



SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

DEPARTMENT OF PSYCHOLOGY

SCHEME OF STUDIES OF M.SC PSYCHOLOGY (SESSION- 2015& ONWARDS)

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
1.	1 st	Functional English – I	PSY – 510	2 (2,0)	
2.		History of Psychology	PSY – 511	4 (4,0)	
3.		Experimental Psychology	PSY – 512	4 (3,1)	
4.		Developmental Psychology	PSY – 513	4 (4,0)	
5.		Ethics in Psychology	PSY – 514	2 (2,0)	
Total Credit Hours (Theory, Labs)				16 (15, 1)	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
7.	2 nd	Functional English- II	PSY-520	2 (2, 0)	PSY-10
8.		Theories of Personality	PSY – 521	3 (3,0)	
9.		Psychological Testing & Measurement	PSY – 522	4 (3,1)	
10.		Psychopathology	PSY – 523	4 (3,1)	
11.		Biological Psychology	PSY – 524	3 (3,0)	
12.		Research Methodology	PSY – 525	4 (4,0)	
Total Credit Hours (Theory, Labs)				20 (18, 2)	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
13.	3 rd	Clinical Psychology	PSY – 631	4 (4,0)	
14.		Social Psychology	PSY – 632	4 (4,0)	
15.		Applied Statistics	PSY – 633	3 (3,0)	
16.		Counseling Psychology	PSY – 634	3 (3,0)	
17.		Introduction to Data Analysis	PSY – 635	3 (2,1)	
Total Credit Hours (Theory, Labs)				17 (16, 1)	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
18.	4 th	Organizational Psychology	PSY – 641	4 (4,0)	
19.		Positive Psychology	PSY – 642	3 (3,0)	
20.		Human Resource Management	PSY – 643	3 (3,0)	
21.		Research Project	PSY – 650	4 (0,4)/	

	/Two Optional Subjects		2+2	
			Total Credit Hours	14
			(Theory, Labs)	(14, 4)



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DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF PSYCHOLOGY
M.SC (2-YEARS PROGRAM)

SEMESTER-I

Course Name: Functional English - I	Course Code: PSY – 510
Course Structure: Lectures: 2	Credit Hours: 2
Prerequisites: None	

Course Objectives:

This course will enable the participants to:

- Understand the basic rules of grammar
- Generate ideas and translate them to their speech and writing
- Formalize students with vocabulary and structures used in day-to-day formal interaction.

Intended Learning Outcomes

Knowledge and understanding:

- The students will be able to comprehend the reading passages and understand English grammar.
- The students will be able to identify the use (spoken and written) and importance of English Language in their daily life

Intellectual skill:

- The students will be able to apply grammatical rules in their academic and day-to-day writing.

Professional and practical skills:

- The students will be able to read with correct pronunciation and interpret the different meanings made by the text.
 - The students will be able to utilize listening skills and follow lectures and lessons of all the subjects with ease.
- Integration of oral skills.

General and transferable skills:

- The students will be able to have clarity of expression, grammatical correctness and

appropriateness in writing.

II. They will be able to give oral presentations

Course Outline

Sentence Structure

(Types of sentences; Simple, Compound and Complex) (Clauses and phrases)

Introduction to Tenses and their usage

Parts of Speech and their Functions

Active Passive Voice

Mechanics of writing

(Punctuation, rules of capitalization, subject-verb agreement, formation of words)

Diction, (denotation and connotation)

Narration

Idioms and Proverbs

Vocabulary Building

Pair of Words

Synonyms and Antonyms

Recommended Books

Murphy, Raymond, *English Grammar in Use*, 2nd Edition Cambridge University Press.1994

Thompson, A.J and Martinet A.V *A Practical English Grammar*, 4th Edition, Oxford University press.1986

Bergman C.A and Senn J. *AHeath Grammar and Composition, Introductory Course*, Lexington, Toronto: D.C.1987.

Richard C.Yorkey, *Study Skills*, McGraw-Hill Company, Newyork.1970

Course Name: History of Psychology	Course Code: PSY – 511
Course Structure: Lectures: 4	Credit Hours: 4
Prerequisites: None	

Course Objectives:

To give a complete picture of Historical Perspective of Modern Psychology.

At the end of the course student should be able to know about the different philosophers and psychologists who has contributed to the history of psychology.

Course Outline

Pre-scientific Psychology

Ancient Greek Philosophical Influences,

Early Muslim Contributions in the field of Psychology

Modern Philosophical Influences

Mind-Body Problem;
Sensationalism;
Positivism,

Beginning of Experimental Psychology

- a. Biological Influences
- b. Psychophysics

Schools of Psychology

Structuralism;
Functionalism;
Gestalt Psychology and Field theory;
Psychoanalysis;
Neo-Freudian;
Humanistic Psychology;
Existential Psychology;
Cognitive Psychology

Recommended Books

Baldwin, J.M. (1913). History of Psychology: A sketch and an interpretation New York: Putnam.

B hergenhahn , tracy B Henley (2014) An introduction to the history of psychology. (7th ed.). publisher- Belmont ,CA,USA; wadsworth cengage learning

C,james Goodwin (2015) A history of modern psychology (.5th ed.)

Duane p Shultz,Sydney ellen Shultz (2011) A history of modern psychology (10th ed.) publisher-cengage learning

Eric shirayev (2014) A history of psychology,a global perspective (2nd ed) publisher- SAGE publications,inc

Finger, S .(2000). Minds behind the brain: A history of the pioneers and their discoveries. New York: oxford University Press.

ed). USA

Course Name: Experimental Psychology	Course Code: PSY – 512
Course Structure: Lectures: 3, Labs: 1	Credit Hours: 4
Prerequisites: None	

Course Objectives

Understand the diversity of psychology subject matter.

Understand the psychology's interests and uses i.e. the Variations.

By studying this course the students will adopt the double skeptical attitude and would think critically about claims regarding behavior.

The students can grapple with the big issues and tough questions only if they first master the basic concepts and principles of psychology which is the outcomes of the tough course.

The students understand the key ideas that will serve as unifying themes throughout the course of psychology.

Course Outline

1. Perception

Definition and nature or perception types of perception, Perceptual constancies, illusions

a. Learning

Theories of learning

Pavlov-Classical conditioning

B.F.Skinner-operant conditioning

Observational learning

○ Cognitive theories of learning ,insight theories of learning

b. Memory

Kinds,

Processes and Stages of Memory,

Mnemonic Devices,

Theories of Forgetting.

c. Language and Thought

Definition, Structure and development of language.

