Publishing Research

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

Recommended Books

American Psychological Association (2001, 2010). *Publication manual of the American psychological association* (6thed.). Authors
 Bandyard, P., & Grason, A. (2000). *Introducing psychological research* (2nded). New York: Palgrave.
 Breakwell, G. M. (2012). *Research methods in psychology* (4th ed.). Los Angeles: Sage.
 Bryman, A. (2011). *Quantitative data analysis with IBM SPSS 17, 18 and 19*. London: Routledge.
 Coakes, S. J. (2010). *SPSS version 17.0 for windows*. Australia: John Wiley & Sons.
 Cooper, H. (2010). *Research synthesis and meta analysis* (4th ed.). Los Angeles: Sage.
 Creswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approach*. UK: Sage Publications
 Devellis, R. F. (2012). *Scale development* (3rd ed.). Los Angeles: Sage.
 Edmonds, W., & Kennedy, T. (2013). *An applied reference guide to research designs*:

- Quantitative, qualitative, and mixed methods.* UK: Sage Publications
- Evans, A. N. (2011). *Methods in psychological research* (2nd ed.). Los Angeles: Sage.
- Flick, U. (2011). *Introducing research methodology*. Los Angeles: Sage.
- Gelfand, H. (2010). *Mastering APA style* (6th ed.). Los Angeles: Sage.
- Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
- Gravetter, F. J., & Wallnau, L. B (2003). *Research methods for the behavioral sciences*. USA: Thomson Wadsworth.
- Kerliherger, F. N. (1992). *Foundations of behavioral research* (2nded.). New York: Holt Rinehart & Winston Inc.
- Malhomes, V. (2010). *Applied research in child and adolescent development*. NY: Psychology Press
- Mcbride, D. M. (2013). *The process of research in psychology* (2nd ed.). Los Angeles: Sage.
- Mc Burney, D. H. (1998). *Research methods* (4th ed.). Pacific Grove: Brooks/Cole Publishing Company.
- Mook, D. G. (2001). *Psychological research: The ideas behind the methods*. New York. John Wiley & Sons.
- Nachmias, C.F. & Nachmias, D. (1992). *Research Methods in the social sciences* (4th ed.). London: St. Martin's Press, Inc.
- Nestor, P. G. (2012). *Research methods in psychology*. Los Angless: Sage
- Nestor, P., & Schutt, R. (2012). *Research methods in psychology: Investigating human behavior*. USA: Sage Publication.
- Ray, W. J. (2000). *Methods toward a Science of Behavior and Experience* (6thed), U.S.A: Wadsworth Thomson Learning.
- Reis, H. T. & Judd, C.M. (2000). *Handbook of Research Methods in Social and Personality Psychology*. United Kingdom, Cambridge University Press.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.
- Silverman, D. (2011). *Interpreting qualitative data* (4th ed.). Los Angeles: Sage.
- Silverman, D. (2011). *Qualitative research* (3rd ed.). Los Angeles: Sage.
- Stangor, C. (2011). *Research methods for the behavioral sciences* (4th ed.). Australia: WADSWORTH.
- Willig, C. (2010). *Introducing qualitative research in psychology* (2nd ed.). New Delhi: Tata McGraw Hill.

Group Research and Viva Voce**Marks 30**

In addition to prepare a portfolio on exercises on different steps on research, a group of 3-4 students will conduct a mini research project based on quantitative methodology. The supervisor should ensure that student has independently done the work. The students will be orally examined for the work they have done.

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Paper-III: Psychological Assessment

Total Marks	:	100
Theory	:	70
Practical work and Viva Voce	:	30

Course Objectives

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

Course Outcome

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

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

Course Contents**Psychological Assessment**

Definition and nature of psychological assessment

Uses and types of psychological assessment

Psychological test and assessment

Explain how to plan an assessment

Types of Assessment: Informal assessment—interviewing, observations, mental status examination, peer and self-evaluation; Formal Assessment—Standardized tests/ norm-referenced tests

Ethical, legal and professional issues in assessment

Test Construction and Standardization

Different taxonomies of test development

Types of items

General guidelines for writing items

Item writing and item analysis

Approaches of item writing

Types of item analysis

Item difficulty index, item discrimination index

Item response theory, item characteristics curve

Test translation and adaptation

MAPI guidelines for test translation

Characteristics of a Test**Reliability**

Concept of reliability

Types and measurement of reliability
Standard error of measurement

Validity

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

Test Norms

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

Types of Testing

Ability testing

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

Personality Testing

Objective Personality Testing

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

Projective Techniques

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

Neuropsychological and Diagnostic Testing

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

Application of Testing

Testing in Clinical Settings
Testing in Counseling settings

Testing in Educational Settings
 Testing in Organizational Settings
 Group vs. individual tests

Recommended Books

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

Course Objectives

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

Course Outcome

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

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

Course Contents

1. Construction of an achievement test (objective type, MCQs): school level

2. Administration of one test from each category i.e. aptitude, personality, ability, adjustment (self and other)
3. Writing report

Practicum & Viva Voce

Marks 30

Construction of 25 objective test items, administration of test, performing item analysis and determining reliability and validity of test

Self-administration/ administration, scoring and interpretation of above listed types of tests in each of the following categories: Personality test (NEO-FFI, 16PF, TAT, RISB, RPM)

Intelligence test and an achievement test.

Test translation and adaptation

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

Paper-IV: Abnormal Psychology

Total Marks: 100

Course Objectives

The course aims to familiarize the students with:

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

Course Outcome

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

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

Course Contents

Introduction to Abnormal Psychology

Criteria of normality and abnormality
Diagnostic classification system-DSM & ICD

History of Abnormal Psychology

Dark ages & demonology
Greeks & Romans
Middle ages
Renaissance
Nineteenth & twentieth centuries
Current status and controversies
Significant developments & achievements

Psychopathology

Neurodevelopmental disorders
Schizophrenia spectrum and other psychotic disorders
Bipolar and related disorders
Depressive disorders
Anxiety disorders
Obsessive compulsive and related disorders
Trauma and stressor related disorders
Dissociative disorder
Somatic symptoms and related disorders

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

Recommended Books

- American Psychological Association.(2013). *Diagnostic and statistical manual of mental disorders V*. Author.
- Barlow, D. H. (2012).*Abnormal psychology* (6th ed.). Australia: Wadsworth.
- Barlow, D. H. (2010).*Textbook of abnormal psychology*. Australia: Cengage Learning.
- Barlow, D.H. (2001).*Abnormal psychology: An integrative approach* (3rd ed.). USA: Wadsworth Publishing.
- Blaney, M. T. & Davis, P. H.(1999). *Oxford textbook of psychopathology*. Open University press.
- Butcher, J., Mineka, S., Hooley, J.M. (2003).*Abnormal psychology*. (12th ed.). USA: Pearson Allyn& Bacon.
- Carlson, R. C, Butcher, J. N. & Mineka, S. (1998). *Abnormal psychology and modern life*.USA: Pearson Allyn & Bacon.
- Comer, R. J. (2011). *Fundamentals of abnormal psychology*, (6thed.). New York. Wards Worth Publishers.
- Davison, G. C & Neale, J. M.(2001). *Abnormal psychology*,(8th ed.). UK: John Wiley and Sons.
- Durand, V. M. (2010). *Essentials of abnormal psychology* (5th ed.). Australia: Wadsworth.
- Isabel, A. J. (2013). *Textbook of abnormal psychology*. New Delhi: Random Export.
- Kring, A. M. (2010). *Abnormal psychology* (11th ed.). UK: John Wiley and Sons.
- Levak, R. W. (2011). *Therapeutic feedback with the MMPI-2*. NY: Routledge.
- Mash, E. J. (2010).*Abnormal child psychology* (4th ed.). Australia: Wadsworth.
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Paper-V: Statistics in Psychology**Total Marks: 100****Course Objectives**

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

Course Outcome

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

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

Course Contents**Introduction**

Defining statistics

Importance of statistics in Psychology

Descriptive statistics and graphic representation of data

Data: Types of data

Frequency distribution: Cumulative frequency distribution

Histogram, Polygon, Pictograph, Bar Diagram, Pie Chart

Measures of central tendency

Measures of dispersion

Mean, Mode, and Median

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

Normal & Binomial Distribution

Normal distribution: Its properties and application.