Theories of language acquisition

Thinking and Problem Solving

d. Motivation

Theories of motivation: instinct theory, Drive Reduction theory, Arousal, Incentive

theory, Cognitive theory , Opponent process theory
Types of motives: Physiological Motives (Hunger, thirst, Sex);
Psychological Social Motives (Achievement, Power, Affiliation)

e. Emotions

Introduction: Nature; Characteristics and functions of emotion.

Theories of emotions: evolutionary theory, James-Lange theory, Cannon-Bird theory, Schacter-Singer theory, facial feedback hypothesis, opponent process theory, izard's theory, theory of relationship among emotions

Lab Contents

Perform any 8-10 practicals from the list give below.

Bilateral transfer of training, Apparent movement, Retroactive inhibition

Proactive inhibition, Recall for interrupted Vs uninterrupted tasks.

Memory for pleasant and unpleasant words, Perceptual defense, Stroop effect

Effect of suggestion on perception, Serial position effect, Reaction time

Distraction of attention, Mass Vs distributed learning, Retinal color zones

Qualitative changes in memory, Muller lyre illusion, Recognition of facial emotions

Note: This list is not exhaustive; changes may be made in the above list of practical as required by the course words

Recommended Books

Beck, R.C. (2005). Motivation Theories and Principles. (4th ed),

Chance, P. (2003). Learning and Behavior. (5th education), USA: Thomson Wadsworth

D' Amato, & M.R., (2005). Experimental Psychology: Methodology Psychophysics

and learning .New Delhi: Tata McGraw –Hill.

Davis, S.F (2005). Handbook of Research Methods in Experimental psychology.

United Kingdom: Black well Publishing.

Higard, E.R., & Bower G.H (1975). Theories of learning (4th ed), USA: Prentic-Hall, Inc.

Kalat, J. W. (2014). Introduction to Psychology. (10th ed.). USA: Wadsworth

Course Name: Developmental Psychology	Course Code: PSY-513
Course Structure: Lectures: 4	Credit Hours: 4
Prerequisites: None	

Course Objectives

To understand the key issues and theoretical perspectives of lifespan development.

To enable the students to understand the important developmental characteristics of each stage so that they can assess an individual's normal and abnormal growth patterns.

To make the students gain knowledge about the significant developmental aspects i.e. physical, cognitive, linguistic, socio-emotional and personality.

Intended Learning Outcomes

a. Knowledge and understanding:

At the end of the course student would be able to know about the process of development, gradual declination of development and the concept and stages of death.

b. Intellectual skills:

By the end of this lecture series the students will be able to know about the exact or/ average timings of developmental changes and the contributions of the eminent psychologists in the field of human development.

c. Professional and practical skills:

This subject would help students apply the principles of human development on practical life problems. For example this knowledge would positively contribute in raising children, teaching students and dealing and treating clients.

Course Outline

Nature and Definition of Developmental Psychology.

Foundations of Development,

Significant Facts about Development Research methods in Development Psychology.

Biological Foundations.

Heredity, Mechanisms, Genes, Chromosomes, chromosomal anomalies. Prenatal origins of behavior

Infancy and Babyhood.

Physical development. Motor behavior. Vocalization of the new born (acquisition of speech), Emotional development. Social Development.

Childhood

Early childhood

Middle childhood

Late childhood

Adolescence

Physical development, Emotional development, Cognitive development. Social development. Personality development

Adulthood

Physical development, Emotional development, Cognitive development. Social development,
Personality development

Late Adulthood/ Old age

Physical development, Cognitive development, Social development and personality development

Death and Dying

Death and Dying across the life span. Determining the points of life endings. Causes and reactions. Confronting death, process of dying, Kubler Ross theory of dying.

Recommended Books

Feldman, R.S (2006), Development Across the life Span.(4th ed) New Jersey, Pearson Prentice Hall.

Santrock, J.W., (2007) Adolescence (11th ed)., New Delhi: Tata. McGraw-Hill Co. Ltd.

Oates, J. Wood, C., & Grayson, A.(2005), Psychological Development and early children, Oxford, Black well Publishing Co.

Papalia, D.E., Sterns, H.L., Feldman, R.D & Camp, C.J.(2002), Adult Development and Aging (2nd ed.)Boston Bure Ridge, McGraw Hill Co.

Bee, H.(2004), The Developing Child.(10th ed.), Delhi: Sanat Printers.

Mahmud, J. (2004), Development Psychology. New Delhi: APH Publishers Corporation

Tanner, J. L., Bellack, D., & Warren, A. E. (october 2015). *Visualizing the lifespan*.

Smith, P. K., Cowie, H., & Blades, M. (2015). *Understanding children's development: Peter K. Smith, Helen Cowie, Mark Blades*. Chichester: John wiley & sons

Pillemer, D. B., & White, S. H. (28 apr 2015). *Developmental psychology and social change: Research, history, and policy*. Cambridge, UK: Cambridge University Press.

Course Name: Ethics in Psychology	Course Code: PSY – 514
Course Structure: Lectures: 2	Credit Hours: 2
Prerequisites: None	

Course Objectives

- To understand the importance and role of ethics in practicing psychology.
- To understand the code of ethics for psychology.

Intended Learning Outcomes

Knowledge and understanding:

- Students would be able apply ethical codes to the dilemmas that they could encounter in their professional life.
- Students would be able to understand what the ethical obligations of a researchers and therapists are.

Intellectual skills

- Students would be able to analyze their decisions and actions as responsible members of community.

Professional and practical skills

- Students would be able to understand the ethical issues involved in experimentation with animals and human subjects.
- Students would able to understand the ethical responsibilities of the profession.

General and transferable skills

- Students would be able to understand what kind of protective measurements should be taken for the welfare of clients, colleagues, and society at large.

Course Outline

Ethical Conduct Of Psychologists:

- Ethics Codes ,Enforcement of Ethical Conduct in psychologists, Informal Peer Monitoring ,Ethical Standards

Privacy And Confidentially:

- Classroom Material, Research Data, Assessment Materials.

Ethics In Psychotherapy:

- Therapists Obligations .Sexually Intimated Behavior with Clients.

Psychologists and Advertising

- Acceptable Advertisement, Unacceptable Advertisement

Relationship With Colleagues:

Monitoring Conduct of Colleagues, Vindictive/difficult Colleagues, Relationship with Student/Employees.

Ethical Issues in Testing

Responsibilities of test publishers
Competence of test purchasers
Responsibilities of test users Expertise
of test users Communication of test
results Consideration of individual
differences
Testing of culture and linguistic minorities

Ethical Issues in Research

Fraud in Research
Ethics and Animal Experimentation
Issues in plagiarism and fabrication

8. APA Standards or APA Guidelines

-Resolving ethical
issues -Competence
-Human relations
-Privacy and confidentiality -
Advertising and other public statements
-Record keeping and fees
-Education and training -
Research and publication
-Assessment
-Therapy

Recommended Books

Austin, K.M., Moline, Mc & William, G.T. (1990). Malpractice: Legal and Ethical Dilemmas in Psychotherapy: Newbury Park: Corsage.
Kocher, G & Keith, S.P (2008). Ethics in Psychology and the Mental Health Professions: Standards and Cases (3rd ed .). Oxford University Press: New York.
Bersoff, D. N. (Ed.). (2008). Ethical Conflicts in Psychology (4th ed.). Washington, DC: American Psychological Association.

Francis, R. (2009). Ethics for Psychologists (2nd ed.). Hoboken, NJ: Wiley-

Blackwell.

APA Manual 6th Edition. American psychological Association



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**DETAILED COURSE OUTLINE OF PSYCHOLOGY
M.SC (2 YEARS PROGRAM)**

SEMESTER-II

Course Name: Functional English - II	Course Code: PSY – 520
Course Structure: Lectures: 2	Credit Hours: 2
Prerequisites: PSY – 510	

Course Objectives

This course will enable the participants to:

Understand the basic rules of grammar

Generate ideas and translate them to their speech and writing

Formalize students with vocabulary and structures used in day-to-day formal interaction.

Intended learning outcomes of course (ILOS)

Knowledge and understanding:

The students will be able to comprehend the reading passages and understand English grammar.

The students will be able to identify the use (spoken and written) and importance of English Language in their daily life

Intellectual skill:

The students will be able to apply grammatical rules in their academic and day-to-day writing.

Professional and practical skills:

The students will be able to read with correct pronunciation and interpret the different meanings made by the text.

The students will be able to utilize listening skills and follow lectures and lessons of all the subjects with ease.

Integration of oral skills.

General and transferable skills:

The students will be able to have clarity of expression, grammatical correctness and appropriateness in writing.

They will be able to give oral presentations.

Course Outline

Letter and application Writing
C.V Writing
Report Writing
Paragraphs and its Types
Essay Writing
Comprehension
Summarization (précis)
Interview and its Types
Role Play
Dialogue Writing

Recommended Books

Murphy, Raymond, *English Grammar in Use*, 2nd Edition Cambridge University Press.1994
Thompson, A.J and Martinet A.V *A Practical English Grammar*, 4th Edition, Oxford University press.1986
Bergman C.A and Senn J. AHeath *Grammar and Composition, Introductory Course*, Lexington, Toronto: D.C.1987.
Richard C.Yorkey, *Study Skills*, McGraw-Hill Company, Newyork.1970

Course Name: Theories of Personality	Course Code: PSY – 521
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: None	

Course Objectives

To enable the students to have an in-depth knowledge of the concepts and dynamics of different theories of personality.

Intended learning outcomes of course (ILOs)

a. Knowledge and understanding:

Personal histories of important personality theorists
Major concepts of personality

The structure and dynamics of the personality theories

b. Intellectual skills

Understanding of the nature and structure of human personality
Analysis of the dynamics of personality

c. Professional and practical skills

Ability of judging the credibility of a theory

Evaluation of personality theories

Understanding human psyche in depth.

d. General and transferable skills

Philosophical understanding

Critical thinking

Understanding human nature

Course Outline

1. Introduction to the Theories of Personality

- A brief history of personality psychology. Modern theories of personality.

Characteristics of good theory personality. Expanding the Scope of Personality theory.

Psychoanalysis and Neo Freudian Approaches

Freudian Psychoanalysis

Carl Gustav and Analytical Psychology.

Alfred Adler and Individual Psychology.

Karen Horney and Humanistic Psychoanalysis.

Feminist Approaches of Personality Theory.

Personal history. Intellectual antecedents. Major concepts. Dynamics. Structure. Role of therapist.

4. B.F. Skinner and Radical Behaviorism.

Personal history Intellectual antecedents, Major concepts. Dynamics. Structure. Role of therapist.

5. Cognitive Psychology and its Application.

- Research Human Cognition. Computer Models and Human Information processing.
- Albert Bandura and Social Cognitive Theory.
- Aaron Beck and Cognitive theory.
Albert and Rational Emotive Behavior Theory.

6. Existential Theories of Personality

▪ George Kelley and Personal Construct theory. Personal history Intellectual antecedents. Major concepts. Dynamics.

▪ Carl Rogers and person Centered Perspective. Personal history Intellectual antecedents. Major concepts. Dynamics. Structure. Role of therapist.

- Abraham Maslow and Transpersonal Psychology[□]. Personal history. Intellectual antecedents. Major concepts. Dynamics.

□

Eastern Theories of Personality.

Yoga and the Hindu Tradition, History. Major Concepts. Dynamics. Structure.

Zen and the Buddhist Tradition, History. Major Concepts. Dynamics. Structure.

~~Sufism and Islamic Tradition, History. Major Concepts. Dynamics. Structure~~

Recommended Books

Burger, J.M. (2000). *Personality* (5th Ed). Stanford: Wadsworth.

Frager, R. & Fadiman, J. (2006) *Personality and Personal Growth* (6th Ed)

New Jersey: Prentice Hall.

Friedman, H.S. & Schustack, M.W. (2006). *Personality: Classic theories and modern research*. New Delhi: Pearson Education & Dorling Kindersley

Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to personality* (8th Ed). United States: John Wiley & Sons

Periodicals, Websites ... etc <http://www.prehall.com/frager>

Course Name: Psychological Testing & Measurement	Course Code: PSY-522
Course Structure: Lectures: 3, Labs: 1	Credit Hours: 4
Prerequisites: None	

Course Outline

Introduction of Psychological Testing, Definition, History and Types,

Test Construction and standardization, an overview.

Item Analysis: Difficulty level and discriminatory power of items.

Norms: Definition and types; normal distribution curve; skewness and kurtosis.

Reliability; Definition; Types of Reliability; Standard Error of Measurement; reliability of Speeded Tests. validity, definition types

Item writing, item format , Analysis, Test administration, Theories of intelligent

Personality Assessment, Projective and non-project test

Lab Contents

From the list given below 4-5 practical should be conducted:

Thematic Apperception Test TAT, Human figure Drawing (HFD), Standard Progressive Matrices (SPM)

Wechsler Intelligence Scale for Children (WISC-R-III), Wechsler Adult Intelligence Scale (WAIS)

IPAT-Anxiety, IPAT-Depression, The Bender Gestalt Test (BG), Slosson Intelligence Test (SIT)

16 Personality Factor (16 PF)

Measurement of Intelligence by drawing this list is not exhaustive; changes may be made in the above list of practical as required by the course work

Rorschach inkblot test.