Binomial distribution: Its properties and application.

Sampling Distributions and related concepts

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

Testing Hypotheses**Inferential Statistics**

Basic assumptions / rationale and when to use which inferential statistic

Critical Region, One Tailed & Two Tailed Tests

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

Parametric Statistics

Rationale and basic considerations/ assumptions

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

Analysis of Variance: One way ANOVA, Two Way ANOVA

Correlation, Regression: Linear Regression, Multiple Regression

Non Parametric Statistics

Rationale and basic considerations/ assumptions

Spearman's Rank Order Correlation, Chi Square Test (Goodness of Fit, Test of Association)

Wilcoxon test, Mann Whitney test, Sign test, Kruskal Wallis

Recommended Books

Alder, H.L. & Accsstes, E. B. (1999). *Introduction to probability and statistics*. San Francisco: Froeman and Company.

Boslaugh, S., & Watters, P. A. (2008). *Statistics in a nutshell: A desktop quick reference*. UK: O'Reilly Media.

Casella, G., & Berger, R. L. (2002). *Statistical inferences* (2nd ed.). Australia: Thomson Learning

Corder, G. W. (2009). *Nonparametric statistics for non-statisticians*. London: Wiley.

Downic, N. M. & Heath, R.W. (1990). *Basic statistical methods*. New York: Harcourt Brace & Jakanovich

Gravetter, F. J., & Walliam, L. B. (2000). *Statistics for the behavioral sciences* (5th ed.). Australia: Wadsworth Thomson Learning

Howell, D.(2002). *Statistical methods for psychology* (5th ed.).Singapore: Luxury Press.

King, B.M., Minimum, E.W. (2009). *Statistical reasoning in psychology and education*(3rded.).New York: John Wiley & Sons, Inc.

Klotz, J. H. (2006). *A computational approach to statistics*. UK: Wisconsin

Mangel, S. K. (2004). *Statistics in psychology and education* (2nd ed.). India; Prentice-Hall of India Pvt. Limited

McClane, J. T. (2000). *A first course in statistics* (7th ed.). USA: Prentice Hall

Moore, D. S., & McCabe, G. P. (1998). *Introduction to the practice of statistics* (3rd ed.).New York: Longmans.

Muhammad, F. (2005). *Statistical methods and data analysis*. Pakistan: Kitab Markaz

Neave, H. R. (2011). *Statistical tables: For mathematicians, engineers, economists, and the behavioral and management sciences* (2nd ed.). New York: George Allen & Unwin

Pelosi, M. K., & Sandifer, T. M. (2003). *Elementary statistics*. USA: John Wiley & Sons, Inc.

Sinha, B. J. (2000). *Encyclopedia of statistics, psychology and education*. New Jersey: Anmol Terry Sircich Upper Saddle River

Tabachnick, B. G. (2013). *Using multivariate statistics* (6th ed.). Boston: Pearson.

Winer, S. B. (1990). *Statistical principles in experimental design*. NY: McGraw Hill Book Company.

Paper-VI: Computer Usage and SPSS

Total Marks : 100

Theory : 50

Practical and Viva Voce : 50

Course Objectives:

This course is designed in view of the application of Computers in wide range of areas. This Course would familiarize students with basics of Computer. The Course will cover introduction to Computer Hardware and Software related to Psychology. After having completed this Course Students would be able to use Widow Software such as MS Office including MS Word, MS Excel, MS PowerPoint and SPSS to analyze data.

Course Contents:

Introduction to Computers.

History of Computer Development.
Uses and Limitations.
Basic Units of Personal Computers.

Introduction to Windows.

Why Windows?
Basic features of Windows 95/98.
Starting up.
Using Applications.
Managing Files and Folders.
Managing the Desktop.
Changing Settings.

Introduction to MS Word

Basic features of MS Word.
Typing, editing, formatting text.
Saving and printing.
Making Tables in Word.

Introduction to MS Excel

Basic features.
Everyday Worksheet Tasks.
Creating and Formatting Charts.
Printing Worksheet.

Introduction to MS PowerPoint

Basic features.
Everyday Tasks.
Preparing presentations

Doing Online Literature Search

Using search Engines: Yahoo, Google, .Aha Vista

Using data bases: Science direct, Ebsco Host, Black Synergy, Psychinfo, Medical Index etc.
How to make online search effective?

Introduction to Statistical Package for Social Sciences (SPSS)

Basic features of SPSS

Preparing Data for entering in SPSS

Preparing variable view file

Entering statistical data in data view file

Computing and recoding techniques

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

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

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

Computing relationship between variables (Correlation)

Regression Analysis

Non parametric statistics

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

Instructional Aid Resources

Computer Lab, Multimedia, SPSS software, Reference books and research Articles.

Practical and Viva Voce

Paper will be set by an external examiner. Students will be given exercises to carry out analysis using SPSS Program *on* computer and interpret its output. Students will be orally examined on their practical work during viva voce examination from computer as well as SPSS.

Recommended Books

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

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

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

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

Kinear, P. & Gray, C. D. (1994). *SPSS for windows made simple*. Hove, East Sussex: Erlbaum Publishers.

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

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

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

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

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

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

M.Sc. Applied Psychology (Part-II)

Paper-VII: Biological Basis of Behaviour

Total Marks : 100

Theory : 70

Practical Work & Viva Voce : 30

Course Objectives

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

Course Outcome

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

Course Contents

Introduction

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

Structure and Function of Nervous System

Neurons and Glial cells
The neuron: neuronal characteristics, types, transmission and communication systems.
Neuro anatomical directional terms and planes of reference
Structures of Nervous System
The central nervous system: Fore brain, mid brain, hind brain, Spinal cord,
Peripheral nervous system
Autonomic nervous system

Methods of studying the nervous system

Brain Scans: MRI, FMRI, EEG, PET, CT Scan

Neurochemistry

Characteristics of neurotransmitters, neuromodulators and neuro Hormones
Major neurotransmitters

Dopamine
Nor epinephrine
Serotonin
Acetylcholine
GABA
Glycine, Peptides (opiates)

Glands

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

Brain and Behaviour

Motivation

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

Emotions

Hormonal changes in emotion
Involvement of brain in emotions

Memory and Amnesia

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

Communication

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

Neurological Disorders

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

Brain Damage

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

Clinical Neuropsychology

Introduction to Neuropsychology
Role of a Neuropsychologist
Neuropsychological assessment techniques

Recommended Books

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

Biological Basis of Behaviour Practical

Course Objectives

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

Course Outcome

It is expected that after completion of this course:

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

Course Contents

Experiments

Basic Neuro-anatomical directional terms and planes of reference

Dissection of Ruminant Brain

Physiological changes during stress

Administration of tests and report writing of at least three patients suffering from Psycho-Physiological and Neurological disorders

Test report for each test should include one on a normal person and another on a patient suffering from any neurological disorder: Brain Tumor, Epilepsy, Cerebral Palsy, Mental Retardation etc.