Inter-Religiosity scale.

Recommended Books (Theory & Lab)

Anastasi, A., & Urbina, S. (1997) Psychological Testing (7th Ed.). Upper Saddle River

NJ Prentice Hall

Gregory, R. J. (2004). Psychological Testing: History, Principles, and Applications. (4th Ed.).

Pearson Education, Inc. and Dorling Kindersley Publishing, Inc. India, South Asia

Kaplan, R. M., Saccuzzo, D. P. (2009). Psychological Testing: Principles, Applications, and Issues (7th Ed.). Wadsworth Publishing. United States of America

Murphy K.R, & Davidshofer, C.O (2005) Psychological Testing: Principles and Application (6th Ed.). New Jersey Prentice Hall

Riaz, M. N. (2008). Test Construction: Development and Standardization of Psychological

Tests in Pakistan. D. G. Administration, HEC, Islamabad Pakistan

Geisinger, K. F., & Bracken, B. A. (2013). APA handbook of testing and assessment in psychology. Testing and assessment in clinical and counseling psychology.

Course Name: Psychopathology	Course Code: PSY – 523
Course Structure: Lectures: 3, Labs: 1	Credit Hours: 4
Prerequisites: None	

Course Objectives

To give a complete picture of the course of psychology.

At the end of the course student should be able to know about the symptoms of different psychological disorder.

After completing the course student should be able to make case histories of psychological patients.

Course Outline

The concept and criteria of normality and abnormality.

History

Introduction to Classification system

Anxiety disorders:

Obsessive-Compulsive and Related Disorders:

Depressive Disorders:

Bipolar and Related Disorders:

Schizophrenia Spectrum and other Psychotic Disorders:

Dissociative Disorders:

Somatic Symptom and Related Disorders:

Feeding and Eating Disorders:

Sleep-Wake Disorders:

Trauma-and Stressor-Related Disorders

Personality Disorders:

Cluster A: Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder

Cluster B: Borderline personality disorder, Antisocial personality disorder, Histrionic personality disorder

Cluster C: Narcissistic personality disorder, Avoidant personality disorder, Dependent personality disorder

Lab Contents:

Students will visit the hospital and record 05 histories of patients, Two Weeks internship

Recommended Books

1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5. Washington, D.C: American Psychiatric Association.
2. Sarason, L.J (2005) Abnormal Psychology the Problem of Maladaptive Behavior (10th ed.) India: Sanat printers.

3. Comer, R.J (1995) Abnormal Psychology (2nd ed.). New York: W.H.Freeman & Company.
4. Alloy, L.B., Risland, J.H., & Manos, J.M. (2006). Abnormal Psychology. (9th ed.), New York: Mc Graw Hill.
Durand, V. M., & Barlow, D. H. (2003). Essentials of abnormal psychology (3rd ed.). Thomson Learning: Pacific Grove, CA.
Kring, A.M, Davidson, G.C. et.al (2007). Abnormal Psychology. (10th ed.), USA: John Willey & Sons.
7. Greene, B. S., Rathus, S.A., & Nevid, J.S. (2006). Abnormal Psychology in changing world. New Jersey: Pearson Prentic Hall.

Course Name: Biological Psychology	Course Code: PSY-524
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: None	

Course Outline

1. Bio Psychology

Definition, Division of biopsychology, Neurons, types and structure of neuron
Communication between neuron, Communication within neuron

2. The Central Nervous System

The fore brain, mid brain and hind brain, The peripheral neurons system,
The autonomic neurons system

3. Endocrinology

Structure and functions of Endocrine glands

4. Method and strategies of Research

Methods of visualizing & stimulating the living human brain , Recording human psychology
Physiological activity, Genetic Engineering

5. Behavioral Research Methods of Bio Psychology

Neuropsychological testing, Behavioral methods of cognitive ,Neurosciences

6. Principles of sensory system organization

Vision, Audition, Somatosenses, Gestation, Olfactory

Recommended Books

Carlson. N.S(2005) Foundations of Physiological Psychology.(6th Ed), India: Pearson

Education, Inc.

Cacioppe .J.T, Tassinary. L.G, Bernton .G.G.(2007) Handbook of Psychophysiology (3rd Ed.), USA: Cambridge, University Press

Carlson.N.R.(2008) Foundations of Physiological psychology (7th Ed),: USA : Pearson Allam & Bacon.

Fain, G.L (1999). Molecular & Cellular Physiology of Neurous . India: Printice Hall.

Gazzaniga. M.S, Ivry.R.B, Mangum.G.R(2007). Cognitive Neuroscience (2nd Ed.): USA: Norton & Company, Inc.

Siegel .A, Sapru. H.N .(2006) Essential Neuroscienc . Lippincott.USA: Williams & Uilkins.

Course Name: Research Methodology	Course Code: PSY-525
Course Structure: Lectures: 4	Credit Hours: 4
Prerequisites:	

Course Objectives

At the end of course students will be able to
Explain basic terminology related to Research Design

Intended Learning Outcomes

Knowledge and understanding:

i.Learn about the issues related to research.

Upgrade student's knowledge about different research designs

Intellectual skills

Identify the criteria of different research designs in a research study.

Understand the basic statistical analysis of researches.

Professional and practical skills

Use different statistical procedures for the analysis of research study.

Application of research design in a research study

General and transferable skills

Know about different types of research designs in psychology.

Course Outline

The Basics of Research

Science in Historical, Social and Moral Context

Types of Research

Research Terminologies
Methods of Inquiry
Goals of Scientific Research

Scientific Method and Research Process

Scientific and Unscientific approaches to knowledge
Steps of Scientific Method
Elements of Scientific Method
The Research Process

Research Ideas

Sources of Ideas
Conducting a Literature Search
Purpose of Literature Review
Finding an Idea for a new Research Study

Defining and Measuring Variables

Constructs and Operational Definitions
Validity and Reliability of Measurements
Scales of Measurement
Modalities of Measurement

Selecting Research Participants (Sampling)

Introduction
Probability Sampling Methods
Non-Probability Sampling Methods

Descriptive and Correlational Research Strategies

Observational Research Design
Survey Research Design
Case Study Design
Correlational Research Strategy/Design

Experimental Research Strategy

Cause-and-Effect Relationship
Elements of Experiment
Dealing with Extraneous Variables
Control Groups
Manipulation Checks

Quasi -Experimental Strategy

Introduction
Non-Equivalent Group Design

Time-Series Design
Developmental Research Strategy/Design

Experimental Designs

Introduction
Between-Subjects Design
Within-Subjects Design

Writing a Research Report

The goal of a Research Report
General APA guidelines for Writing Style and Format
Elements of an APA-Style Research Report
Writing a Research Proposal

Recommended Books

Cozby, P. C. (2007). *Methods in Behavioral Research* (9th ed.). New York: McGraw-Hill.