Recommended Books

Beatty, J. (2000). *The human brain- essentials of behavior alncuro science*. University of California: Sage publication, Inc.

Smock, T. (1999). *Physiological psychology*, USA: Prentice Hall.

Squire, L. (1990). *Neuropsychology of memory*. USA: Guilford press.

Journals

The Neuroscientist

Reviews at the Interface of basic and Clinical Neurosciences. Behavioral and Cognitive neuroscience Reviews, Indiana University.

www.EduWorldPK.com

Paper-VIII: Experimental Psychology

Total Marks: 100

Theory : 70

Practical Work & Viva Voce: 30

Course Objectives

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

Course Outcome

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

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

Course Contents

Introduction to Experimental Psychology

An overview of experimental psychology

Experimental report writing

Psychophysics

Importance of psychophysics

Psychophysical methods

Theory of signal detection

Sensation

The five senses: vision, hearing and other senses.

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

Methods of measurement

Perception

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

Perceptual organization, the Gestalt Laws of organization

Depth perception, perception of movement

Perceptual illusions. Perception of time

Cognitive processes/ Thinking

Reasoning & decision-making

Problem solving & creative thinking

Information processing, executive functioning, multi-tasking

Learning and Conditioning

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

Classical conditioning: Pavlovian or Classical Conditioning: the nature and acquisition of classically conditioned responses (CR), Maintenance and extinction of classically conditioned responses, Factors in classical conditioning, theories of conditioning, Secondary conditioning, generalization, Application of classical conditioning.

Operant conditioning: Thorndike's law of effect, the basis of operant conditioning: acquisition, nature and schedules of reinforcement, generalization and discrimination, extinction & Partial Reinforcement Effect (PRE)

Factors, theories, and application of operant conditioning

Memory

Defining memory, Sensory memory, short-term memory, long-term memory, measurement of memory and forgetting

Current Research on memory

Reconstruction of memory

Motivation

Theories of motivation by Helson and Atkinson

Designing an Experiment

Recommended Books

Boring, E. (2007). *History of experimental psychology*. India: Cosmo Publications

Broadbent, D. E (1998). *Perception and communication*. (2nd ed.). London: Pergamon press.

Carter, P. & Russell, K. (2012). *Ultimate IQ tests* (2nd ed.).USA: Viva Books

Chance, P. (2003). *Learning and behavior* (5th ed.). Belmont, CA: Thomson Wadsworth.

Goldstein, F. (1995). *Sensation and perception*. NY: McGraw Hill..

Kimble, G. (1994). A new formula for behaviorism. *Psychological Review*, 1994, 101, 254-258.

Leahay, J. (1998). *Learning and cognition*. New York: Willey series in psychology.

Matlin, P. (1998). *Cognition*.UK: Routledge and Kagan Paul.

Osgood, C. F. (1995). *Methods and theory in experimental psychology*. New York: Oxford. University Press.

Postman, L. & Egan, J.P. (2007). *Experimental psychology: An introduction*. India: CBS Publishers & Distributors.

Stevens, S. S. (1998). *Handbook of experimental psychology*. London: John Wiley.

Watson, J. B. (1994). Reprint of psychology as behaviorist views it. *Psychological Review*, 101, 248-253.

Lab Experiments

Course Objective

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

Course Contents

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

Conditioning Experiments with Pigeons

Shaping

Discrimination

Schedules of reinforcement

Extinction and spontaneous recovery

Rate of responding as a function of motivation

Human learning, memory and Cognition

Learned helplessness

Encoding techniques/Mnemonics

Emotional conditioning

Problem solving

Hearing/auditory threshold

Reaction time

Taste and smell (experiments should be designed by the instructor)

Cutaneous senses (two-point touch threshold)

Weber's Law

Auditory memory span for digits

Level of aspiration as a result of achievement

Zeigarnikeffect(with non-sense syllables)

Incidental learning versus intentional learning (with non-sense syllables)

Practical Work and Viva-Voce

The students have to perform various experiments and have to write report.

EXPERIMENTS LIST

1. **EXPERIMENT:** The Color-Distance Illusion
2. **EXPERIMENT:** The effect of percentage of reward on resistance to extinction
3. **EXPEIMENT:** Effectiveness of Reading & listening
4. **EXPERIMENT:** Incubation in problem solving.
5. **EXPERIMENT:** Role of motivation and emotion play in intellectual performance

6. **EXPREIMENT:** Effect of the presence of other people on an individual's performance on a task.
7. **EXPERIMENT:** Psychological harm caused due to noise
8. **EXPERIMENT:** Role of Technology on interpersonal relationship

Recommended Books

Ashcraft, M. (1998) *Fundamentals of cognition*. NY; Longman Publishing Co.
Broadbent, D. E. (2001). *Perception and communication*. (2nded.). London: Pergamon press.
Chance, P. (1987). *Learning and behavior*. New jersey: Wordsworth Publishing Company.
Coren, M. (1988). *Perception*. New York: McMillan Publishing Co.
Deese, J. and Hulse, S.H. (1975) *The psychology of learning*. New York: McGraw Hill.
Goldstein, F. (1995). *Sensation and perception*. McGraw Hill, New York.
Hilgard, E. R. & C.H. (1995). *Theories of learning*. New York: Appleton Century Craft.
Kantowitz, B.L. & Elmes, D.G. (2001). *Experimental Psychology*. (7thed.). Canada: Wadsworth.
Leahay, J. (1998). *Learning and cognition*. New York: Wiley series in Psychology.
Martin, D. W. (1996). *Doing psychology experiments*, (5th ed.). Monterey, CA: Brooks/Cole.
Sternberg, R. J. (2003). *Cognitive psychology*. (3thed.) Belmont, CA: Wadsworth/Thomson Learning.
Special lectures, Video sessions.

Paper-IX: Social Psychology

Total Marks : 100

Course Objectives

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

Course Outcome

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

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

Course Contents

Nature and Scope of Social Psychology

What is social psychology?

Social psychology and allied disciplines

Brief history of social psychology

Current trends in social psychology

Research in Social Psychology

Descriptive research

Correlational research

Experimental research

Surveys and interviews

Content analysis and cross-cultural studies

Self in a Social World

Concept of self in social psychology

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

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

Social Perception

Social cognition; person schemas, roles and scripts

Impression formation; Stereotypes

Attribution; Bias in attribution, Research in attribution

Altruism and Aggression

Altruism: The motivation to help

Factors, rewards and costs of helping
 Aggression: The motivation to harm
 Frustration and aggression: Other views
 Threatened self-esteem and aggression
 Controlling and socializing for non-aggressive ways of conflict resolution

Behaviour and Attitudes

Attitude formation
 Prejudice, stereotypes and discrimination
 Attitude change
 Cognitive dissonance
 Persuasive communication
 Measurement of attitudes

Social Influence and Group Behavior

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

Social Psychology in Action

Social psychology entering: Health Psychology, Environmental Psychology, Legal Affairs
 Organizational Psychology, Peace and conflict
 Current Status of Social Psychology
 Role of Media

Recommended Books

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

Area of Specialization: Students will have to opt any one of the following courses as an Area of Specialization:

Paper-X(a): Counseling Psychology

Total Marks : 100

Course Objectives

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

Course Outcome

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

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

Course Contents

Introduction to Counseling

Definition of counseling

The development of counseling as a distinct profession

Goals of counseling

Currents trends and future directions

Distinction between guidance, counseling, psychotherapy, and allied fields

On Becoming a Counselor

Characteristics of effective counselors

Role & responsibilities of a counselor

Personal values in counseling

The basis and importance of theory in counseling

Building a Counseling Relationship

Definition and description of therapeutic alliance

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

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

Working in Counseling Relationship

Counselor skills in the understanding and action phases

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

Termination of Counseling Relationship

Function of termination

The process of termination

Timing of termination

Issues of termination

Ethical and Legal aspects of Counseling

Ethics, morality and law

Professional code of ethics and standards

Making ethical decisions

Multiple relations in counseling

Working with a counselor engaged in unethical practices

Civil and criminal liability

Legal issues with minors

Client's rights and records

Counselor in court

Core Counseling Activities

Groups in counseling

Consultation

Evaluation and research

Testing, assessment and diagnosis

The Nature and Importance of Assessment in Counseling

Why assessment

The process of assessment

The Assessment Interview

Interviewing essentials and techniques

The physical arrangements, Rapport, Communication

Types of Initial Interviews

Client versus counselor initiated interview

Information oriented interview

Relationship oriented interviews

Identification of goals

Types of interview: The intake interviews; the case-history interview; the crisis interview; the diagnostic interview

Reliability and validity of interview data, error and bias in interviews

Mental Status Examination

Use of Tests in Counseling

Uses and purposes of tests in counseling

Intelligence test, Personality test, Aptitude test, Achievement test, Interest inventories

Test administration, scoring, interpretation and communication of test results

Counseling Techniques

Behavioral

Therapeutic process

Application: Techniques and procedures

Person Centered Counseling

Therapeutic process

Application: Techniques and procedures

Cognitive Behavioral Counseling

Rational-Emotive-Behavior-Therapy (REBT)

Therapeutic process

Application: Techniques and procedures

Beck's cognitive therapy

Meichenbaum's cognitive behavior modification

Existential Counseling

Therapeutic process

Application: Techniques and procedures

Counseling in Specific Settings

Marital and family counseling

Career counseling

School counseling

Counseling of elderly

Counseling people with special needs

Counseling in medical setting

Psychosocial First Aid

Crisis counseling

Recommended Books

Axelson, J. A. (1999). *Counseling and development in a multicultural society*. London: Brooks/Cole Publishing Company.

Bergin, A. & Garfield, S. (1994). *Hand book of psychotherapy and behavior change*. UK: John Wiley.

Capuzzi, D. & Gross, D. (1991). *Introduction to counseling perspectives for the 1990's*. USA: Allyn and Bacon.

Carroll, M., & Holloway, E. (1991). *Counseling supervision in context*. London: SAGE publication Inc.

Corsini, R. (Latest edition). *Current psychotherapies*. Itasea: F.E: Peacock Publishers.

- Davy, J., & Ellis, S. (2000). *Counseling skills in palliative care*. Buckingham: Open University Press.
- Druden, W. (1992). *Hard-earned lessons from counseling in action*: UK: Sage Publications.
- Edi, C. F. (2012). *The Sage handbook of counseling and psychotherapy* (3rd ed.). Los Angeles: Sage.
- Edi, M. B. (2010). *Understanding counseling and psychotherapy*. UK: Sage.
- Eisenberg, S. & Delaney, D. (1978). *The counseling process*: Rand McNally Publications.
- Geldard, K. (2010). *Counseling adolescents* (3rd ed.). Los Angeles: Sage.
- Gilliland, B. E., & James, R. K. (1998). *Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.
- Goldenberg, H., & Goldenberg, I. (2002). *Counseling today's families*. (4th ed.). USA: Brooks/Cole Publishing Company.
- Hanser, J., Steric, R., & Warmer, R. H. (Latest ed.). *Counseling theory and process*. Boston: Allyn and Bacon.
- Hough, M. (2010). *Counseling skills and theory* (3rd ed.). UK: Hodder Education
- Korchin, S. (Latest edition). *Modern clinical psychology*. NY: Basic Books company.
- Nayak, A. K. (1997). *Guidance and counseling*. New Delhi: APH Publishing Corporation.
- Nelson-Jones, R. (2011). *Six key approaches to counseling and therapy* (2nd ed.). NJ: John Wiley & Sons.
- Nelson-Jones, R. (2011). *Theory and practice of counseling and therapy* (5th ed.). Los Angeles: Sage.
- Nelson-Jones, R. (2012). *Basic counseling skills* (3rd ed.). Los Angeles: Sage.
- Palmer, S., & McMahon, G. (2000). *Handbook of counseling* (2nd ed.). New York: British Association for Counseling.
- Snyder, C. R. & Forsyth, D. (1991). *Handbook of clinical and social psychology*. USA: Pergamon Press.
- Timulak, L. (2011). *Developing your counseling and psychotherapy skills and practice*. Los Angeles: Sage.
- Yalon, I. D. (Latest edition). *The theory and practice of group psychology*. New York: Basic Books Publishing Company.
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Paper-X(b): Clinical Psychology

Total Marks : 100

Course Objectives

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

Course Outcome

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

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

Course Contents

Introduction

Historical background

Allied fields: Counseling, Health Psychology, Neuropsychology

Characteristics of a clinical psychologist

Research in Clinical Psychology

Design in Clinical Research

Ethics in Clinical research

On Becoming a Clinical Psychologist

Characteristics of effective clinical psychologist

Role & responsibilities of a clinical psychologist

Personal values of clinical psychologist

Professional Ethics

Assessment in Clinical Settings

How to conduct clinical interview/ case history

Mental Status Examination

Diagnostic assessment: Use of tests, scales and inventories

Tests

The Wechsler Adult Intelligence Scale (WAIS)

Raven Progressive Matrices

The Rorschach

Thematic Apperception Test (TAT)

The Rotters Incomplete Sentence Blank (RISB)

The Bender-Gestalt Test (BGT)

The Hand test.

The Minnesota Multiphasic personality Inventory (MMPI).

Benton Visual Retention Test.