Goodwin, C. J. (2009). *Research in Psychology: Methods and Design* (6th ed.). Hoboken, NJ: John Wiley & Sons.

Graziano, A. M., & Raulin, M. L. (2010). *Research Methods: A Process of Inquiry* (7th ed.). Boston, MA: Allyn and Bacon.

Kothari, C.R. (2004), *Research Methodology, Methods & Techniques*.(Rev.2nd ed.). New Delhi: New Age International (P) Ltd.
McBurney, D. H., & White, T. L. (2009). *Research Methods* (8th ed.). Belmont, CA: Wadsworth/Thomson Learning.



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SEMESTER-III

Course Name: Clinical Psychology	Course Code: PSY – 631
Course Structure: Lectures: 4	Credit Hours: 4
Prerequisites: None	

Course Objectives

At the end of the course, students will be able to:

- Explain basic terminology related to psychotherapies.
- Equip the students with skills to apply different therapies in their practical work.

Intended Learning Outcomes

Knowledge and understanding:

- Learn about early development of psychotherapies.
- Upgrade students' knowledge therapies and the use of them in their practical field.
- Explain the role and importance of therapies in psychology.

Intellectual skills

- Understand the basic qualities of application of therapies.

Professional and practical skills

- Use of therapies in psychological practice. ii. Use of therapies in clinical settings.
- Interpret test scores.

General and transferable skills

- Apply and interpret various psychotherapeutic methods.

Course Contents Intervention Strategies

- Psychoanalytical (Freud, Jung and Adler), Interpersonal (Stack H.Sullivan), Behavioristic (Skinner and Wolpe).
- Humanistic (Rogers) ,Cognitive (Beck and Ellis, Group Therapy, Family Therapy,
- Multi-model Approach (Lazarus),Biological and Physical Therapy,
- Foundations for individual Psychotherapies

Recommended Books

Dinnage, R., one to one experience of Psychotherapy. London , penguin, 1998.
Fisher .J.E& Donohue, W.T (2006). Evidence –Based Psychotherapy. New York:
Springer Science and Business Media.

Course Name: Social Psychology	Course Code: PSY-632
Course Structure: Lectures: 4	Credit Hours: 4
Prerequisites: None	

Course Objectives

To enable the students to have a good understanding of the social behavior of people, to grasp the subject matter of the course in historical perspective, and to equip them with skills of dealing effectively in the social world.

Intended Learning Outcomes

Knowledge and understanding:

Social behaviour
Attitude formation and change
Applications of social
psychology
b. Intellectual skills
Interpersonal intelligence
Empathy
General social dealing

Professional and practical skills

Persuasion
Inducing compliance
Understanding attribution processes

General and transferable skills

Communication skills
Social dealing

Course Contents

Nature and Scope of Social Psychology Historical perspectives of social Psychology;
Research methods in Social Psychology Social Perception, the self;
Liking and interpersonal attraction;
Altruism;
Helping others;
Conformity and compliance Attitudes: Formation, change and measurement;

Group dynamics Leadership: Types and theories Prejudice and reducing prejudice;

Recommended Books

Gelso, C. J., Williams, E. N., & Fretz, B. R. (2014). Counseling Psychology. (3rd ed.). Washington Dc: American Psychological Association.

Kauglansk, A.W., Higgins, E.T(2007). Social Psychology: Hand Book of Basic Principles. (2nd Ed), New York: The Guilford

Delamatar, J.(2006). Handbook of Social Psychology. USA: Spring Science & Business media.

Myers, D. G.(2006). Social Psychology.(8th ed). New Delhi: Tata McGraw Hills.

Hogg, M.A., & Cooper,J.(2007). The Sage Handbook of Social Psychology.(Concise Student Education.) Los Angles: Sage Publications.

Flexener, W.(2004). Elements of Social Psychology. India: Sarup & Sons.

Ajzen, I.(2005). Attitude, Personality and Behaviour .(2nd ed.). Poland : Open University

Gilovich, T. Keltner, D., & Nisbett, R.E (2006). Social Psychology. USA : W.W.Norkon
New Jersey: Prentice Hall

Course Name: Applied Statistics	Course Code: PSY – 633
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: None	

Course Objectives

At the end of course students will be able to

Explain basic terminology related to Statistics.

Equip the students with skills to apply different tests in their researches

Intended Learning Outcomes

Knowledge and understanding:

Learn about early development of statistics.

Upgrade students’ knowledge about hypothesis and the use of parametric and non-parametric tests.

Explain the role and importance of statistics in psychology.

Intellectual skills

Understand the basic qualities of central tendency, dispersion, hypotheses etc.

Professional and practical skills

Use of Statistics in psychological researches.

Use of z test, t test, ANOVA etc.

Interpret test scores.

d. General and transferable skills

Apply and interpret various statistical methods.

Course Contents:

a. Introduction to Application of Statistics in Psychology

Definition and Description of basic terms in Statistics

Importance, Applications and Limitation of Statistics in Psychology

b. Frequency Distribution and Graphical Presentation of Data

Introduction

Frequency Distribution Tables

Frequency Distribution Graphs

Stem and Leaf Displays

Graphical Representation of Data

c. Measure of Central Tendency

Arithmetic Mean and its properties

Median and its properties

Mode and its properties

Advantages and Disadvantages of Mean, Median, and Mode

When to use which Measure of central tendency **d.**

d. Measures of Variability

Range

Variance and Standard Deviation

Variance and Standard Deviation for Population

Variance and Standard Deviation for Sample

e. Hypothesis Testing/Tests of Significance

Null and Alternative Hypothesis

Types of Errors

Levels of Significance

Degree of Freedom

Directional and Non-Directional Tests

f. Hypothesis Testing with single and two samples

Z-test

One sample t-test

Paired sample t-test

Independent sample t-test

g. Hypothesis Testing with other kinds of data

Analysis of Variance (ANOVA)

Chi-square test

Correlation

Regression Analysis
(Introduction) Reading Material

Field, A. (2009). *Discovering Statistics: Using SPSS*. New Delhi: Sage Publication.

Garrett, H. E., & Woodsworth, R.S. (1967). *Statistics in Psychology and Education*.
London: Longmans, Green, & Co.

George, A. Ferguson & Yoshio Takane (1989). *Statistical Analysis in Psychology and Education*. McGraw Hill Book Co.

Howell. D. C. (2007). *Statistical Methods for Psychology*. USA: Thomson Wadsworth

Walpole, R. E. (1982). *Introduction to Statistics*. New York: Macmillan Co.

Course Name: Counseling Psychology	Course Code: PSY-634
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: None	

Course Objectives

To enable the students to have a good understanding of the subject matter of the course, including historical perspectives and cultural activities of counselors.

To make the students understand the process of counseling.

To enable the students to have knowledge of all the techniques utilized by effective counselor.

Intended learning outcomes of course (ILOs)

Knowledge and understanding:

Be aware of the theoretic perspectives involved in counseling.

The students become aware of the mental health

After completing the course students become to know about the role of counselor.

Intellectual skills:

By the end of this lecture series the students are able to

Recognize the interpersonal intelligence

Be familiar of Empathy

Know problem identification and solving

Professional and practical skills

Understand the use of assessment tools

To know how to assess the mental health.

To offer counseling and guidance services

General and transferable skill

Time management

Communication skills

Human dealing and problem solving

Course Outline

The Counseling Profession: A Historical Perspective

The development of counseling as a distinct profession, Frank Parsons and other early influences

Beginnings of professional organizations and professional identity;

Influences of World War-I & II, Current Trends and future directions

The Process of Counseling.

Nature & importance of professional relationship;

Ingredients of helping relationship

Steps in the process of counseling

In-depth exploration

Goals and methods of in-depth exploration, Advanced empathy, Immediacy, Confrontation, Interpretation, Role playing

The Characteristics of Effective Counselors/Psychotherapists: A Client's Rights

a. Counseling as an applied social science.

Its nature and scope in Pakistan, Self-exploration and awareness facilitation through micro-skills

Attending, listening and influencing skills.

b. The counseling interview.

i. Introduction, Major types of interview techniques in counseling

c. Tests in counseling

Introduction, Limitations of the use of psychological tests, Types of psychological tests

Factors affecting psychological test results, Test use and interpretation in counseling

Recommended Books

- i. Gibson, R.L., & Mitchell, M.H (2003). Introduction to Counseling & guidance (6th ed), India: Dorling Kindersley.
- ii. Singh, Y.K., (2005) Guidance & Career counseling. India: APH Publishing Corporation, New Print PVT.
- iii. Welfel, E.R., & Patterson, E.L.(2005) The Counseling process (6th ed.), India Chennai, Micro Print Pvt.

iv. Ivey, E.A., & Ivey, M.B.(2007). *Intentional Interviewing & counseling*.(6th ed.) USA: Thomson Co-corporation.

v. Ivey, E.A., & Ivey, M.B.(2007). *Intentional Interviewing & counseling* .(6th ed.) , USA: Thomson Co-corporation.

vi. Zunker, V.g.(2002) *Career Counseling :Applied Concept of life planning* (6th ed.), USA: Words worth group.

Colin, L.L.(2006) *Race, Culture & Counseling* (2nd ed), UK: Open University Press

Course Name: Introduction to Data Analysis	Course Code: PSY-635
Course Structure: Lectures: 2, Labs: 1	Credit Hours: 3
Prerequisites:	

Course Contents

Introduction to SPSS

Quantitative data analysis: Measurement scales

Graphical representation of data

Reliability testing

Descriptive statistics

Hypothesis testing: One sample t-test, Independent sample t-test, Paired sample t-test

Correlation

Analysis of Variance (ANOVA)

Reporting results

Recommended Books

Clayton, K. N. (1984). *An Introduction to Statistics for Psychology and Education*. Columbus: Charles, E. Merrill Publishing Co.

Field, E. (2009). *Discovering Statistics Using SPSS* (3rd ed.). London: Sage Publications.

Mertens, D.M. (1996). *Research Methods in Education and Psychology*. London: Sage Publications.

Shaugnessy, J., Zechmeister, E., & Zechmeister, J. (2003). *Research Methods in Psychology*. New York. Mc Graw Hill



SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY

PESHAWAR

DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF PSYCHOLOGY

M.SC (2 YEARS PROGRAM)

SEMESTER-IV

Course Name: Organizational Behavior	Course Code: PSY-641
Course Structure: Lectures: 4	Credit Hours: 4
Prerequisites: None	

Course Objectives

The students would be able understand the behavior of employees working in the different organization.

The students would be able to understand the concepts of organizations and organizational behavior.

Intended Learning Outcomes

Knowledge and understanding:

The students would be able to understand the behavior of employees.

Students would be able to understand the factors which can motivate employees.

Intellectual skills:

The students would be able to understand the factors which can increase the job satisfaction of the employees.

Professional and practical skill:

The students would be able to use concepts of organizational behavior in organizations to improve the environment of organizational behavior.

As a employee students would be able to understand factors that bring change in the organization they would be equip with the skills to cope with organizational changes.

Course Outline

Organizational Behaviour

Definition of Organizational Behavior, Scientific Management, Classical Organizational Theory.

Hawthorne Studies, Human Relations Movement, Managerial Functions.

Organizational Communication

Process & Methods, Management of Organizational Communication, Communication Network

Perception and Attribution

Perceptual Processes, Attributions, Managerial Implications of Attribution theory

Attitudes

Formation of attitudes, Components of attitudes, Job satisfaction and dissatisfaction.

Motivation at Work

Definition of Motivation, Views Need Theories, Two Factor Theory , Expectancy Theory ,Equity Theory

Leadership in Organization

The nature of Leadership , Theories of leadership

Work Stress

Definition, Causes and Consequences (individual& organizational), Managing Stress, Stress in type A and B personalities.

Power, Politics and Conflict

Nature and Types of Power, Uses of Power.

Politics and Political Behavior, Nature and Management of Conflict in Organization.

Decision Making and Creativity

Definition Classification &Models, Creativity in Decision Making.

Careers in Organization

Careers Choices Stages of Career

Organizational Change and Development

Nature and Sources of Change, Resistance to Change, Nature and Management of Organizational Developments

Recommended Books

Churchill, Jr, G.A., & Lacobucci, D.(2002). Marketing Research

Methodological Foundation,(8th ed), South Western, Thomson learning.

Peter J.P. & Olsan. (2002). Consumer Behavior and Marketing Strategy. (6th Ed.). New York; McGraw-Hill.