Scales/Checklists/Inventories

Neuropsych assessment: Stroop test, Card sorting, Tower test, NFI, Quick Neurological Screening Test

Behavior Therapy

Introduction to behavior therapy

Operationally defining, observing and recording behavior

Functional analysis/ABC model

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

Cognitive Behaviour Therapy

a) **cognitive Therapy**—Introduction to cognitive behaviour therapy, Basic principles in cognitive behavior therapy, Techniques of cognitive behaviour therapy

b) **Rational Emotive Behaviour Therapy**—Introduction to Rational Emotive Behavior Therapy, Healthy and unhealthy negative feelings in REBT, Cognitive techniques in REBT: Disputing and its types, Rational Coping Statements, Modeling, Referencing, Cognitive Homework, Proselytizing, Reframing, Stop and Monitor Emotive/Experiential techniques in REBT: Rational Emotive Imagery, Forceful Coping Statements, Role Playing and Reverse Role Playing, Humor, Encounter Exercises Behavioral techniques in REBT: Reinforcements and Penalties, Shame Attacking Exercises, Skill Training, Paradoxical Homework, Relapse Prevention, In Vivo Desensitization

Gestalt Therapy

Contemporary theory and practice: Phenomenological method, Dialogical relationship, Field-theory

Gestalt therapy methodology: the continuum of experience, The here and now, Impasse, authentic relationship,

Experiment and techniques in gestalt therapy

Gestalt application with specific population

Family Therapy

Theory: concepts, relationships, transitions, punctuations, models of therapy, genogram

Theories that focus on Behavior Pattern—MRI brief therapy, strategic family therapy, cognitive-behavioral couple and family therapy and functional family therapy

Process in family therapy: stage 1 planning, stage 2 assessments, stage 3 treatment and stage 4 disengaging/ recontracting

Skill and techniques: convening, preparation, interviewing I, interviewing II, intervening

Recommended Books

- Edelstein, M. R. & Steele, D. R. (1997). *Three minute therapy: Change your thinking, change your life*. UK: Sussex Publishers.
- Edi, G. M. R. (2010). *Clinician's guide to posttraumatic stress disorder*. NJ: Wiley.
- Edi, J. M. G. (2010). *Handbook of clinical neuropsychology*. UK: Oxford University Press.
- Edi, N. K. (2010). *Cognitive and behavioral theories in clinical practice*. NY: The Guilford Press.
- Ellis, A., & Maclaren, C., (1998). *Rational emotive behavior therapy: A therapist's guide*. USA: Impact Publishers.
- Ellis, A., & Becker, M.I. (1982). *A guide to personal happiness*. USA: Melvin Powers.
- Falender, C. A. (2012). *Getting the most out of clinical training and supervision*. Washington: American Psychological Association.
- Golden, C. J. (1990). *Clinical interpretation of objective psychological tests*. (2nd ed.) Toronto: Allynand Bacon.
- Goldstein, L. H. (2013). *Clinical neuropsychology* (2nd ed.). UK: Wiley Blackwell.
- Jongsma, A. E. & Peterson, L. M. (2006). *The complete adult psychotherapy treatment planner (Practice Planners)*. NJ: Wiley.
- Kewley, G. (2011). *Attention deficit hyperactivity disorder* (3rd ed.). UK: Routledge.
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2008). *Introduction to clinical psychology* (7th ed.). NY: Prentice Hall.
- Kumar, A. (2002). *Clinical psychology*. (2nd ed.). Delhi: Anmol Publishers.
- Lichstein, K. L. (1988). *Clinical relaxation strategies*. New York: Johan Wiley and Sons.
- Miltenberger, R. (1997). *Behavior modification: Principles and procedures*. U.S.A: Brooks/Cole publishing Company
- Shorvon, S. (2010). *Handbook of epilepsy treatment* (3rd ed.). UK: Wiley-Blackwell.
- Sink, C. (2011). *Mental health interventions for school counselor*. Australia: Brooks/Cole.
- Spiegler, M. D. & Guevremont, D. C. (1998). *Contemporary behavior therapy* (3rd ed.). USA: Brooks/Cole Publishing Company
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Paper-X(c): Developmental Psychology

Total Marks : 100

Course Objectives

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

Course Outcome

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

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

Course Contents

Introduction

Nature and scope of developmental psychology
Historical perspective of developmental psychology
Research methods for studying developmental changes
Assessment in developmental psychology
Ethical issues in research on developmental psychology

Theories of Development

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

Prenatal Development

Prenatal development phases
Genetic influences in development
Prenatal environmental influences

Infancy

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

Childhood

Physical development

Emotional development

Cognitive development in childhood with reference to Piaget's theory

Personality development (role of familial and extra familial influences)

Adolescence

Physical development

Emotional development

Identity formation in adolescence

Cognitive development in adolescence with reference to Piaget's theory

Social development

Problems and disturbances in adolescence

Early Adulthood

Physical development

Occupational adjustments

Family adjustments

Middle Adulthood

Physical changes

Social adjustments

Occupational adjustments

Family adjustments

Gerontology

Physical changes

Challenges faced by the elderly

The elderly and death

Recommended Books

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

Brofenbrenner, V. (1972). *Influences on human development*. The Dresden Press, Inc.

Craig, J. G. (1996). *Human development* (7th ed.). New Jersey: Prentice Hall Publishing Co.

Crain, W. (2011). *Theories of development* (6th ed.). Boston: Prentice Hall.

Crain, W. (2010). *Theories of development: Concepts and applications*. (6th ed.). New York: Pearson Higher Education Inc.

Dacey, J. S., & Travers, J. F. (2004). *Human development*. (5th ed.). Boston: McGraw-Hill

Dehn, M. J. (2010). *Long term memory problems in children and adolescents*. New Jersey: John Wiley and Sons.

Feldman, R. (2003). *Development across the life span* (3rd ed.). New York: Prentice Hall Publishers.

Freiberg, K. L. (1992). *Human development*. (4th ed.). London: Jones & Bartlett Publishers.

Kail, R. V. (2013). *Human development* (6th ed.). Australia: Wadsworth.

- Malhomes, V. (2010). *Applied research in child and adolescent development*. NY: Psychology Press.
- Moshman, D. (2011). *Adolescent rationality and development* (3rd ed.). NY: Psychology Press.
- Rathus, S. A. (2011). *Childhood and adolescence* (4th ed.). Australia: Wadsworth.
- Rice, P. F. (1998). *Human development: A life span approach*. (3rd ed.). New Jersey: Prentice Hall Inc.
- Santrock, J. W. (2002). *Life span development*. New York: McGraw Hill Inc.
- Santrock, J. W. (2010). *Life span development*. (13th ed.). New York: McGraw Hill Inc.
- Wear, C. (1994). *Developmental psychopathology* (3rd ed.). NY: McGraw Hill.
- Sandmen, W. J. (1997). *Human development* (6th ed.). New York: McGraw Hills Co.
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Paper-X(d): Organizational Psychology

Total Marks : 100

Course Objectives

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

Course Outcome

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

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

Course Contents

Organization Psychology: An Introduction

Nature and scope

Historical and theoretical perspectives

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

Theories of Organizational Psychology

Organizational behaviour

Assessment in Organizational Setting

Role of Psychologists in organization

Research Methods in Organizational Psychology

Important research designs and concepts

Measurement and analysis of Organizational research

Organizational Communication

Basic model of organizational communication

Forms of communication

Flow of communication

Effective communication strategies

Barriers to effective communication

Organizational Culture

Structure of organizations

Psychological climate and work environment

Organizational motivation

Interpersonal relationships

Conflict resolution

Psychological and Social Factors

Motivation, morale, factors in job satisfaction
Measurement of attitude of workers
Industrial discontent, its causes and limitation

Leadership and Management

Power influence and leadership

Building trust

Development of leadership and effective personal management

Conditions of work and productivity

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

Occupational Health and Safety

Concept of organizational safety and occupational health
Magnitude of safety problem in Pakistani organizations
Factors leading to organizational accidents
Preventive models for safety measures
Safety training programs
Enhancing occupational health
Stress management

Psychology Applied to Consumers

Techniques in the analysis of consumer behavior
Advertising marketing and motivation research
Factors effecting effectiveness of advertisements

Recommended Books

Aamodt, M. G. (2004). *Applied industrial and organizational psychology*. Australia: Thomson

Duening, T. N. & Ivancevich, J. (2005). *Managing organizations*. (2nd ed.). California: Atomic Dog Publishing.