Course Name: Positive Psychology	Course Code: PSY-642
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: None	

Course Objectives

There are two complementary strategies for improving human condition. One is to relieve what is negative in life: the other is to strengthen what is positive. Mainstream psychology focuses largely on the first strategy: positive psychology emphasizes the second.

Intended Learning Outcomes

Thus some of the overall aims of this positive psychology course are as follows;

- To use psychological theory, research and intervention techniques to understand the positive, the adaptive, the creative and the emotionally fulfilling elements of human behavior.
- To help students develop those qualities that lead to greater fulfillment for themselves and for others.
- To help students not only to understand and develop their own strengths and virtues, but also work towards developing these in other too, whether at the individual, community or institutional level.
- Furthermore what is taught in positive psychology now is what was taught to us fourteen centuries back by Prophet Muhammad (SAW) and is are reverberation of some Islamic teachings with the added advantage of being scientifically researched and proved.
- So in this course along with teaching positive psychology from a western perspective an effort will also be made to relate its concepts to similar or the same Islamic concepts also and to critically evaluate them from this angle too.
- Enable students to apply positive psychology research methodology, to the understanding of many Quranic and sufi spiritual concepts. This will not only result in their scientific evidence being established worldwide but it will also mean disseminating the same to an ever bigger audience in language that is understood by many.

Course Outline

Applied positive Psychology

- a. A new perspective for professional practice.

Positive Psychology, Past, Present and future.

- a. Historical, Psychological and Epistemological perspectives

The good life, broadly and narrowly considered.

Personal well being

Value pathways to well being

The paradox of choice.

A say determination theory perspective.

Lifestyle practice for Health and Well being

Positive Psychology in motion

Emotional Intelligence in practice.

Balancing time perspective in pursuit of optimal functioning.

Positive clinical Psychology

Positive Psychology and Psychotherapy – An existential approach

Classified and measurement of character strength

Resilience Theory: The practice of Positive psychology.

Facilitating Forgiveness: developing group and community interventions.

Classified and measurement of character strength.

Recommended Books

Frank V. The doctor and the soul: from Psychotherapy to logotherapy. New York,

Ramdom House, 1973.

Peseschkian, N.(2000). Positive Psychotherapy: Theory and Practice of a New

Method. New

Course Name: Human Resource Management	Course Code: PSY-643
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites:	

Course Objectives

To understand the importance and need of HRM department in organization.

To understand the important activities carried out by HRM department in different organizations.

Intended Learning Outcomes

Knowledge and understanding:

The students would be able to understand activities and responsibilities of HR department.

The students would be able to understand the factors that can affect the workers.

Intellectual skills

Students would be able to develop and apply policies and practices to retain good employees and improve employees morale.

Professional and practical skills

The students would be able to develop more encouraging work environment in organizations.

The students would be able to understand the factors that can affect the work environment.

General and transferable skills

The students would be able to lead and manage successful teams.

The students would be able to understand how employees are recruited, motivated and retained in the organizations.

Course Outline

Fundamentals of HRM

Objectives and scope of HRM, Management essentials Importance of HRM, Functions of HRM

HR Planning and Job Analysis

HR Planning Job analysis, Job analysis methods, Purpose of job analysis

Recruiting

Recruiting goals, Recruiting sources, Recruiting alternatives

Foundation of Selection

Selection process, Key elements for successful predictors

Socializing, Orienting and Developing Employees

The process of socialization, the purpose of new employee orientation, Employee development, Organization development, Evaluating training and development program effectiveness Employee training

Establishing the Performance Management System

Performance management system, the appraisal process, the appraisal methods
Factors that can distort appraisals, creating more effective performance management system

Establishing Rewards and Pay Plans

Compensation administration, Job evaluation and pay structure, Special cases of compensation.

Ensuring a Safe and Healthy Work Environment

Job safety programs, maintaining a healthy work environment

LABOR RELATION AND COLLECTIVE BARGAINING

Why employees join unions, unionizing employees.
Collective Bargaining

EMPLOYEE RIGHTS AND HR COMMUNICATION

Current issues regarding employment rights, the employment –at-will-doctrine
Discipline and employees rights Employee counseling

Recommended Books

Ahuja, K.K and Shulela, B (2005) Human Resource Management. New Delhi: Kalyani
Publishers

Course Name: Research Project	Course Code: PSY-650
Course Structure: Lectures: 0 Lab: 4	Credit Hours: 4
Prerequisites: None	

Course Outline

Research project on any topic related to the field of Psychology followed by a Viva on the research project by internal examiner or peer review. Optional subject is Forensic psychology.

Research project will be given to only those students who scored 3.3 CGPA in Applied Statistics, Research Methodology, and Introduction to Data Analysis.



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DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF PSYCHOLOGY

M.SC (2 YEARS PROGRAM)

LIST OF ELECTIVES

Course Name: Cross Cultural Psychology	Course Code: PSY-644
Course Structure: Lectures: 4	Credit Hours: 4
Prerequisites: None	

Course Outline

History of cross cultural Psychology

Methodological issues for cross cultural Psychology

Comparability and equivalence; emics and etics, sampling strategy in cross cultural research; problems of translation

Culture and basic psychological processes, culture and cognition; culture and emotion, culture similarities and dissimilarities, cultural shock; cross cultural studies on perception and cognitive styles; cross cultural research on motivation.

Sex trait stereotype, development of gender stereotype.

Parental acceptance-rejection theory (PART); A universality approach world wide testing of PART

Cross cultural test of pages theory perceptual cognitive styles new trends in cross cultural research individualism & collectivism; Indigenous Psychology

Recommended Books

Berry, J.W., Dasen, P.R., & Saraswathi, T.Y.S (education) (1997). Handbook of cross cultural psychology. (Vol.L) Boston: Allyn & Bacon.

Berry, J.W., Poortinga, Y.H., & Pandeyn, J. (Eds). (1976). Handbook of cross cultural psychology. (Vol.3) Boston: Allyn & Bacon.

Berry, J.W., Segall, M.H., & Katitcibasi, C.F. (Eds). (1979). Handbook of cross cultural psychology. ((Vol.3) Boston, Publishers.

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

Matsumoto, D. & Juang, L. (2004). Culture and Psychology. Sydney: Thomson Wadsworth.

Course Name: Consumer Psychology	Course Code: PSY-645
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites:	

Course Outline

Defined CB, Segmentation of market.
 Natal influences; Culture, Subculture, Social class, social group, family and personal.
 All determinants of CB; personality motivation, learning and memory, attributes and attitude change.
 Consumer decision process; problem, search purchase processes,
 Post purchase behavior.

Recommended Books

Churchill, Jr, G.A., & Lacobucci, D.(2002). Marketing Research

Methodological Foundation,(8th ed), South Western, Thomson learning.