Gruneburg, M. M. & Oborone, D. J. (1981). *Psychology and industrial productivity*. Hong Kong: The Macmillan press Ltd.

Jewell, L. N. (1998). *Contemporary industrial and organizational psychology* (3rd ed.). Brooks/Cole Publishing Company. U.S.A.

Jed, S. M. (2002). *Organizational psychology*. New York: John Wiley and Sons.

Landy, F. J. (2004). *Work in 21st century: An introduction to industrial and organizational psychology*. Boston: McGraw Hill

Riggio, R. E. (2003). *Introduction to industrial organizational psychology*. (4th ed.). USA: Prentice Hall.

Rogelberg, S. G. (2004). *Handbook of research methods in industrial and organizational*

psychology. Malden: Blackwell Publishing

Schultz, D.P. (2010). *Psychology and work today: An introduction*. New Delhi: Pearson

Schultz, S. E. (1984). *Psychology and work today*. (6th ed.). New York: Macmillan publishing Company.

Specto, P. E. (1996). *Industrial and organizational Psychology*. USA: John Wiley & sons, Inc.

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Paper-X(e): Educational Psychology

Total Marks : 100

Course Objectives

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

Course Outcome

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

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

Course Contents

Introduction

Scope of Educational Psychology

Historical background

Role of Education psychologist in school

Method of Studying Behavior in Educational Settings

Observational method

Experimental method,

Survey and case study method

Theories of Educational Psychology

Piaget's and Vygotsky's work

Erickson's work, socio and emotional development

Moral development

Behaviouristic model

Assessment in Educational Setting

Aptitude Testing

Classification and measurement of aptitude

Intelligence assessment

Assessing learning disabilities

Assessing Conduct and Behavioural problems in Children

Achievement Testing

Sensory and Physical Disorders

Speech and language disorders

Learning disabilities

Emotional & behavioral disorders

Approaches to Learning

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

Memory

Short and long term memory
Meta cognition
How to improve memory

Motivation in Educational Setting

Assessing class room
Teaching pedagogy
Curriculum development
Student evaluation

Classroom Management

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

Recommended Books

- Edi, A. K. T. (2011). *Teaching of Psychology*. New Delhi: Educational Publishers.
- Edi, D. U. (2010). *Teaching Psychology in Higher Education* UK: BPS Blackwell.
- Elliott, S.N; Kratochwill, T.R; Cook, J.L; and Travers, J.F.(2000j). *Educational-psychology: Effective teaching, effective learning*. (3rded). McGraw-Hill.
- Mangal, S. K. (2007).*Essentials of educational psychology*. New Delhi, India: PHI Learning private Limited.
- O'Donnell A. M., Reeve, J., & Smith, J. K. (2009).*Educational psychology* (2nd ed.). NY: Wiley.
- Ormord, J.E. (1995) *Educational Psychology: Developing learners*. Prentice – Hall, Inc.
- Santrock, J. W. (2005). *Educational psychology* (3rd ed.). USA: McGraw Hill International.
- Slavin, R.E. (1997/ *Educational psychology: Theory and practice*. (5thed). Sydney: Allyn and Bacon.
- Swinson, J. (2012). *Positive psychology for teachers*. London: Rutledge.
- Thorndike, R. M. (2011). *Measurement and Evaluation in Psychology and Education*(8th ed.). New Delhi: PHI Learning.
- Wakefield, J.F. (1996/ *Educational psychology: Learning to be a problem solver*. Boston: Houghton Mifflin Co.
- WoolFolk, A.E, (1998).*Educational psychology*.(7thed). London: Allyn and. Bacon.
-

Paper-XI: Placement & Case Reports

Total Marks : 100

Five case Reports based on assessment and proposed intervention in relevant area of specialization.

**Paper-XII: Optional Course / Research Thesis
(Individual research project)**

Total Marks : 100

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Optional Paper: Student will have to opt any one of the following optional course:

Paper-XII(a): Health Psychology

Total Marks : 100

Course Objectives

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

Course Outcome

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

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

Course Contents

Historical Background

Definition, development, and scope of health psychology

The modern concept of health and illness

Theoretical Models in Health Psychology

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

The Psychology of Health and Illness

A brief introduction to:

Psychophysiological Disorders

The immune system & Stress

Psychological Factors Influencing Physical Health

Illness Perceptions

Health Beliefs

Health Locus of Control

Doctor – patient communication

Compliance and Medication Adherence

Personality type & Health (The Big Five Traits and Health & Illness)

Health beliefs, locus of control and self-efficacy

Stress, Coping, and Health

Models of stress: Seyle, Mason, and Lazarus

Stress and illness (Assessment of stress and identification of stressors)

Stress management

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

Risk factors, prevention, rehabilitation, and psychological interventions

Coronary heart disease (CHD)

Cancer

Pain

AIDS

Diabetes Mellitus

Obesity and eating disorders: Bulimia and Anorexia Nervosa

Substance abuse disorders: Smoking and drinking

Arthritis

Grief and Bereavement

Acceptance, adjustment and coping with chronic and terminal illnesses.

Working with the Community

Health promotion programs for public awareness and disease prevention

Psychological Interventions in Health Psychology

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

- Cognitive Behavior Therapy
- Counseling

Research in Health Psychology

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

Recommended Books

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

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

- Cockerham, W. C. (1998). *Medical sociology*. New Jersey: Prentice – Hall.
- Ewles, L. & Simnett, I. (1989). *Promoting health: A practical guide to health education*. Chichester: John Wiley & Sons.
- Forshaw, M. (2002). *Essential health psychology*. London: Arnold.
- Khan, W. M. (1987). *Understanding health*. (2nd ed.). New York: Random House School Division
- Ogden, J. (2005) *A Text book of Health Psychology*. (6th ed.). Open University Press
- Pearce, S., & Wardle, J. (Eds.). (1989). *The practice of behavioral medicine*. Oxford: BPS Books.
- Sanderson, C. A. (2004). *Health psychology*. USA: Wiley
- Sanders, G. S., & Suls, J. (Eds.). (1982). *Social psychology of health and illness*. Hillsdale; Lawrence Erlbaum Associates Publishers.
- Sarafino, E. P. (1994). *Health psychology: Biopsychosocial interactions*. Canada: John Wiley and Sons. Inc.
- Spacapan, S., & Oskamp, S. (Eds.). (1988). *The Social psychology of health and illness*. London: SAGE Publication.
- Straut, R. O. (2002). *Health psychology*. New York: Worth Publishers.
- Taylor, S. E. (1999) *Health psychology*. (4th ed.) New York: McGraw Hill.
-

Paper-XII(b): Human Resources Management

Total Marks : 100

Course Objectives

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

Course Outcome

At the completion of the course, the student will:

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

Course Contents

Introduction

Historical perspective
HRM as a human capital
Strategic human resource management

Theoretical models of HRM

Integrative models
HERO Model

Job Analysis and Job Design

Strategic human resource planning
Job analysis and Job design: Techniques and strategies

Recruitment, Selection & Placement

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

Training and Developing Programs

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

Compensating Human Resources

Organizational reward system
 Base wage and salary system
 Incentive pay system

Employee Well-Being

Psychological assessment in organizational settings
 Employee benefits
 Employee safety and health

Conflict Management styles

Conflict Resolution techniques
 Performance appraisal and evaluation

Labor Relations

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

Recommended Books

- Bayars, L. L. and Rue, L. W., (2000). *Human resource management*. Boston, MA; Irwin McGraw-Hill.
- Bolander; G., Snell, C. and Sherman, A. (2001). *Managing human resource*. Cincinnati, OH: South – Western.
- Cascio, W. P. (1998). *Applied psychology in human resource management*. (5thed.). USA: Prentice Hall, international, Inc.
- Cascio, W (2003). *Managing human resources*. (6thed.). USA: Mc-Graw Hill Bork Company.
- Davis & Newstorm, J.W. (1985). *Human behavior at work: Organizational behavior*. USA: Mc.Graw Hill Company.
- Cascio, W. P. (1998). *Applied psychology in human resource management*. (5thed.). USA: Prentice Hall, international, Inc.
- Cascio, W (2003). *Managing human resources*. (6thed.). USA: Mc-Graw Hill Bork Company.
- Davis & Newstorm, J.W. (1985). *Human behavior at work: Organizational behavior*. USA: Mc.Graw Hill Company.
- DeCenzo, D.A., & Robbins, S.P. (2002). *Human resource management*. New York; Wiley
- Dessler, G. (2002). *Human behavior: Improving performance at work*. Virginia: McGraw Hill Series in Management.
- Raymond, N. A., John, H. R., Barry, G., & Patrick, W. M. (2003) *Human resource management: Gaining a competitive advantage*. MA: Irwin McGraw-Hill.
-

Paper-XII(c): Military Psychology**Total Marks : 100****Course Objectives**

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

Course Outcome

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

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

Course Contents**Introduction**

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

Theoretical perspectives of operational/combat psychology

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

Psycho social perspectives of military and civil culture

Transformation of civil cultural into military culture among the soldiers and officers; development of faith and conviction of army personnel. Role of individual's faith in combat; Psycho-physical factors / skills required in combat i.e. dynamism, stress tolerance, initiative, confidence, mental toughness, courage, self-motivation etc. Adhering of social norms and values in military culture; Issues of conformity and non-conformity to the military norms and culture. Behavior modification; Theories of attitude formation, attitude change, persuasion, interrogation and brainwashing; development /grooming of warrior traits during training;

Propaganda and rumors in war and peace; Psychosocial aspect of conflicted role of Pakistan Army, mass media and its Impact on morale and motivation of Armed Forces.

Issues of Psychological health of soldiers, officers and families

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

Role of psychologist in Armed forces

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

Theories of Military Leadership

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

Psychological operation (Psy ops)

Psychology of intelligence; *human skills required in psych-operations*; *Psychology of Terrorism, factors leading to develop the terrorist behavior*; theories of terrorism; Different types of terrorist organizations based on various criteria including motives, means, objectives.

Recommended Books

- Chen, G. & Bliese, P. D. (2002). The role of different levels of leadership in predicting self- and collective efficacy: Evidence for discontinuity. *Journal of Applied Psychology*, psycnet.apa.org
- Daugherty, W. (1979). A psychological warfare casebook. Johns Hopkins University Press Reprints. Arno Press.
- David, H. & Rand, M. (2001). *Psychological and psychosocial consequences of combat and deployment: With special emphasis on the gulf war*.
- Dewsbury, D.A. (1997). On the evolution of divisions. *American Psychologist*, 52, 733-741.
- Kennedy, C.H., & Zillmer, E.A. (2006). *Military psychology: Clinical and operational applications* (2nd ed.). New York: The Guilford Press.
- Laurence, J. H. & Matthews, M. D. (2012). *Military psychology* (4th ed.). Oxford University Press.

- Lawrence, L. (2002). *The psychology of war: Comprehending its mystique and its madness*. Watson-Guption Publications; Expanded edition.
- Murray, L. (2013). *Brains and bullets. How psychology wins wars*. London: Biteback.
- Reuven, G., & Dolgin, D. L. (1996). *Handbook of military psychology* (Ed.). New Jersey: John Wiley & Sons.
- Rostow, C., & Davis, R. (2004). *A handbook for psychological fitness-for-duty evaluations in law enforcement*. Binghamton, NY: Haworth Press
- Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Journal of Academy Management*, 41(4). Doi, 10.2307/257080.
- Sheh, S. W. (2003). *Chinese Leadership: Moving from Classical to Contemporary*, Times Editions, Singapore.
- United States Postal Service.(2000). *Fitness-for-duty examinations*. Management Instruction EL-860-2000-7). Washington, DC: Author
- U.S. Department of the Army.(1999). *Command-directed mental health evaluations*. (United States Army Medical Command Regulation 40-38). Fort Sam Houston, TX: Author.
- U.S. Department of the Air Force.(2000c). *Mental health, confidentiality, and military law*.(Air Force Instruction 44-109). Washington, DC: Author
- Wanke, P. (2005). *Russian / Soviet military psychiatry 1904-1945*. Routledge.
- Wilson, J.P., Boris, M. D., & Drozdek, M.A. (2004). *Broken spirits: The treatment of Traumatized asylum seekers, refugees, war and torture victims*. Brunner-Routledge.
-

Paper-XII(d): Gender Issues in Psychology

Total Marks : 100

Course Objectives

The students learn various psycho-sociological gender issues and their changing role in society with special reference to Pakistan

Course Contents

Gender and related paradigms

Psychology, the biosocial science
Sex differences and physiology
Sociobiology and evolutionary psychology
Sex differences in brain architecture
Other significant sex differences
Physical and psychological development: gender differences

Social and cultural paradigms

Internalizing the external
The contribution of anthropology: the role of culture
The contribution of sociology: the role of social forces
The contribution of psychology: the role of socialization
Achievement, motivation and attitudes
Gender role expectations and behaviors
Gender stereotyping

Interactive Paradigms

Eysenck's theories of gender and sexuality
Freud's psychoanalytic theories of personality and psychosexual development
Cognitive development
Comparing theories of gender for development
Moral development

Psychology of Women: Issues

Emergence of history of psychology of women in the west and in Pakistan
Women and psychopathologies
Women issues in psychotherapy
Women and law
Women and abuse (physical and psychological)
Major issues in Pakistan: Women at work, women as agents of social change

New Men, New Women, New Relationships

Changes in values
Changes in economics and employment
New men
New women
New relationships

Books Recommended:

Hasan, I. N. (In Press). *The psychology of women*. Islamabad: Allama Iqbal Open University.

Pinel, J.P.J.(1992). *Biopsychology*. USA: Allyn and Bacon Ltd, Mass.

Sapru, R.K.(1989). *Women and development*. New Delhi, India: Asshish Publishing House.

Ussher, J.M.& Paula, N. (1992). *Gender issues in clinical psychology*.(Eds.). New York: Routledge, Chapman and Hall.