Peter J.P. & Olsan. (2002). Consumer Behavior and Marketing Strategy.(6th ed)

New York; McGraw-Hill.

Course Name: Psychology of Mass Media and Communication	Course Code: PSY-646
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: None	

Course Objectives

To give a complete picture of the course of Mass Media and Communication
 At the end of the course students should be able to understand the relationship between communication and culture
 Give a broad overview of current trends in mass communication, especially concentration of ownership and conglomeration, globalization, audience fragmentation, hyper commercialism and convergence.

Intended Learning Outcomes

Students will demonstrate in writing an awareness of skills and techniques required of effective teacher
 Students will identify attitudes and behaviors that positively influence education of children from diverse backgrounds, cultures and disabilities.

Course Outline

Introduction
 Perspective of mass communication
 Media, Media Industries, and Media Audiences
 Theories of mass communication
 Models of mass communication

Specific Media profession
Regulating Mass Media
Social Effects of Mass Communication

Recommended Books

Barans S. J. (2006). Introduction to Mass Communication: Media Literacy and Culture.

(4th ed.) New York: McGraw Hill

Dominick, J.R. (2007). The Dynamics of Mass Communication: Media in the Digital

Age. (9th ed.), New York: McGraw Hill

Rodman, G. (2006). Mass Media in a Changing World. New York: McGraw Hill

Rokeach, S.B., & Defleur, M.L. (1989) Theories of Mass Communication. (5th

ed.), New York; Poltman Publishing Inc.

Course Name: Psychology and Gender	Course Code: PSY-647
Course Structure: Lectures:	Credit Hours: 3
Prerequisites:	

Course Outline

Historical, Theoretical and Methodological Issues

Developmental Issues

Social roles and social systems

Issues of Physical and Mental health

Gender and Power

Gender discrimination

Gender based violence

Gender related issues in Pakistan

Recommended Books:

Arry and Mailand. (1997). Psychology of Women. USA: Foreman and Company.

Bem, S.L. (1983). Gender schema theory and its implications for child development:

Raising gender-aschematic children in a gender schematic society. Signs, 8,598-

616.

Buss, D.M. (1995). Psychological Sex Difference: Origins Through Sexual Selection. American Psychologist. 50: 164-168.

Eagly, A.H., & Wood, W. (1999). The Origins of Sex Differences in Human Behavior:

Evolved Dispositions Verses Social Roles. American Psychologist. 54: 408-423

Golombok, S., & Fivush, R. (1994). Gender Development. New York: Cambridge University Press.

Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R. A. R., &

Pdegraff, J. A. (2000).Biobehavioral Responses to Stress in Females:
Tend-and
befriend, not fight-or-flight. Psychological Bulletins, 107, 411-429.

Course Name: Muslim Psychology	Course Code: PSY – 648
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites:	

Course Objectives:

To enable the students to have an in depth Knowledge origin of Muslim Psychology.

Intended Learning Outcomes

Knowledge and understanding:

To make the students understand the work of different early Muslim Philosophers (Psychologist) and their background

To make the students understand and explore the human nature in the light of historical perspective of early Muslims scholars and their contributions towards the field of science.

To develop the knowledge base to a level where students can independently understand Muslim psychology.

Intellectual skills

Intellectually groom them to evaluate and asses“ human nature in light of muslim philosophy of human nature.

Motivate them to intellectually challenge all the theories independently and without biases

Develop a thought process among students where they can read and hear the work of different muslim theorist but have the intellectual base to rationalize the theories on the base of environments and background and then formulate own assessment

Professional and practical skills

Ability of assessing human nature in light of muslim religion.

To think and evaluate like a psychologist.

Understanding contents of personality

General and transferable skills

Ability to discuss different problems

Interactive Communications

Presentation art

Course Outline

Introduction

Definition, subject matter, scope

Historical background of psychology

Studies of Muslim scholars on Psychology

Avecena

Maulana Ashraf Ali Thanvi
 Al-Razi
 Shah Wali Ullah
 Al-Ghaznavi
 Al- Ghazali
 Concept of Man
 Quranic Concept of Human Psyche
 Muslim approach to mental health
 Wellbeing, love, contentment, satisfaction
 Hope, optimism and happiness.

Recommended Books

Ajmal, M. (1986). Muslim Contribution to Psychology and Other Essays. Islamabad: National Institute of Psychology.

Amber, H. (2004). Psychology from Islamic Perspective: Contribution of early Muslim scholars and challenges to contemporary Muslim Psychologists. Journal of Religion and Health.

Hanafy, Y. A., Fatma, Y.A., & Dening, T.R. (1996). Evidence for the existence of schizizophrenia in medieval Islamic society. History of Psychiatry.

Ibrahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. Journal of the International society for the History of Islamic Medicine.

Plott, C. (2000). Global History of Philosophy: the period of Scholasticism. Motiovala Banarsideass.

Rizvi, A.A. (1989). Muslim tradition in Psychotherapy and Modern Trends. Lahore: Institute of Islamic Culture.

Course Name: Forensic and Criminal Psychology	Course Code: PSY – 649
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites:	

Course Objectives

- To understand the basic concepts in criminology and forensic psychology.
- To evaluate the current causes and explanations of criminal behavior .
- To enable students to apply the theoretical concepts of criminology and forensic psychology to real life situations.
- To understand the characteristics and causes of psychopathy.
- To understand and to conduct investigative interview.

Course Contents

1. Introduction to Forensic and Criminal Psychology

2. Historical development of Forensic Sciences and Criminology
3. Biological and Evolutionary Explanations of Criminal Behaviour
4. Psycho- Social Explanations of Criminal Behaviour
5. Abnormal Behaviour and Psychopathy
6. Eyewitness memory, An early model of memory
7. The strength and validity of the evidence
8. The Psychology of confession, Voluntary false confessions
9. Interrogational tactics
10. Coerced false confessions
11. Investigative interview
12. Offender Profiling, Violence risk assessment
13. Correctional Psychology in Adult and Juvenile settings

References

Bartol, Anne M. and Bartol, Curt A. (2005). *Criminal behavior: A psychosocial approach*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Siegel, Larry J. (2005). *Criminology*. California: Thomson Wadsworth. Bartol, C.R (2002). *Criminal behavior, A Psychosocial Approach*. (6thed.). NJ: Prentice Hall.

Eckert, W.G. (1990). *Introduction to Forensic Science*. London: The C.V. Mosby Company.

Note:

In addition to the above, the university can offer any elective which they feel necessary subject to the availability of resources.