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Paper-XII(e): Forensic Psychology

Total Marks : 100

Course Objectives

Main objective of this course is:

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

Course Outcome

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

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

Course Contents

Introduction to Forensic Psychology

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

Ethical & Professional Issues

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

Understanding Legal Rights

Human rights
Understanding child rights
Women rights
Domestic & adult issues

Assessment in Forensic Setting

Personality assessment in personal injury litigation
Conducting personal injury evaluation
Evaluating eyewitness testimony in adults & children
Competency to stand trial

Role of Forensic Psychologist in different settings

Punishments and alternate routes to crime prevention

Current status of correctional settings
 Rehabilitation in correctional settings
 Criminal offenders' rehabilitation through psychotherapy

Perpetrator and Victim

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

Applying Psychology to Crime

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

Special Applications

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

Communicating Expert Opinions

Serving as an expert witness
 Writing forensic reports

Recommended Books

- Bartol, C. R. (2012). *Introduction to forensic psychology*. Los Angeles: Sage.
- Edi, J. R. A. (2010). *Forensic psychology* (2nd ed.). UK: BPS Blackwell.
- Edi, G. J. T. (2010). *Forensic psychology* UK: BPS Blackwell.
- Gudjonsson, G. & Haward, L. (1998). *Forensic psychology: A guide to practice*. U.K: Laurence, S. & Wrightman, (2001). *Forensic psychology*. USA: Belmont. Routledge
- Heidensohn, F. (1985). *Women and crime*. London: Macmillan Education Ltd.
- Springer, D. W. & Roberts, A.R. (2007). *Handbook of forensic mental health with victims and offenders: Assessment, treatment, and research*. New York: Springer Publishing Company L.I.C.
- Towel, G. J. & Crighton, D. A. (2010). *Forensic psychology*. UK: BPS, Blackwell.
- Walker, L.E. & Shapiro, D. (2003) *Introduction to forensic psychology*. USA: Springer
- Weiner, B. A. & Hess, A. (2006). *The handbook of forensic psychology*. (3rd ed.). New York: Wiley.
- Wrightsmann, L.S & Fuero, S.M. (2004). *Forensic psychology*. USA: Thompson learning
- Wrightsmann, L.S. (2000). *Forensic psychology*. USA: Thompson learning.
-

Paper-XII(f): Child Psychology

Total Marks : 100

Course Objectives:

This Course is an overview of Psychological study of Child Development. Students will focus on the physical, cognitive and social/personality areas of child development. The periods of infancy, childhood, adolescence and adult hood will be focused.

Course Contents

Current Issues in Child Development

Theories of Child Development

Learning theories

Social cognitive theory

Cognitive development theory

Information processing approaches

Ecological system theory

Ethnological and Relationship Approaches.

Methods of Studying Child Development

Ethical considerations in child study

Parental development and the newborn child

Development in infancy and early childhood

Physical growth

Sensory motor development

Vocalization and language acquisition

Perceptual and intellectual development

Self identity and personality development

Cultural differences in child rearing

Cognitive, moral & social development in the preschool years

Island of competence

Early Childcare in Pakistan

Pre-school education in rural/urban setting in Pakistan

Development in middle childhood

Biosocial Development: physical, cognitive, emotional and perceptual development.

Gender identification and sex typing.

Parent-child relationships.

Problems faced by children in third world countries with special reference to Pakistan.

Issues of schooling.

Child welfare programme and social policy

Issues of child labor and abuse

Problems of children of working mothers

Psychosocial problems in development of child

Developmental Psychopathology

Mental retardation

Childhood Schizophrenia

Autism

Conduct Disorder

Learning Disorder

Attention Deficit Hyperactivity Disorder

Neuroses

School Phobia

Recommended Books:Berk, I.E. (1996). *Child development* (3rded.). New Delhi: Prentice Hall of India.Cole, M. & Cole, S. R. (1998). *The development of children*. (2nded.). San Deigo: Scientific American Books.Crow, L & Crow, A. (1998/ *Child development and adjustment*. New York: Mcmillan.Elkind, D. 1. & Weiner, B. (1978). *Development of the child*. New York: Johan Willey and Sons.Hetherington, E. M. & Parke, R. D. (1986). *Child psychology: A contemporary view*. (3^d ed.). New York: McGraw Hill Book Company.Hurlock, E. B. (1978). *Child Development*. (6thed.). Auckland: McGraw Hills.Jersild, A. (1998). *Child Psychology*. (5thed.). New York: Prentice hall Publishing Co.Mash, E.J. & Wolfe, D. A. (1999). *Abnormal child psychology*. Boston: L Brooks/ Cole & Wadsworth.Mc Candles, B. (1997). *Children and adolescent*. New York: Holt Publishing Co.Medinnus, G. R. & Johnson, K. C. (1976). *Child and Adolescent Psychology*. (2nded.). New York: John Wiley and Sons.Mussen, A. & Conger, A. (1998). *Child development personality*. New York: Harper & Row.Nelson, R. W. (1991). *Behavior disorders of childhood*. (2nded.). New Jersey: L Prentice Hall Inc.New Combe, N . (1996). *Child development: Change over time*. (8thed.).J, New York: Harper York: McGraw Hills Publishing Co.Papalia, D. E. & Old S. W. (1990) *A child's world: Infancy through adolescence*. (5thed.). New York: McGraw Hills Publishing Co.Salkind, N. J. & Armon, S. R. (1987). *Child development*. (5th cd.). New York: Halt, Rinehort and Winston Inc.Santrock, J .W. (1998). *Child development*. (8thed.). Boston: McGraw Hills.Stewart, A. C. (1998). *Child and adolescent development*. New York: John Wiley and Sons.

Paper-XII(g): Peace Psychology**Total Marks : 100****Course Description**

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

Course Objectives

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

Course Outcome

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

- become more knowledgeable and familiar with the core concepts and methods involved in peace psychology.
- Understand the importance of the strategies involved in understanding of various aspects of conflict and conflict resolution including the psychological dimensions associated with peacekeeping and peacemaking.
- examine psychological aspects of peace building as individuals, groups, and communities.

Course Contents**Introduction to Peace Psychology**

Chronology of peace psychology

Core concepts

Psychological causes and effects of violence and non-violence

Nature of human aggression/ emotion

Cycle of violence

Roots of hate and prejudice

Cognitive/affective perspectives of world views

Emotional intelligence

Learning theories on violence and peace

Types of Violence

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

Structural Violence: Poverty, Unemployment, Corruption, Social injustice

Remedies of Structural Violence

Social Justice

Women and Children

Globalism and Human Rights

Negative and Positive Peace

The psychology of peacekeeping and peacemaking

Conflict Resolution

Types of conflict

Theoretical and practical concerns

Methods used to resolve conflict

Peace-building

Interpersonal psychological strategies for peace making/building

Role of psychologist in peace building

Reconciliation and issues of forgiveness

Peace building personally, socially, globally and environmentally

Psychologists making a difference

Reducing trauma

Peace practices

Peace Psychology in Asia

How Asia can contribute to world peace psychology

Future of peace psychology in Asia with special reference to Pakistan

Recommended Books

Abrahams, N. (2001). *Intimate violence*. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century*. Upper Saddle Creek, NJ: Prentice-Hall.

Borris, E., & Diehl, P. F. (1998). *Forgiveness, reconciliation, and the contribution to international peacekeeping*. In H. J. Langholtz (Ed.). *The psychology of peacekeeping*. Westport, CT: Praeger Publishers.

Christie, D. J., Wagner, R. V., & Winter, D. (2001). *Introduction to peace psychology*. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century* (pp. 1-13). Upper Saddle Creek, NJ: Prentice-Hall.

Druckman, D. (2001). Nationalism and war: A social-psychological perspective. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century* (pp. 49-65). Upper Saddle Creek, NJ: Prentice-Hall

Fisher, R., Schneider, A. K., Borgwardt, E., & Ganson, B. (1997). *Coping with international conflict*. Upper Saddle River, N.J.: Prentice-Hall.

- Langholtz, H. J. (1998). *The evolving psychology of peacekeeping*. In H. J. Langholtz (Ed.), *The psychology of peacekeeping* (pp. 3-16). Westport, CT: Praeger Publishers.
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